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Special Issue on NEP 2020: Implementation Phase

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Biannually Referred Journal In Education

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Editorial

Journal of education & culture is an attempt to reflect the researches in education in printed form to encourage both the researchers and the concerned teachers for enrichment of Education as a discipline and societal benefit too. In our country so many research and other contemplation is somewhat hidden due to lacking of some exposure, the present journal will act as a catalyst to highlight those extracts.

The purpose of the publication is completely research-centric and to develop the field of Education both from the foundation side and also from specialized side. The mode of publication is biannual.

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<u>C o n t e n t s</u>

IMPLEMENTATION OF NEP 2020 CURRICULUM: AN OVERVIEW

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Abstract:

The National Education Policy (NEP) 2020 is a comprehensive document that aims to transform the Indian education system. One of the key components of the NEP 2020 is the implementation of a new curriculum that is more holistic, flexible, and learner-centric. The implementation of the NEP 2020 curriculum poses several challenges, but also presents several opportunities for the development of the education system in India.

The NEP 2020 proposes a new curriculum framework that is based on the principles of flexibility, multidisciplinarity, and integration. The new curriculum is designed to promote critical thinking, creativity, and problem-solving skills among learners. The curriculum also emphasizes the importance of vocational education and the development of 21st-century skills. The implementation of the NEP 2020 curriculum requires several measures, including the revision of textbooks, the development of teaching and learning resources, and the training of teachers. The NEP 2020 also proposes the use of technology to enhance the quality and reach of education.

One of the key challenges in the implementation of the NEP 2020 curriculum is the lack of resources and infrastructure. The effective implementation of the new curriculum requires the allocation of resources, such as funds, infrastructure, and technology. However, the lack of resources and infrastructure in many parts of the country has hindered the effective implementation of the proposed measures.

Another challenge is the need to change the mindset and culture of education. The implementation of the NEP 2020 curriculum requires a shift from traditional methods of teaching and learning to more innovative and learner-centric approaches. This requires a change in the mindset and culture of education, which may be difficult to achieve in the short term.

However, the implementation of the NEP 2020 curriculum also presents several opportunities for the development of the education system in India. The new curriculum framework provides a flexible and multidisciplinary approach to education, which can promote creativity, innovation, and problem-solving skills among learners. The emphasis on vocational education and the development of 21st-century skills can also help to bridge the gap between education and the job market.

The use of technology in the implementation of the NEP 2020 curriculum also presents several opportunities. Technology can enhance the quality and reach of education, especially in remote and underserved areas. Technology can also provide learners with access to a wide range of resources and enable them to learn at their own pace and convenience.

In conclusion, the implementation of the NEP 2020 curriculum is a significant step towards the transformation of the Indian education system. The implementation of the new curriculum requires the allocation of resources, as well as a change in the mindset and culture of education. However, the implementation of the NEP 2020 curriculum also presents several opportunities for the development of the education system in India, including the promotion of creativity,

innovation, and problem-solving skills among learners, and the use of technology to enhance the quality and reach of education.

Keyword: NEP 2020, Curriculum framework, Mind-set and Culture, Multidisciplinary approach

Introduction:

The National Education Policy (NEP) 2020 is a comprehensive framework for the development of education in India. The policy aims to transform the education system and make it more inclusive, flexible, and contemporary. One of the key objectives of the NEP 2020 is to introduce a new and flexible curriculum that is based on the principles of interdisciplinary, experiential, and holistic learning.

The implementation of the NEP 2020 curriculum requires significant changes in the existing curriculum, teaching methodologies, assessment systems, and teacher training programs. The curriculum will be developed by the National Council of Educational Research and Training (NCERT) in collaboration with other educational institutions and experts.

The NEP 2020 curriculum will be introduced in a phased manner, starting from the academic session 2021-22 for grades 3, 5, and 8. The new curriculum will be gradually expanded to cover all grades over the next few years. The curriculum will focus on reducing the curriculum load, promoting critical thinking, problem-solving, creativity, and digital literacy.

The implementation of the NEP 2020 curriculum will require the support and cooperation of all stakeholders, including teachers, parents, students, and educational institutions. The government has also proposed several measures to ensure the successful implementation of the new curriculum, such as the establishment of a national assessment center, teacher training programs, and the development of digital infrastructure.

Overall, the implementation of the NEP 2020 curriculum is a significant step towards transforming the education system in India and providing students with a more relevant and engaging learning experience.

What extent it is essential?

The implementation of the National Education Policy (NEP) 2020 curriculum is essential for the development of a modern and inclusive education system in India. The new curriculum is based on the principles of interdisciplinary, experiential, and holistic learning, which will help students develop a range of skills and competencies that are necessary for success in the 21st century.

One of the key objectives of the NEP 2020 is to reduce the curriculum load and promote critical thinking, problem-solving, creativity, and digital literacy among students. The current curriculum is often criticized for being too focused on rote learning and memorization, which hinders the development of these essential skills. The new curriculum will address this issue by providing students with opportunities to learn through experimentation, collaboration, and exploration.

The implementation of the NEP 2020 curriculum will also help address the issue of unequal access to quality education in India. The new curriculum will be more inclusive and flexible, allowing for greater customization based on the needs and interests of individual students. This will help bridge the gap between urban and rural areas and ensure that every student has access to a high-quality education.

Moreover, the new curriculum will also focus on the development of soft skills such as communication, collaboration, and teamwork, which are essential for success in the workplace. These skills are often overlooked in the current education system, but they are critical for students to be able to navigate the rapidly changing job market.

The implementation of the NEP 2020 curriculum will also require significant changes in the teaching methodologies, assessment systems, and teacher training programs. The curriculum will be developed by the National Council of Educational Research and Training (NCERT) in collaboration with other educational institutions and experts. Teachers will need to be trained to effectively implement the new curriculum and provide students with the necessary support and guidance.

The government has also proposed several measures to ensure the successful implementation of the new curriculum, such as the establishment of a national assessment center, teacher training programs, and the development of digital infrastructure. These measures will help ensure that the new curriculum is effectively implemented and that students receive the best possible education.

In conclusion, the implementation of the NEP 2020 curriculum is essential for the development of a modern and inclusive education system in India. The new curriculum will help reduce the curriculum load and promote critical thinking, problem-solving, creativity, and digital literacy among students. It will also help address the issue of unequal access to quality education and develop essential soft skills that are critical for success in the workplace. The successful implementation of the new curriculum will require significant changes in the teaching methodologies, assessment systems, and teacher training programs, but it will ultimately provide students with a more relevant and engaging learning experience.

Some salient features of NEP That matters:

The National Education Policy (NEP) 2020 is a comprehensive framework for the development of education in India. It aims to transform the education system and make it more inclusive, flexible, and contemporary. The NEP 2020 has several salient features that are essential for the successful implementation of the new curriculum.

- ❖ **Interdisciplinary and flexible curriculum:** The NEP 2020 emphasizes the need for a flexible and interdisciplinary curriculum that is based on the principles of critical thinking, problem-solving, creativity, and digital literacy. The curriculum will be developed by the National Council of Educational Research and Training (NCERT) in collaboration with other educational institutions and experts.

- ❖ **Reduction of curriculum load:** The NEP 2020 proposes a reduction in the curriculum load to ensure that students have more time for experiential learning and other co-curricular activities. This will also help reduce the stress on students and promote their overall well-being.

- ❖ **Focus on vocational education:** The NEP 2020 emphasizes the need for vocational education and skill development to prepare students for the rapidly changing job market. It proposes the integration of vocational education into mainstream education to provide students with practical skills and knowledge.

- ❖ **Use of technology:** The NEP 2020 recognizes the potential of technology in enhancing the teaching-learning process. It proposes the development of digital

infrastructure and the integration of technology in teaching methodologies to provide students with a more engaging and interactive learning experience.

- ❖ **Teacher training and development:** The NEP 2020 emphasizes the need for continuous professional development of teachers to ensure that they are equipped with the necessary skills and knowledge to effectively implement the new curriculum. The policy proposes the establishment of a National Professional Standards for Teachers (NPST) to provide a framework for teacher training and development.
- ❖ **Inclusive education:** The NEP 2020 emphasizes the need for inclusive education to ensure that every student has access to a high-quality education. The policy proposes the development of special educational programs for disadvantaged groups, including children with disabilities, and the provision of scholarships and financial assistance to support their education.
- ❖ **Assessment reforms:** The NEP 2020 proposes the development of a new and comprehensive assessment system that focuses on the holistic development of students. The new assessment system will be based on continuous and comprehensive evaluation and will provide students with feedback on their performance.

On the other hand, the salient features of the NEP 2020 are essential for the successful implementation of the new curriculum. The policy emphasizes the need for a flexible and interdisciplinary curriculum, the reduction of curriculum load, vocational education, the use of technology, teacher training and development, inclusive education, and assessment reforms. These features will help provide students with a more relevant and engaging learning experience and prepare them for success in the 21st century.

NEP2020: Globalisation vs Local Reality

The National Education Policy (NEP) 2020 is a comprehensive framework that aims to transform the education system in India. One of the key issues that the NEP 2020 grapples with is the tension between globalization and local reality in the implementation of the new curriculum.

- ➢ On the one hand, the NEP 2020 recognizes the need to prepare students for a rapidly changing global environment. It emphasizes the importance of critical thinking, problem-solving, creativity, and digital literacy - all of which are essential skills for success in a globalized world. The NEP 2020 proposes a flexible and interdisciplinary curriculum that will enable students to adapt to new and emerging technologies and industries.
- ➢ The NEP 2020 also recognizes the importance of local context and realities. It emphasizes the need for education to be culturally rooted and to reflect the diversity and richness of India's heritage. The NEP 2020 proposes the use of local languages as a medium of instruction up to at least grade 5, and the integration of traditional knowledge systems into the curriculum.
- ➢ The tension between globalization and local reality is not unique to India, and is a common issue faced by many countries in the world. While globalization has brought about many benefits, it has also created new challenges, particularly for developing countries like India. One of the challenges is the potential loss of local cultural and linguistic identities as a result of the dominance of global culture and language.

> ➢ The NEP 2020 attempts to address this challenge by promoting the use of local languages as a medium of instruction and by integrating traditional knowledge systems into the curriculum. This will not only help preserve local cultural and linguistic identities but also provide students with a more inclusive and diverse learning experience.

> ➢ However, the implementation of these proposals may face challenges. For example, the use of local languages as a medium of instruction may require the development of new teaching materials and training of teachers. Integrating traditional knowledge systems into the curriculum may require research and documentation of traditional knowledge, and the development of new pedagogical approaches.

That is why, the tension between globalization and local reality is a complex issue that requires careful consideration in the implementation of the NEP 2020 curriculum. While the policy recognizes the importance of preparing students for a globalized world, it also emphasizes the need for education to be culturally rooted and to reflect the diversity and richness of India's heritage. The successful implementation of the NEP 2020 curriculum will require a balance between these two objectives, and a commitment to promoting both global competencies and local cultural identities.

NEP2020: Welcoming vs Uncertainty:

The National Education Policy (NEP) 2020 is a significant policy document that aims to transform the education system in India. It has been welcomed by many as a much-needed reform, while others have expressed uncertainty about its implementation and effectiveness.

> ➕ One of the key aspects of the NEP 2020 that has been widely welcomed is its emphasis on early childhood education. The policy proposes the establishment of Anganwadis as early childhood care and education centers, which will provide a solid foundation for children's learning and development. The policy also emphasizes the importance of play-based and activity-based learning in the early years, which is seen as a welcome departure from the traditional rote-learning approach.

> ➕ Another area of the NEP 2020 that has been welcomed is its focus on vocational education and skill development. The policy recognizes that not all students are interested in pursuing higher education and that there is a need to provide alternative pathways for skill development and employment. The policy proposes the establishment of vocational education institutions at the secondary level and the integration of vocational education into the mainstream curriculum.

> ➕ The NEP 2020's proposal to replace the 10+2 structure with a 5+3+3+4 structure has also been widely welcomed. This structure is seen as more flexible and inclusive, and it provides greater opportunities for students to pursue their interests and talents. The policy also proposes the integration of subjects across disciplines, which is seen as a welcome move towards a more interdisciplinary approach to learning.

> ➕ However, there are also concerns and uncertainties about the implementation of the NEP 2020. One of the main concerns is the lack of clarity on the funding mechanism for the proposed reforms. The NEP 2020 proposes significant changes in the education system, but it is not clear how these changes will be funded. The policy suggests that the government will increase its spending on education to 6% of GDP, but there are

doubts about whether this will be sufficient to meet the funding requirements of the proposed reforms.

- Another area of concern is the lack of focus on teacher training and professional development. The NEP 2020 proposes significant changes in the curriculum and pedagogy, but it is not clear how teachers will be trained and prepared to implement these changes. There is a need for significant investment in teacher training and professional development to ensure that the proposed reforms are successfully implemented.

- There are also concerns about the potential impact of the NEP 2020 on the existing education system. The proposed changes are significant, and there are concerns that they may disrupt the existing system and create further inequities. There is a need for careful planning and consultation with all stakeholders to ensure that the proposed changes are implemented in a way that is fair and equitable.

There for, the NEP 2020 is a significant policy document that proposes sweeping changes in the education system in India. While it has been welcomed by many as a much-needed reform, there are also concerns and uncertainties about its implementation and effectiveness. The successful implementation of the NEP 2020 will require careful planning, consultation with all stakeholders, and significant investment in teacher training and professional development. It is hoped that the NEP 2020 will pave the way for a more inclusive, equitable, and effective education system in India.

Making it happen vs there is no alternatives

The National Education Policy (NEP) 2020 is a comprehensive document that outlines a vision for the transformation of the education system in India. It proposes several key reforms that are aimed at making the education system more inclusive, equitable, and effective. However, for these reforms to be successful, they must be effectively implemented.

- ❖ One of the challenges of implementing the NEP 2020 is that it proposes significant changes in the education system. These changes will require significant investments in infrastructure, teacher training, and curriculum development. There will also be a need for significant administrative and bureaucratic changes to implement the proposed reforms. To make the proposed changes a reality, there must be a clear roadmap for implementation, and there must be a commitment from all stakeholders to make it happen.

- ❖ One of the key aspects of making the NEP 2020 a reality is the need for increased investment in education. The policy proposes an increase in education spending to 6% of GDP, which is a significant increase from current levels. This funding will be needed to support the proposed changes in infrastructure, teacher training, and curriculum development. It will also be needed to support the expansion of vocational education and the establishment of new institutions.

- ❖ Another important aspect of making the NEP 2020 a reality is the need for effective implementation mechanisms. The policy proposes the establishment of a National Education Commission, which will be responsible for overseeing the implementation of the policy. The Commission will need to work closely with state governments,

educational institutions, and other stakeholders to ensure that the proposed reforms are effectively implemented.

❖ One of the key challenges of implementing the NEP 2020 will be the need for effective teacher training and professional development. The policy proposes significant changes in curriculum and pedagogy, and teachers will need to be trained to implement these changes effectively. There will also be a need for ongoing professional development to ensure that teachers are equipped with the skills and knowledge needed to provide high-quality education.

❖ The NEP 2020 also proposes significant changes in assessment and evaluation. The policy proposes a shift away from rote-learning and the use of standardized tests towards more formative and continuous assessment. This will require a significant change in the way that assessments are designed, administered, and evaluated. There will also be a need for effective feedback mechanisms to ensure that students receive timely and constructive feedback on their learning.

❖ Another key aspect of making the NEP 2020 a reality is the need for effective collaboration and consultation with all stakeholders. The proposed reforms will impact a wide range of stakeholders, including students, parents, teachers, educational institutions, and policymakers. There will be a need for ongoing consultation and collaboration to ensure that the proposed changes are implemented in a way that is fair, equitable, and inclusive.

❖ Despite the challenges, there is no alternative to implementing the NEP 2020. The current education system in India is facing several challenges, including poor learning outcomes, high dropout rates, and inequitable access to education. The proposed reforms in the NEP 2020 are aimed at addressing these challenges and creating a more inclusive, equitable, and effective education system.

❖ The NEP 2020 also recognizes the need for a more flexible and inclusive education system that is better equipped to meet the needs of a rapidly changing world. The proposed reforms in vocational education, interdisciplinary learning, and the use of technology are aimed at creating a more responsive and dynamic education system that is better equipped to meet the needs of students and society.

So, the implementation of the NEP 2020 is essential for the transformation of the education system in India. While there are challenges to implementing the proposed reforms, there is no alternative to making them happen. The successful implementation of the NEP 2020 will require increased investment in education, effective implementation mechanisms, effective teacher training and professional development and collaboration.

Findings and Conclusions:

The National Education Policy (NEP) 2020 is a comprehensive document that outlines a vision for the transformation of the education system in India. It proposes several key reforms that are aimed at making the education system more inclusive, equitable, and effective. However, for these reforms to be successful, they must be effectively implemented.

o The implementation of the NEP 2020 is a complex process that will require significant investment, administrative changes, and the support of all stakeholders. However, if the proposed reforms are implemented effectively, they have the potential to transform

the education system in India and address some of the key challenges that the system is currently facing.

- One of the key findings of this overview is the recognition of the need for a more flexible and responsive education system. The NEP 2020 proposes several reforms in this regard, including the introduction of vocational education, interdisciplinary learning, and the use of technology. These reforms are aimed at creating a more dynamic and inclusive education system that is better equipped to meet the needs of students and society.

- Another key finding is the need for increased investment in education. The NEP 2020 proposes an increase in education spending to 6% of GDP, which is a significant increase from current levels. This funding will be needed to support the proposed changes in infrastructure, teacher training, and curriculum development. It will also be needed to support the expansion of vocational education and the establishment of new institutions.

- Effective implementation mechanisms will also be critical to the success of the NEP 2020. The policy proposes the establishment of a National Education Commission, which will be responsible for overseeing the implementation of the policy. The Commission will need to work closely with state governments, educational institutions, and other stakeholders to ensure that the proposed reforms are effectively implemented.

- The NEP 2020 also recognizes the importance of effective teacher training and professional development. The policy proposes significant changes in curriculum and pedagogy, and teachers will need to be trained to implement these changes effectively. There will also be a need for ongoing professional development to ensure that teachers are equipped with the skills and knowledge needed to provide high-quality education.

- Assessment and evaluation are also identified as areas in need of reform. The NEP 2020 proposes a shift away from rote-learning and the use of standardized tests towards more formative and continuous assessment. This will require a significant change in the way that assessments are designed, administered, and evaluated. There will also be a need for effective feedback mechanisms to ensure that students receive timely and constructive feedback on their learning.

One of the key conclusions of this overview is that the implementation of the NEP 2020 is essential for the transformation of the education system in India. The current education system is facing several challenges, including poor learning outcomes, high dropout rates, and inequitable access to education. The proposed reforms in the NEP 2020 are aimed at addressing these challenges and creating a more inclusive, equitable, and effective education system.

Another conclusion is the recognition of the need for effective collaboration and consultation with all stakeholders. The proposed reforms will impact a wide range of stakeholders, including students, parents, teachers, educational institutions, and policymakers. There will be a need for ongoing consultation and collaboration to ensure that the proposed changes are implemented in a way that is fair, equitable, and inclusive.

Finally, the successful implementation of the NEP 2020 will require a sustained effort over a long period of time. The proposed reforms will not happen overnight, and there will be challenges and setbacks along the way. However, if there is a commitment from all

stakeholders to make it happen, and if the proposed reforms are implemented effectively, they have the potential to transform the education system in India and create a brighter future for all students.

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TRANSFORMATIVE HIGHER EDUCATION: REALITY AND PRACTICE

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Abstract:

Transformative higher education refers to an educational approach that goes beyond the traditional focus on imparting knowledge and skills, to also develop critical thinking, ethical reasoning, and civic engagement skills in students. It aims to empower students to become agents of social change, by encouraging them to reflect on their own values and beliefs, and to engage with issues of social justice and inequality.

The practice of transformative higher education involves several key principles. Firstly, it emphasizes student-centered learning, where students are encouraged to take an active role in their learning, and to collaborate with peers and faculty to construct knowledge. Secondly, it emphasizes interdisciplinary and experiential learning, where students are exposed to a variety of perspectives and are given opportunities to apply their knowledge in real-world settings. Thirdly, it emphasizes community engagement, where students are encouraged to work with community partners to address local and global challenges.

Despite the potential benefits of transformative higher education, implementing it in practice can be challenging. One key challenge is resistance from faculty and administration who may be more comfortable with traditional approaches to teaching and learning. Another challenge is funding and resource constraints, as implementing transformative higher education often requires investments in faculty development, community partnerships, and new pedagogical approaches.

Transformative higher education has the potential to prepare students to be active and engaged citizens, capable of tackling complex social problems. However, realizing this potential requires a commitment from faculty, administration, and students to embrace new approaches to teaching and learning. It also requires a recognition that education should not be limited to the transmission of knowledge and skills, but should also be about developing the whole person and creating a more just and equitable society.

Keyword: Transformative Education, Higher Education, Imparting knowledge, skills.

Introduction:

Transformative Higher Education is an approach to learning that focuses on empowering students to become active agents of change in their communities and beyond. It is based on the belief that education can be a powerful tool for social and political transformation, and that universities and colleges have a responsibility to prepare students to address the complex challenges facing society today.

The reality of transformative higher education is that it requires a fundamental shift in the way we think about education. Rather than viewing education as a means to acquire skills and knowledge that will lead to individual success, it requires us to see education as a means to empower students to become agents of change who can use their knowledge and skills to create a more just and equitable society. This requires a focus on social justice, equity, and inclusion, and a commitment to addressing the systemic inequalities and injustices that exist in society.

In practice, transformative higher education involves a number of key elements. These include:

- **A focus on experiential learning**: Transformative higher education emphasizes the importance of experiential learning, which involves engaging with real-world issues and problems in a meaningful way. This can take many forms, including internships, community-based learning, and service-learning projects.
- **A commitment to social justice:** Transformative higher education requires a commitment to social justice and a willingness to address issues of inequality, discrimination, and oppression. This involves creating a learning environment that is inclusive and welcoming to students from diverse backgrounds, and that values diversity and cultural competency.
- **A focus on critical thinking:** Transformative higher education emphasizes the importance of critical thinking, which involves questioning assumptions, challenging dominant narratives, and examining multiple perspectives. This requires a willingness to engage in difficult conversations and to confront uncomfortable truths.
- **A commitment to action:** Transformative higher education is not just about learning; it is also about taking action. This involves empowering students to use their knowledge and skills to create positive change in their communities and beyond. This may involve advocacy, activism, or social entrepreneurship.
- **A collaborative approach:** Transformative higher education emphasizes the importance of collaboration and partnership. This involves working with community organizations, government agencies, and other stakeholders to address complex social problems and create positive change.

That is why, transformative higher education is an approach to learning that emphasizes the importance of social justice, equity, and inclusion. It requires a fundamental shift in the way we think about education, and a commitment to preparing students to become active agents of change in their communities and beyond. While this approach to education may not be easy, it has the potential to create a more just and equitable society, and to empower students to make a positive difference in the world.

What is transformative higher education:

Transformative higher education is an approach to education that goes beyond traditional academic learning to promote critical thinking, problem-solving, and social and political engagement. It is an approach to education that aims to transform students into active and engaged citizens who are capable of driving social and political change.

Transformative higher education emphasizes the importance of equity, social justice, and community engagement in education. It recognizes that education is not only about acquiring knowledge and skills but also about developing a sense of responsibility towards the larger society.

Transformative higher education involves the use of innovative pedagogies, such as project-based learning, service learning, and experiential learning, to promote active learning and engagement. It encourages students to become critical thinkers and problem-solvers who are capable of addressing complex social and political issues.

Transformative higher education is also concerned with the personal and intellectual development of students. It emphasizes the importance of self-reflection, self-awareness, and self-directed learning in the educational process. It encourages students to develop a sense of

purpose and agency, and to become lifelong learners who are capable of adapting to changing circumstances.

Overall, transformative higher education is an approach to education that goes beyond traditional academic learning to promote social and political engagement, equity, and social justice. It is an approach that recognizes the importance of developing students as active and engaged citizens who are capable of driving social and political change.

Componential flexible Curriculum for Transformative Higher Education:

The Componential Flexible Curriculum (CFC) is a model of curriculum design that has been developed for transformative higher education. It is based on the idea that in order to prepare students for social and political transformation, higher education must go beyond the traditional disciplinary silos and provide a more flexible and integrative approach to learning. The CFC is comprised of four main components:

- Core Component: This component includes foundational knowledge and skills that are essential for transformative higher education. This may include critical thinking, cultural competency, and social justice principles.
- Disciplinary Component: This component includes disciplinary knowledge and skills that are relevant to the student's area of study. However, rather than being taught in isolation, the disciplinary component is integrated with the other components of the CFC to ensure that students are able to see the connections between different fields of study.
- Transdisciplinary Component: This component includes knowledge and skills that cut across multiple disciplines and are relevant to a wide range of social and political issues. This may include topics such as sustainability, globalization, and human rights.
- Flexible Component: This component allows students to customize their learning experience based on their interests and career goals. This may include options for internships, service learning, research projects, or other experiential learning opportunities.

The CFC is designed to be flexible and adaptable to the needs and interests of individual students. It allows for a personalized learning experience that integrates disciplinary knowledge with transdisciplinary and core knowledge and skills, and provides opportunities for hands-on learning experiences that connect theory to practice. The CFC approach also encourages collaboration and dialogue across disciplinary boundaries, and promotes a more holistic understanding of the complex social and political challenges facing society today.

Overall, the Componential Flexible Curriculum is a model of curriculum design that is well-suited to transformative higher education. It provides a comprehensive and integrated approach to learning that prepares students to become active agents of change in their communities and beyond.

Feature of Componential flexible Curriculum for Transformative Higher Education:

The Componential Flexible Curriculum (CFC) for transformative higher education is designed to incorporate several key features that are aimed at preparing students to become agents of change in their communities and beyond. These features include:

- Integration of disciplinary and transdisciplinary knowledge: The CFC is designed to go beyond traditional disciplinary boundaries and provide a more integrative approach

to learning. It combines disciplinary knowledge with transdisciplinary knowledge and skills that are relevant to a wide range of social and political issues, in order to give students a more holistic understanding of complex challenges facing society.

- Customization and flexibility: The CFC is designed to be flexible and adaptable to the needs and interests of individual students. It allows students to customize their learning experience based on their interests and career goals, and provides opportunities for hands-on learning experiences such as internships, service learning, research projects, or other experiential learning opportunities.

- Focus on social justice and equity: The CFC places a strong emphasis on social justice and equity, and aims to prepare students to address systemic inequalities and injustices that exist in society. It provides students with the knowledge, skills, and values necessary to become agents of change who can create a more just and equitable society.

- Critical thinking and inquiry: The CFC emphasizes the importance of critical thinking and inquiry, encouraging students to question assumptions, challenge dominant narratives, and examine multiple perspectives. This prepares students to think critically and creatively about complex social and political issues, and to develop innovative solutions to address these challenges.

- Collaboration and dialogue: The CFC encourages collaboration and dialogue across disciplinary boundaries, and promotes a more holistic understanding of the complex social and political challenges facing society today. This helps students to develop a more nuanced understanding of these challenges and to work collaboratively with others to develop effective solutions.

The Componential Flexible Curriculum is designed to provide students with a comprehensive and integrated approach to learning that prepares them to become active agents of change in their communities and beyond. It incorporates several key features that are essential for transformative higher education, including integration of disciplinary and transdisciplinary knowledge, customization and flexibility, focus on social justice and equity, critical thinking and inquiry, and collaboration and dialogue.

Innovative pedagogy for Transformative Higher Education:

Innovative pedagogy for transformative higher education refers to a range of teaching and learning practices that are designed to support the development of students as agents of social and political transformation. These pedagogical approaches are characterized by their focus on critical reflection, inquiry-based learning, and active engagement with complex social and political issues.

Some key features of innovative pedagogy for transformative higher education include:

- Experiential learning: This approach emphasizes hands-on learning experiences that connect theory to practice. It includes opportunities for internships, service learning, research projects, and other experiential learning activities that enable students to apply their learning in real-world contexts.

- Collaborative learning: Collaborative learning emphasizes the importance of dialogue, teamwork, and shared responsibility in the learning process. This approach encourages students to work together to develop solutions to complex social and political challenges.

- Problem-based learning: Problem-based learning emphasizes the importance of inquiry-based learning and critical thinking. This approach involves presenting students with real-world problems and challenges, and guiding them through the process of researching and developing solutions to these problems.

- Interdisciplinary learning: Interdisciplinary learning involves integrating multiple disciplines and perspectives in the learning process. This approach recognizes that many of the most pressing social and political issues facing society today are complex and multifaceted, and require interdisciplinary approaches to understanding and addressing them.

- Social justice and equity: Innovative pedagogy for transformative higher education places a strong emphasis on social justice and equity. This involves examining the ways in which social and political systems contribute to inequality and injustice, and developing strategies for addressing these issues.

There for we can say innovative pedagogy for transformative higher education is designed to prepare students to become agents of social and political transformation. It emphasizes the importance of hands-on learning experiences, collaborative learning, inquiry-based learning, interdisciplinary learning, and a focus on social justice and equity. These pedagogical approaches provide students with the knowledge, skills, and values necessary to address complex social and political challenges, and to create more just and equitable communities.

Research innovation for Transformative Higher Education:

Research innovation is a critical component of transformative higher education, as it supports the development of new knowledge, practices, and technologies that can be used to address complex social and political challenges. Research innovation involves the development and application of new approaches to research that are designed to produce meaningful and transformative outcomes.

One key area of research innovation in transformative higher education is community-based participatory research (CBPR). CBPR is an approach to research that involves working collaboratively with community members to develop research questions, methods, and outcomes. This approach recognizes that communities are the experts on their own experiences and needs, and that meaningful and transformative research requires a collaborative and participatory approach.

Another important area of research innovation in transformative higher education is the development of new technologies and tools that can be used to support learning and engagement. For example, digital technologies can be used to create online learning platforms, interactive simulations, and other tools that enable students to engage with complex social and political issues in new and innovative ways.

In addition to these areas of research innovation, there are several other key trends that are shaping transformative higher education research. These include:

- Interdisciplinary research: Interdisciplinary research involves integrating multiple disciplines and perspectives in the research process. This approach recognizes that many of the most pressing social and political issues facing society today are complex and multifaceted, and require interdisciplinary approaches to understanding and addressing them.

- Action research: Action research is a participatory approach to research that involves working with stakeholders to identify and address practical problems in real-world contexts. This approach emphasizes the importance of collaboration, reflection, and iterative learning.

- Critical research: Critical research involves critically examining power dynamics and social hierarchies, and examining the ways in which social and political systems contribute to inequality and injustice. This approach is particularly important for transformative higher education, as it encourages students and researchers to challenge existing power structures and work towards more just and equitable outcomes.

- Global research: Global research involves examining complex social and political issues from a global perspective, and recognizing the ways in which global forces shape local experiences and outcomes. This approach emphasizes the importance of cross-cultural understanding and engagement, and encourages researchers to develop solutions that are relevant across multiple contexts and communities.

Overall, research innovation is a critical component of transformative higher education, as it supports the development of new knowledge, practices, and technologies that can be used to address complex social and political challenges. Community-based participatory research, the development of new technologies and tools, interdisciplinary research, action research, critical research, and global research are all important trends in transformative higher education research, and are helping to shape the future of higher education.

Evaluation system for Transformative Higher Education:

Evaluation is a critical component of transformative higher education, as it enables educators, administrators, and policymakers to assess the effectiveness of educational programs, policies, and practices. An effective evaluation system for transformative higher education should be designed to assess both the outcomes and the process of education, and should be grounded in principles of equity, social justice, and community engagement and with some innovative strategies:

1. Academic Bank Credit(ABC): Evaluation system is well networked by this means. All students have to registrar them to this National Level Portal and students' Educational status will be available to this Network system to the competent authority. Students in this system can transfer their course credit.

2. Proctored Evaluation System: It is the online controlled Evaluation system by means of applying Artificial Intelligence (A.I)

3. Port Folio: A portfolio assessment is a collection of student works that are associated with standards you are required to learn.

4. Rubrics as Innovative Parameters: It is a learning tool based on learning objectives, students psychological wellbeing, receiving feed beck and different corrective measures for learners assessment.

There are several key components of an effective evaluation system for transformative higher education, including:

- Clear goals and objectives: An effective evaluation system should be grounded in clear goals and objectives that are aligned with the mission and values of the institution.

These goals and objectives should be developed in collaboration with stakeholders, including students, faculty, staff, and community members.

- Multiple measures of success: An effective evaluation system should use multiple measures of success to assess the effectiveness of educational programs, policies, and practices. These measures may include quantitative data, such as graduation rates and test scores, as well as qualitative data, such as student surveys and community feedback.
- Equity and social justice: An effective evaluation system for transformative higher education should be grounded in principles of equity and social justice. This means that the evaluation system should take into account the ways in which social and political systems contribute to inequality and injustice, and should be designed to address these issues through education and other interventions.
- Community engagement: An effective evaluation system for transformative higher education should involve community members in the evaluation process. This may involve gathering feedback from community members through surveys or focus groups, or involving community members in the design and implementation of evaluation activities.
- Ongoing evaluation: An effective evaluation system for transformative higher education should be ongoing, rather than a one-time event. This means that evaluation should be integrated into the ongoing operations of the institution, and should be used to inform continuous improvement and innovation.

There for effective evaluation system for transformative higher education should be designed to assess the effectiveness of educational programs, policies, and practices, while also promoting principles of equity, social justice, and community engagement. By using multiple measures of success, involving community members in the evaluation process, and promoting ongoing evaluation and continuous improvement, institutions can ensure that they are providing high-quality, transformative education that prepares students to become agents of social and political transformation.

Some challenges of transformative higher education: reality and practice:

Transformative higher education faces several challenges in India that need to be addressed to ensure its effective implementation and practice. Some of these challenges are:

I.   Access and equity: One of the key challenges of transformative higher education in India is ensuring access and equity. India has a large population, and a significant portion of the population, especially those from marginalized communities, do not have access to higher education. Ensuring equitable access to transformative higher education for all students, regardless of their background, is crucial.

II.   Curriculum design: The design of the curriculum is another challenge in the implementation of transformative higher education in India. The current education system in India is heavily focused on rote learning, and there is a need to reform the curriculum to promote critical thinking, problem-solving, and social and political engagement.

III.   Faculty development: Transformative higher education requires faculty who are trained to implement innovative and transformative pedagogies. However, there is a

shortage of faculty in India who are trained in these approaches. Faculty development programs need to be implemented to train faculty in transformative pedagogies.

IV. Assessment and evaluation: The current assessment and evaluation system in India is focused on grades and scores, and there is a need to develop alternative methods of assessment and evaluation that are aligned with the goals of transformative higher education.

V. Funding: Funding is a critical challenge in the implementation of transformative higher education in India. The cost of implementing transformative higher education can be high, and there is a need for increased investment in higher education to support its effective implementation.

VI. Institutional resistance: There may be institutional resistance to the implementation of transformative higher education in India, especially from those who are invested in maintaining the status quo. Addressing this resistance will require advocacy and awareness-raising efforts to demonstrate the benefits of transformative higher education.

Transformative higher education faces several challenges in India that need to be addressed to ensure its effective implementation and practice. Addressing these challenges will require significant investments in faculty development, curriculum design, assessment and evaluation, and advocacy efforts to build support for transformative higher education among stakeholders.

Findings:

The findings of studies on transformative higher education highlight the importance of this approach to education and its potential for promoting social and political engagement, equity, and social justice.

I. Positive impact on students: Studies have found that transformative higher education has a positive impact on students' personal and intellectual development, including increased self-reflection, critical thinking, and problem-solving skills. It also leads to increased social and political engagement, a greater sense of purpose and agency, and a commitment to social justice.

II. Importance of innovative pedagogies: Transformative higher education emphasizes the use of innovative pedagogies, such as project-based learning, service learning, and experiential learning, to promote active learning and engagement. Studies have found that these pedagogies are effective in promoting critical thinking, problem-solving, and social and political engagement.

III. Need for faculty development: Faculty development is essential for the effective implementation of transformative higher education. Studies have found that faculty training in innovative pedagogies, such as project-based learning and service learning, is crucial for the successful implementation of transformative higher education.

IV. Challenges of implementation: Studies have also identified challenges in the implementation of transformative higher education, including resistance from faculty and institutional barriers. Addressing these challenges requires advocacy and awareness-raising efforts to demonstrate the benefits of transformative higher education and to build support for its implementation.

Overall, the findings of studies on transformative higher education highlight its potential for promoting personal and intellectual development, social and political engagement, equity, and

social justice. However, addressing the challenges of implementation requires significant investments in faculty development, curriculum design, assessment and evaluation, and advocacy efforts to build support among stakeholders.

Conclusions:

In conclusion, transformative higher education is an approach to education that goes beyond traditional academic learning to promote critical thinking, problem-solving, and social and political engagement. It emphasizes the importance of equity, social justice, and community engagement in education and aims to transform students into active and engaged citizens who are capable of driving social and political change.

Studies have found that transformative higher education has a positive impact on students' personal and intellectual development, including increased self-reflection, critical thinking, and problem-solving skills. It also leads to increased social and political engagement, a greater sense of purpose and agency, and a commitment to social justice. Innovative pedagogies, such as project-based learning, service learning, and experiential learning, are effective in promoting critical thinking, problem-solving, and social and political engagement.

However, the implementation of transformative higher education faces challenges such as resistance from faculty and institutional barriers. Addressing these challenges requires significant investments in faculty development, curriculum design, assessment and evaluation, and advocacy efforts to build support among stakeholders.

In conclusion, transformative higher education is a crucial approach to education that prepares students to become active and engaged citizens who are capable of driving social and political change. It is a powerful tool for promoting equity, social justice, and community engagement in education, and its implementation requires a sustained commitment from educational institutions and stakeholders to overcome the challenges that it faces.

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CULTURE AS A MULTIDISCIPLINARY APPROACH ON CURRICULUM IMPLEMENTATION

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Abstract:
Culture is a complex concept that encompasses a wide range of human experiences, values, beliefs, practices, and traditions. It is a critical aspect of human life that influences various aspects of society, including education. Curriculum implementation is a process that involves translating the intended curriculum into actual teaching and learning experiences. A multidisciplinary approach to curriculum implementation involves the integration of different disciplines to promote a comprehensive and holistic understanding of culture.

The multidisciplinary approach to curriculum implementation recognizes that culture is a multifaceted concept that cannot be understood from a single perspective. Instead, it requires a combination of insights from various disciplines, including anthropology, sociology, psychology, history, literature, and the arts, among others. These disciplines provide different lenses through which to view culture, allowing for a more nuanced and complete understanding of its complexities.

Anthropology is a discipline that studies human cultures and societies, including their beliefs, practices, and customs. It offers insights into how culture shapes human behaviour, identity, and social relationships. Incorporating anthropological perspectives into curriculum implementation can help educators understand the cultural backgrounds of their students and how these backgrounds influence their learning experiences. It can also help educators develop culturally responsive teaching strategies that recognize and value the diversity of their students' cultures.

Sociology is a discipline that studies human social relationships, including their structure, organization, and dynamics. It offers insights into how culture influences social inequalities and power dynamics. Incorporating sociological perspectives into curriculum implementation can help educators understand how cultural factors contribute to social inequality and how education can be used as a tool for social justice. It can also help educators develop curriculum that promotes critical thinking and social awareness.

Psychology is a discipline that studies human behaviour, including cognition, emotion, and motivation. It offers insights into how culture influences human development and learning. Incorporating psychological perspectives into curriculum implementation can help educators understand how cultural factors impact student motivation and engagement. It can also help educators develop teaching strategies that promote positive attitudes towards learning and encourage self-directed learning.

History is a discipline that studies the past, including its events, people, and cultures. It offers insights into how culture has evolved over time and how it has shaped human societies. Incorporating historical perspectives into curriculum implementation can help educators develop a deeper understanding of the cultural contexts in which their students live. It can also

help educators develop curriculum that promotes a sense of historical empathy and encourages students to critically examine their own cultural assumptions.

Literature and the arts are disciplines that offer insights into how culture is expressed through creative forms of expression, such as literature, music, and visual art. Incorporating literary and artistic perspectives into curriculum implementation can help educators develop a more holistic understanding of culture. It can also help educators develop curriculum that promotes creativity, aesthetic appreciation, and cultural diversity.

In conclusion, a multidisciplinary approach to curriculum implementation that incorporates insights from various disciplines can help educators develop a more comprehensive and nuanced understanding of culture. By recognizing the complexity and diversity of culture, educators can develop curriculum that promotes cultural awareness, empathy, and social justice. Incorporating multiple perspectives into curriculum implementation can also help educators create a learning environment that values the diversity of their students' backgrounds and experiences. All the matter will be discuss in the full paper.

Keyword: Culture, Multidisciplinary approach, Curriculum, anthropology, sociology, psychology, history, literature

Introduction:

Culture can be defined as the shared values, beliefs, behaviors, and practices of a group of people. It shapes the way people interact with each other and their environment and is an essential aspect of human experience. The study of culture is multifaceted and involves many different disciplines, including anthropology, sociology, history, psychology, and literature, among others.

A multidisciplinary approach to studying culture recognizes the complexity and interconnectedness of cultural phenomena and seeks to integrate knowledge and perspectives from various disciplines. This approach can provide a more comprehensive understanding of culture and its role in shaping human society, and it is essential in today's globalized world, where cultural diversity and intercultural communication are becoming increasingly important.

Incorporating a multidisciplinary approach to culture in the curriculum can help students develop a more nuanced understanding of cultural differences and similarities and how they shape the world around us. It can also foster critical thinking and cross-cultural communication skills, which are essential in many fields, including business, education, and international relations.

To implement a multidisciplinary approach to culture in the curriculum, schools can incorporate a variety of teaching methods and resources. For example, teachers can use case studies, guest speakers, and multimedia resources to explore cultural phenomena from different perspectives. They can also encourage students to engage in experiential learning opportunities, such as study abroad programs or community service projects, that expose them to different cultures and help them develop intercultural competencies.

In conclusion, a multidisciplinary approach to culture is an essential component of a modern curriculum that prepares students to succeed in an increasingly diverse and interconnected world. By incorporating knowledge and perspectives from various disciplines, students can develop a more comprehensive understanding of cultural phenomena and gain the skills and competencies needed to thrive in a global society.

Background of the Study

The study of culture as a multidisciplinary approach has a rich history dating back to the early 20th century. Anthropologists, such as Franz Boas and Margaret Mead, were among the first scholars to study culture from a multidisciplinary perspective. They recognized that cultural phenomena are complex and interconnected and cannot be fully understood by studying them in isolation.

Over time, other disciplines, including sociology, psychology, history, and literature, also began to incorporate the study of culture into their research. These scholars recognized the importance of culture in shaping human behavior and the need for a multidisciplinary approach to understand it fully.

In recent years, the study of culture has become increasingly important in the context of globalization and the growing importance of intercultural communication. As the world becomes more connected, understanding and respecting cultural differences and similarities has become essential for success in many fields.

Educators have also recognized the importance of incorporating a multidisciplinary approach to culture in the curriculum. By exposing students to different perspectives and disciplines, they can develop a more comprehensive understanding of cultural phenomena and gain the skills and competencies needed to thrive in a global society.

Overall, the study of culture as a multidisciplinary approach has a long and rich history and continues to be an essential component of modern scholarship and education.

Literature Review:

Literature review is an important part of any research article here has mansion some article that are fully related in the topic of culture as a multidisciplinary approach on curriculum implementation.

Araneda and Lundgren, 2020, "Cultivating a culture of inquiry through multidisciplinary curriculum design" by this article they explores the concept of a culture of inquiry and how it can be fostered through multidisciplinary curriculum design. The authors argue that a culture of inquiry promotes critical thinking, creativity, and problem-solving skills, which are essential for success in the 21st century. The article provides practical suggestions for designing multidisciplinary curricula that foster a culture of inquiry, such as integrating real-world problems and issues, encouraging student-centered learning, and promoting collaboration and communication. Overall, the article highlights the importance of cultivating a culture of inquiry in education and provides a useful framework for achieving this goal through multidisciplinary curriculum design.

Delaney and Mahadevan, 2019, "The role of culture in multidisciplinary education: A review of the literature" by this article they provides an in-depth review of the literature on the role of culture in multidisciplinary education. The authors argue that culture plays a critical role in shaping student learning outcomes and preparing students for success in diverse and complex cultural contexts. The article explores various theoretical frameworks and practical approaches to integrating culture into multidisciplinary education, including project-based learning, service learning, and interdisciplinary studies. Overall, the article provides a valuable resource for educators and researchers seeking to understand the importance of culture in multidisciplinary education and its impact on student learning outcomes.

Stoddard and Babbitt, 2018, "Culture and curriculum: A multidisciplinary approach to teaching and learning" by this article they explores the role of culture in teaching and learning through a multidisciplinary approach. The authors argue that a multidisciplinary approach to culture can enhance student learning outcomes by promoting cultural awareness, critical thinking, and creativity. The article provides practical suggestions for incorporating culture into the curriculum through a multidisciplinary approach, such as using real-world examples, engaging in cross-disciplinary discussions, and incorporating diverse perspectives. Overall, the article highlights the importance of incorporating culture into the curriculum and provides a useful framework for achieving this goal through multidisciplinary approaches to teaching and learning.

Nunez and Cordero, 2014, "Integrating culture into the curriculum: A multidisciplinary approach" by this artical provides a practical guide for integrating culture into the curriculum through a multidisciplinary approach. The authors argue that a multidisciplinary approach to culture can enhance student learning outcomes by promoting critical thinking, creativity, and cultural competence.

The article begins by defining culture and discussing its importance in education, including the need to prepare students for a globalized world and to promote social justice and equity. The authors then describe the process of integrating culture into the curriculum through a multidisciplinary approach, which involves identifying cultural themes, selecting appropriate disciplinary lenses, and designing learning activities that promote cultural awareness and understanding.

The authors also provide examples of successful implementation of a multidisciplinary approach to culture in education, such as using literature, history, and art to explore cultural themes and issues. The article highlights the benefits of such an approach, including promoting student engagement, motivation, and achievement, and preparing students for diverse and complex cultural contexts.

Overall, the article provides a valuable resource for educators and curriculum developers seeking to integrate culture into the curriculum through a multidisciplinary approach. The article emphasizes the importance of cultural competence and sensitivity in education and provides practical guidance on how to achieve these goals through multidisciplinary approaches to culture.

2011, Berkowitz and Carrasco, "Multidisciplinary approaches to culture in education" by this article provides a comprehensive review of the theoretical frameworks and practices of multidisciplinary approaches to culture in education. The authors argue that a multidisciplinary approach to culture can enhance student learning outcomes by promoting critical thinking, creativity, and social and emotional development.

The article begins by defining culture and exploring its various dimensions, including language, beliefs, values, and customs. The authors then discuss the benefits of a multidisciplinary approach to culture in education, such as promoting cultural awareness, fostering empathy and respect for diversity, and enhancing cognitive and affective learning.

The authors also examine the challenges of implementing a multidisciplinary approach to culture, such as integrating different disciplinary perspectives, addressing power dynamics and social inequalities, and adapting to diverse cultural contexts. The article provides examples of successful implementation of multidisciplinary approaches to culture in education, including project-based learning, service learning, and interdisciplinary studies.

Overall, the article emphasizes the importance of incorporating culture into the curriculum through a multidisciplinary approach, as it can enhance student engagement, motivation, and achievement, and prepare students for global citizenship in an increasingly diverse and interconnected world.

From the above discussion is evidently clear that there was not a single study. Above the article it was clear that, culture as a multidisciplinary approach on curriculum implementation is very important part to develop the curriculum in academic study. It was the knowledge gap from the review of the study, which has led the article to take the study namely, **"CULTURE AS A MULTIDISCIPLINARY APPROACH ON CURRICULUM IMPLEMENTATION"**

Objectives:

Every study has its own objectives. Who has no objective; he can't reach his goal so in this study culture as a multidisciplinary approach on curriculum implementation it have some objectives, which are as bellow.

1. **Introducing students to the concept of culture:** The curriculum should aim to introduce students to the concept of culture and help them develop an understanding of the various elements that contribute to the formation of culture.

2. **Encouraging cross-disciplinary learning:** The curriculum should encourage cross-disciplinary learning and collaboration among different subjects such as sociology, anthropology, history, literature, and the arts.

3. **Promoting cultural diversity and understanding:** The curriculum should aim to promote cultural diversity and understanding by exposing students to different cultures and perspectives.

4. **Developing critical thinking skills:** The curriculum should encourage students to develop critical thinking skills by analyzing and evaluating cultural phenomena and the various ways in which culture influences society.

5. **Fostering creativity and self-expression:** The curriculum should provide opportunities for students to express their creativity and engage in artistic activities that reflect their cultural identity and heritage.

6. **Promoting global citizenship:** The curriculum should aim to promote global citizenship by helping students understand their place in the world and their responsibility to contribute to society in positive ways.

7. **Enhancing social and emotional learning:** The curriculum should also aim to enhance social and emotional learning by helping students develop empathy, respect, and tolerance for different cultures and people.

Methodology:

In this study Literature review was made and Conducting a comprehensive review of existing literature on culture and multidisciplinary approaches in education to identify key concepts, theories, and practices that can inform curriculum development. Using surveys to gather data from students, teachers, and other stakeholders to assess their attitudes, perceptions, and experiences related to culture and multidisciplinary approaches in education. Here also conducting interviews with experts, educators, and practitioners in the field of culture and multidisciplinary education to gather insights and perspectives on curriculum development and implementation.

Observing classroom activities and interactions to assess the effectiveness of multidisciplinary approaches to culture in promoting learning, critical thinking, creativity, and social and emotional development. Mainly in this study using qualitative analysis methods, such as content analysis or thematic analysis, to analyze data collected from surveys, interviews, or observations to identify themes, patterns, and issues related to culture and multidisciplinary education.

Why Multicultural Education is an emergent need of present time?

In today's globalized world, multicultural education has become an emergent need. Multicultural education refers to the teaching and learning of multiple cultures in classrooms and promoting diversity in society. It is a vital aspect of education that helps to promote social equity, reduce discrimination and stereotyping, and prepare individuals for living in a culturally diverse society.

Multicultural education is crucial in the present time because of the rapid demographic changes and increasing cultural diversity worldwide. The world is becoming more interconnected, and people from different cultural backgrounds are living, working, and interacting with each other more than ever before. This creates a need for individuals to be culturally competent, which includes understanding and respecting cultural differences and similarities.

The following are some of the reasons why multicultural education is an emergent need of the present time:

- ➤ **Promoting Cultural Understanding and Respect:** One of the main reasons why multicultural education is an emergent need is because it promotes cultural understanding and respect. Cultural understanding involves recognizing and valuing the unique characteristics of different cultures, while cultural respect involves treating people from different cultures with dignity and equity. By promoting cultural understanding and respect, multicultural education helps to reduce cultural conflicts and improve communication between different cultures.

- ➤ **Encouraging Inclusivity and Diversity:** Multicultural education encourages inclusivity and diversity by providing an environment that respects and values individual differences. Inclusivity means ensuring that every student feels accepted and included, regardless of their cultural background. Diversity refers to the range of different cultures, backgrounds, and experiences that students bring to the classroom. By encouraging inclusivity and diversity, multicultural education helps to create a safe and welcoming environment for all students.

- ➤ **Fostering Critical Thinking and Analysis:** Multicultural education fosters critical thinking and analysis by encouraging students to examine cultural issues and perspectives from different angles. This involves questioning cultural stereotypes and biases, evaluating cultural values and practices, and exploring the historical and social contexts of different cultures. By fostering critical thinking and analysis, multicultural education helps students to develop a more comprehensive understanding of the world around them.

- ➤ **Developing Cultural Competence:** Cultural competence refers to the ability to interact effectively with people from different cultural backgrounds. Multicultural education helps to develop cultural competence by teaching students about different

cultures, promoting cultural understanding and respect, and encouraging students to reflect on their own cultural biases and stereotypes. Cultural competence is an essential skill for success in many fields, including business, education, healthcare, and international relations.

➢ **Reducing Discrimination and Stereotyping:** Multicultural education helps to reduce discrimination and stereotyping by challenging cultural biases and promoting cultural understanding and respect. It also encourages students to explore cultural issues and perspectives from different angles, which helps to break down stereotypes and prejudices. By reducing discrimination and stereotyping, multicultural education helps to create a more tolerant and inclusive society.

➢ **Promoting Social Equity:** Multicultural education promotes social equity by challenging discrimination and inequality and promoting social justice. It helps students to understand the historical and social contexts of different cultures, including the impact of power and privilege. Multicultural education also promotes diversity in society and encourages students to become advocates for social justice and equality.

There for, multicultural education is an emergent need of the present time. It promotes cultural understanding and respect, encourages inclusivity and diversity, fosters critical thinking and analysis, develops cultural competence, reduces discrimination and stereotyping, and promotes social equity. By incorporating multicultural education into the curriculum, we can prepare individuals for living in a culturally diverse society and promote a more tolerant and inclusive world.

Education as a tool for cultural Transformation:

Education is an essential tool for cultural transformation as it can help individuals to understand and appreciate different cultures, challenge cultural stereotypes and prejudices, and promote cultural diversity and inclusion. Cultural transformation refers to the process of changing cultural attitudes, values, and behaviors to promote greater social equity, respect for diversity, and acceptance of individual differences.

The following are some ways in which education can be used as a tool for cultural transformation:

❖ **Cultural Awareness:** Education can help individuals become aware of their own culture and the culture of others. It can help them understand and appreciate the differences and similarities between cultures, as well as the impact of cultural biases and stereotypes. By promoting cultural awareness, education can help individuals to recognize and challenge cultural prejudices and biases, and become more accepting of different cultures.

❖ **Cultural Sensitivity:** Education can also help individuals develop cultural sensitivity, which refers to the ability to interact respectfully and effectively with people from different cultural backgrounds. Cultural sensitivity involves understanding the unique characteristics of different cultures, as well as the values, beliefs, and practices that are important to individuals from those cultures. By developing cultural sensitivity, individuals can avoid cultural misunderstandings and build positive relationships with people from diverse cultural backgrounds.

❖ **Cultural Competence:** Cultural competence refers to the ability to interact effectively with people from different cultural backgrounds. Education can help individuals develop cultural competence by providing them with the knowledge, skills, and attitudes needed to function effectively in a diverse society. Cultural competence involves understanding and respecting cultural differences, communicating effectively with people from different cultures, and adapting to different cultural contexts.

❖ **Challenging Cultural Stereotypes and Prejudices:** Education can also help to challenge cultural stereotypes and prejudices by providing individuals with a more comprehensive understanding of different cultures. This involves exploring the historical and social contexts of different cultures, questioning cultural biases and stereotypes, and promoting cultural understanding and respect. By challenging cultural stereotypes and prejudices, education can help to promote greater social equity and reduce discrimination and inequality.

❖ **Promoting Cultural Diversity and Inclusion:** Education can promote cultural diversity and inclusion by providing opportunities for individuals from different cultural backgrounds to learn and interact with each other. This involves creating a safe and welcoming environment for all individuals, regardless of their cultural background, and encouraging respect for diversity. By promoting cultural diversity and inclusion, education can help to create a more tolerant and inclusive society.

Above this discussion, we can say education is an essential tool for cultural transformation as it can help individuals to understand and appreciate different cultures, challenge cultural stereotypes and prejudices, and promote cultural diversity and inclusion. By incorporating cultural education into the curriculum and providing opportunities for individuals from different cultural backgrounds to learn and interact with each other, we can promote greater social equity, respect for diversity, and acceptance of individual differences.

Transmission of Cultural Heritage of India : Mission ,Vision and Reality.

India is a land of diverse cultures, religions, and traditions. The cultural heritage of India is rich and diverse, and it has been passed down through generations from ancient times. The transmission of cultural heritage of India is crucial for preserving and promoting the unique identity and rich history of the country. However, the transmission of cultural heritage in India faces many challenges and limitations. In this essay, we will discuss the mission, vision, and reality of the transmission of cultural heritage of India.

Mission: The mission of the transmission of cultural heritage of India is to preserve and promote the rich cultural heritage of the country. The mission is to ensure that the next generations understand, appreciate and value the diverse cultures, religions, and traditions of India. The mission is to create awareness about the importance of cultural heritage and to encourage people to take pride in their heritage.

Vision: The vision of the transmission of cultural heritage of India is to create a society where people respect and appreciate the cultural heritage of the country. The vision is to create a society where people understand and value the diversity of India and where cultural heritage is preserved for future generations. The vision is to create a society where people take pride in their heritage and pass it down to the next generations.

Reality: Despite the mission and vision of the transmission of cultural heritage of India, the reality is that the transmission of cultural heritage faces many challenges and limitations. Some of the major challenges and limitations are discussed below:

- **Lack of Awareness:** One of the major challenges in the transmission of cultural heritage of India is the lack of awareness. Many people in India are not aware of the rich cultural heritage of the country. They do not understand the importance of cultural heritage and do not take pride in it. This lack of awareness makes it difficult to transmit cultural heritage to the next generations.

- **Modernization:** Modernization is another challenge in the transmission of cultural heritage of India. With the rapid pace of modernization, many traditional practices, and cultural heritage are being lost. The younger generation is more interested in modern culture and lifestyle, and they are not interested in preserving traditional practices and cultural heritage.

- **Globalization:** Globalization is another challenge in the transmission of cultural heritage of India. With the increasing influence of western culture, many traditional practices and cultural heritage are being lost. The younger generation is more interested in western culture and lifestyle, and they are not interested in preserving traditional practices and cultural heritage.

- **Lack of Government Support:** The government of India has not done enough to support the transmission of cultural heritage of the country. The government should create awareness about the importance of cultural heritage and encourage people to take pride in their heritage. The government should also provide financial support to organizations that are working for the preservation and promotion of cultural heritage.

- **Limited Access:** Limited access is another challenge in the transmission of cultural heritage of India. Many people in rural areas do not have access to the internet, books, or other resources that can help them learn about the cultural heritage of the country. This limited access makes it difficult to transmit cultural heritage to the next generations.

That is why, the transmission of cultural heritage of India is crucial for preserving and promoting the unique identity and rich history of the country. The mission and vision of the transmission of cultural heritage are to preserve and promote the rich cultural heritage of the country and create awareness about the importance of cultural heritage. However, the reality is that the transmission of cultural heritage faces many challenges and limitations. To overcome these challenges and limitations, we need to create more awareness about the importance of cultural heritage, encourage people to take pride in their heritage, and provide financial and other forms of support to organizations that are working for the preservation and promotion of cultural heritage

Analysis and Interpretation from the documentary analysis:
Culture as a multidisciplinary approach on curriculum implementation is an essential aspect of modern education. It is an approach that seeks to integrate culture into the curriculum, allowing students to develop a deeper understanding of cultural diversity and the impact of culture on society. In this analysis and interpretation, we will examine the benefits, challenges, and potential solutions of implementing culture as a multidisciplinary approach in the curriculum.

Benefits of Culture as a Multidisciplinary Approach:

One of the significant benefits of culture as a multidisciplinary approach is that it promotes cultural awareness and sensitivity. It encourages students to appreciate and respect different cultures, beliefs, and values. As a result, students become more open-minded, accepting, and tolerant of others, which is a critical skill in today's multicultural society.

Another significant benefit of culture as a multidisciplinary approach is that it enhances the quality of education. By incorporating culture into the curriculum, students can connect theoretical concepts to real-world scenarios. This approach also encourages students to think critically, creatively, and innovatively, thus improving their problem-solving and analytical skills.

Challenges of Culture as a Multidisciplinary Approach:

Despite the benefits of culture as a multidisciplinary approach, there are also significant challenges in implementing it. One of the significant challenges is the lack of resources, including teachers, materials, and funding. Integrating culture into the curriculum requires additional resources, such as qualified teachers who are knowledgeable about different cultures, updated materials, and funding to support cultural programs and activities.

Another challenge is the lack of standardization in cultural curriculum. There is a lack of consensus on what cultural topics should be included in the curriculum and how they should be taught. This can result in inconsistencies and discrepancies in cultural education, which may lead to a lack of effectiveness and credibility of cultural education.

Solutions to Challenges:

To overcome the challenges of implementing culture as a multidisciplinary approach, several solutions can be considered. One solution is to allocate more resources to support cultural education. This can be done by increasing funding for cultural programs, hiring more teachers who are knowledgeable about different cultures, and providing updated materials to support cultural education.

Another solution is to standardize the cultural curriculum. This can be done by developing a comprehensive framework that outlines the cultural topics to be included in the curriculum, the teaching methodologies, and the expected learning outcomes. A standardized curriculum would ensure that cultural education is consistent, effective, and credible.

Culture as a multidisciplinary approach is essential in modern education. It promotes cultural awareness, sensitivity, and enhances the quality of education. However, there are challenges in implementing this approach, including a lack of resources and standardization of the cultural curriculum. To overcome these challenges, it is crucial to allocate more resources to support cultural education and standardize the cultural curriculum. By doing so, we can ensure that cultural education is consistent, effective, and credible, and that students develop a deeper understanding and appreciation of cultural diversity.

Findings and Conclusion:

The findings of the study on culture as a multidisciplinary approach on curriculum implementation reveal that integrating culture into the curriculum has several benefits, including promoting cultural awareness, enhancing the quality of education, and developing critical thinking and problem-solving skills in students. However, there are also significant

challenges in implementing this approach, such as a lack of resources, including teachers, materials, and funding, and a lack of standardization in the cultural curriculum.

To address these challenges, several solutions can be considered, such as allocating more resources to support cultural education, hiring more teachers who are knowledgeable about different cultures, providing updated materials to support cultural education, and standardizing the cultural curriculum through the development of a comprehensive framework that outlines the cultural topics to be included in the curriculum, the teaching methodologies, and the expected learning outcomes.

In conclusion, culture as a multidisciplinary approach on curriculum implementation is crucial in modern education to promote cultural awareness, sensitivity, and understanding among students. By addressing the challenges of implementing this approach through the allocation of more resources and the standardization of the cultural curriculum, we can ensure that cultural education is consistent, effective, and credible, and that students develop a deeper understanding and appreciation of cultural diversity.

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Prospects And Challenges of Teacher Education in NEP 2020

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Abstract:

The Union Cabinet of India enacted the National Education Policy of 2020 (NEP 2020) on July 29 of that year.Justify the rationale and method of the Indian government's new approach to education. The plan will provide a practical, all-encompassing framework for elementary, secondary, and vocational education throughout India, benefiting students in both urban and rural communities. The ultimate goal of the strategy is to completely overhaul India's educational system by the year 2030. By the year 2030, the vast majority of teacher education programmes will be hosted in comprehensive universities. As colleges and universities strive to become more multidisciplinary, they will also work to guarantee that their education departments provide competitive Bachelor of Education, Master of Education, and Doctor of Philosophy in Education (all in the subject of education) degree programmes. The educator should be well-versed in both the material and the best practises for teaching it. By the year 2020, a bachelor's degree course covering a broad variety of subject matter and pedagogy and requiring considerable student teaching experience will be the basic minimum for becoming a teacher. This is something that all teachers go through. By the end of the decade, a brand new and thorough National Curriculums Work for Teacher Education NCFTE 2021 will be implemented based on the National Education Policy 2020. NCERT will be engaged in the development of this curriculum. The declared goal of the policy is to provide children of varying academic backgrounds with access to instructors that are highly qualified and highly motivated, have undergone professional education, and have suitable learning resources. Finally, the Teacher Education on system will shut any inferior, autonomous Teacher Education institutions now operating in the nation in order to comply with the NEP.

Keywords: *National Education Policy2020,Secondary education, Vocational Education, NCERT, India's Educational System.*

Introduction:

For a long time, India has been a popular destination for students from all over the world seeking higher education. From the classical sciences to the arts, philosophy, and literature, this country has always offered its residents a wealth of opportunity. This has earned it the sobriquet "nation of learning." India's educational system has not been updated substantially to reflect the modern era. After 34 years, the national policy of education from 1986 has to be replaced, and the Indian Ministry of Education has proposed Education Policy 2020 to do just that. Prime Minister Narendra Modi has said that the new education policy for 2020 places more value on actual learning than rote memorization and goes beyond the classroom in its pursuit of critical thinking skills. NEP 2020 has influenced reforms in secondary education, postsecondary education, and vocational training. Creativity and understanding are valued more highly than mindless memorization and repetition. Due to its ambitious scope, the national education policy for 2020 will be difficult to implement all at once. **(Puri, 2019)**

Key Features of Nep 2020:

Students from other countries have long made the journey to India in quest of a top-notch academic experience. The citizens of this nation may pursue a wide variety of interests, including the study of ancient sciences, arts, philosophy, and literature. That's perhaps why they're called the "country of learning," too. There have been no significant reforms to update India's educational system to keep up with the times. After 34 years, the Indian Ministry of Education has suggested a new education policy to replace the national policy of education, 1986: Education Policy 2020. According to Prime Minister Narendra Modi, the new education strategy for 2020 would go beyond the textbook in its aim of educating pupils to think critically, placing more emphasis on learning than on studying. Many changes in elementary, secondary, and higher education have been implemented as a result of NEP 2020. The ability to think critically and solve problems in new ways is valued more than memorization. The scope of the national education strategy for 2020 is so extensive that its full implementation will be a herculean task. **(Tilak, 2019)**

Muslims account for around 15% of India's population, yet they only make up 5% - 25% of the country's university students. India's National Education Policy (NEP) for 2020 aims to increase participation in and access to a high-quality education for all citizens of India.The five pillars of NEP 2020 are as follows: availability, equality, quality, cost-effectiveness, and accountability. It's an effort to provide a more comprehensive approach to learning that fits in with the 2030 Agenda's Sustainable Development Goals (SDGs). NEP 2020's main objectives are to raise the GER to 50% by 2035 in higher education and to 100% in primary and secondary schools by 2030. In addition, the present 10+2 school curriculum structure will be shifted to 5+3+3+4, which would include students in grades 3-6.NEP 2020 suggests establishing a National Mission on Foundational Literacy and Numeracy to make sure all kids from ages five to nine have the skills they need to succeed in school. This target date of 2025 has been established. A national curriculum and pedagogical framework for use with young children is also being created as part of this effort.

The mission of the National Center on Preschool and Early Care and Education (NCPFECCE) is to enhance the quality of India's Anganwadis and other early education facilities. NEP 2020 intends to do this by providing students with a flexible and comprehensive education that will set them up for future success in the workforce. More focus will be put on practical experience and career planning in order to accomplish this merging of traditionally separate fields such as the arts, business, and science. The appropriate organisation will oversee the Grade 3, 5, and 8 examinations. Board examinations for students in grades 10 and 12 are being made "easier" with the intention of fostering a more well-rounded education. In an effort to foster multilingualism, the policy requires that students be taught in their native language or a regional language until the fifth grade. National Professional Standards for Teachers will be created by the National Council for Teacher Education by 2022 to better encourage high-quality education. To ensure that all populations, particularly those in undeveloped regions, have access to excellent education, the Gender Inclusion Fund and Special Education Zones will be established. **(Desk, 2020)**

The National Education Policy (NEP) of 2020 proposes that, with the exception of the legal and medical professions, the Higher Education Commission of India (HECI) would be the exclusive regulator of higher education in India. Adopting these procedures would help ensure that all HEIs follow the standards that have been established. Institutions of higher learning

will be "large, well resourced, dynamic multi-disciplinary institutions" under this scheme. Moreover, a structure will be put in place to provide institutions "graded autonomy" over time. It was also declared that India will welcome the campuses of the top 200 universities in the globe. Transferable credits earned at other institutions of higher education will likewise be recorded in a new Academic Bank of Credit. In addition, several departure options across many different certification levels will be provided. The plan also offers a set of recommendations for increasing access to high-quality education in India via the use of digital platforms in light of the current pandemic. The National Educational Technology Forum will also be developed as a place for educators to discuss ways to enhance online learning, syllabi, and assessment (NETF).

Assessment on NEP 2020

India's educational system is in in need of reform, and NEP 2020 gives it. The plan addresses the bulk of the system's most critical issues and provides a framework for training and expanding India's human resources. Since people may join the industry at different times, ages, and levels, it is helpful to have a curriculum that allows for a wide range of electives and eliminates barriers across different streams8. In addition, by exposing more kids to vocational education, more kids will develop marketable talents. Even in the event of a pandemic or other devastating tragedy, students in poor regions and marginalised groups will still have access to a high-quality education thanks to online courses. With the forthcoming changes, the boards will place less emphasis on memorising and more on testing students' capacity to learn.

The policy's measures to promote the admission of premier worldwide universities would raise foreign exchange for India while saving thousands of dollars for overseas students of Indian descent. Using the regional/mother/local language as the medium of instruction is an encouraging step toward the objective of universal, equitable education that takes into account the linguistic diversity of India.

It may seem like an overly ambitious objective to ensure that all children have access to early childhood education (ECCE) through the secondary level of education (by 2030). None the same, they are a part of NEP 2020's larger strategy to re-enroll 2 crore children in school. **(Maniar, 2019)**

Unfortunately, it seems that colleges have not made any official statements about reserve. There has also been a decrease in funding for the ashramshalas that serve as early childhood education centres in tribal areas. The time frame for members of socially and economically disadvantaged groups (SEDGs) to enrol in and complete degrees at HEIs is similarly undetermined. With the Indian education system moving toward privatisation, it is unclear how NEP 2020's various policies and programmes will be implemented. Although the establishment of "Departments in Languages, Literature, Music..." is mentioned in NEP 2020, other equally important interdisciplinary fields are overlooked.The government's insistence on fee restriction also prevents private universities and renowned public schools from charging tuition that would allow them to develop and maintain excellent standards of education. The success of the Indian government's "light but strict" system depends on HECIataking a liberal posture. Additionally, there is no need for a prestigious institution to open up shop in India. India has no institutions in the top 100 worldwide, while China has a tertiary GER of over 60% compared to India's 26.3% despite being behind India just two decades ago. This is partly owing to policy myopia and overregulation. **(Khaitan, 2021)**

Issues And Challenges

1.Lack of infrastructure and funding

The goal of our national education strategy for the year 2020 is to position our nation as a leading provider of educational opportunities for students all around the world. The proposal calls for education spending to equal 6 percent of GDP by 2020.The education policy is not a brand-new idea, but rather the result of many people's hard work. Several reorganisations, restatements, and recapitalizations have been made to it. First introduced in 1968, it has undergone many revisions and policy reviews since then, with the most recent one being in 1992. The economic analysis offers specific figures for the amount of money that India allocates to its educational system. The idea was made 52 years ago, but according to the 2019-20 economic estimate, just 3.1% of India's GDP is being allocated to education. Even while government spending on education has climbed from 2.8% of the budget in 2014-15 to 3.1% in 2019-20, this is still just around 10% of the overall budget. **(NEP, 2020)**
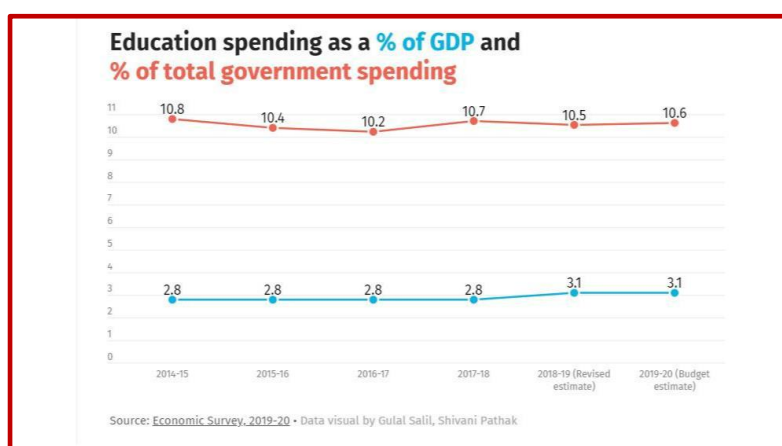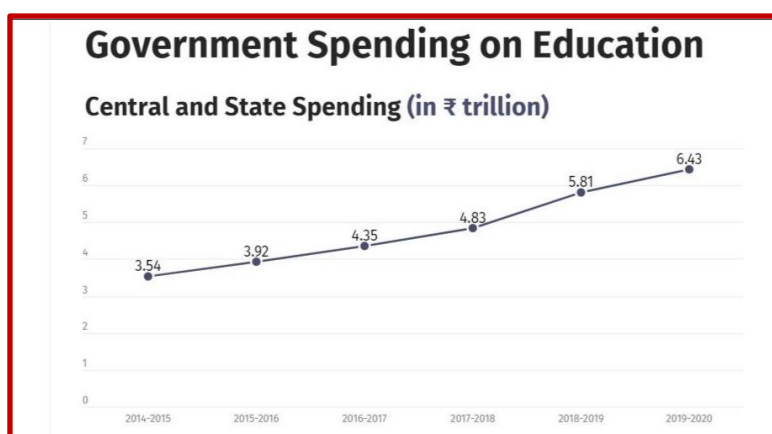
Central government spending on education has dropped from 4.14 percent of the budget in 2014-15 to 3.2 percent in 2020-21. Even this anticipated supply will decline more as a result of the ongoing Corona pandemic. There is widespread confusion about how the government intends to fund a 6% increase in GDP given the current economic climate. There is not enough money in India's education budget to cover such a hike right now.

Protiva Kundu, a researcher at the Centre for Budget and Governance Accountability (CBGA), says: "The shortage of funding affects all types of Indian schools. The entire amount of money our country spends on education has been around the same for many years ". For instance, even though wages comprise the majority of state education expenditures, many permanent posts remain unfilled owing to insufficient financing. **(Chari, 2020)**

The accountability study found that severe cuts in education spending occurred in 16 states during the 2020-21 fiscal year. The lack of political will to adequately support public schools is exposed. The most serious worry is how the government will implement its new economic programme in 2020 in light of the ongoing covid-19 crisis and the present economic situation. If it has to drastically reduce its budget for 2020-2021, how can it make large investments? In order to reach our objectives of increasing the gross enrollment ratio to 50 percent by 2035, increasing digital literacy, having appropriately trained teachers, and having enough infrastructure in place, we will need to invest extensively in education over the next few years. The government confronts a serious budget challenge even if a COVID-like situation never occurs. This is due to the difficulty of achieving the targets set by NEP 2020. Even in the past, it was clear that the government was unable to provide enough funds for schools. **(Raman, 2020)**

1. **Vocational education and skilling**

   The National Education Policy 2020 mandates that all students begin formal vocational training in the sixth grade. These sessions will include topics such as local crafts, carpentry, cooking, gardening, and more. A major obstacle to offering excellent vocational education is a lack of resources. When it comes to introducing vocational courses into schools, the same question arises: "Who will carry these additional expenditures as this needs major investment?" This includes who will pay for the required infrastructure, set up, and trained employees. One possible solution is for schools to form partnerships with local craftspeople who already possess the required facilities and equipment. Although this method is the most financially prudent, it is not without its advantages and disadvantages. Again, safety concerns prevent students from being brought there. Costs associated with transportation are borne by both the school and the parents. In situations when there is a lot of ground to cover at a limited period of time, such in school, a lot of time is wasted on getting from one place to another. **(Phaniharan, 2020)**

   Schools should also hold demonstrations by local artists so that kids can interact with real-world specialists and ask questions. Less frequent trips will save money. Vocational subjects like horticulture and pottery may be taught in a classroom without the need for specialised equipment, whereas programmes like carpentry may benefit both conceptually and practically from being taught in a workshop setting. There will still be challenges, but combining the two strategies will increase their likelihood of success.

   A further problem is that the great majority of students come from low-income families. There is concern that realising this concept will lead to undesirable outcomes. One possible effect is that students, especially those from low-income families, may get distracted and select low-wage work over further study. **(Chopra, 2020)**

2. **Lack of trained teachers**

   The paradigm shift in education that NEP 2020 has ushered in is much appreciated. The school's curriculum and methodology have been revamped for the primary grades, from

kindergarten through second grade. Classes 3, 4, and 5 are preparatory years in which students engage in interdisciplinary experimental learning. For grades 6 through 8, a greater focus will be placed on subject-oriented education. For grades 9-12, there will be more leeway in choosing electives. For the first time, skills will serve as a unifying theme across the curriculum, permeating pedagogical approaches, techniques, and routines.

Teachers will need to be at the top of their game in terms of efficiency and effectiveness if this innovative curriculum is to be implemented successfully. The biggest problem will be a dearth of qualified educators. Teachers' lack of motivation and morale is reflected in their classroom performance as a result of the present demoralising work environment, widespread exploitation, and de-incentivized service conditions. According to the Justice JS Verma Committee Report from 2012, "a dysfunctional teacher education industry is placing over 370 million students at danger...." (based on the inspection scores of private schools).

It was discovered that TEIs were lacking even the rudiments of an actual infrastructure, much alone a passing rate of 99 percent. According to the data, 85.01% of educators tested in the Central Teacher Eligibility Exam did not meet the minimum standards for passing the test (C-TET).

Many difficulties also arise while trying to educate educators in light of the new curriculum. Many elementary school teachers are bogged down with paperwork and other tasks that leave them with little time for professional development opportunities. **(Rohatgi, 2020)**

3. **Digital divide**

According to the new regulations, learning about computers, computer literacy, and coding at a young age is essential. Despite a lot of attention being paid to using technology in every aspect of the education sector, the plan ignores the digital gap between urban and rural areas, the lack of sophisticated foundation, and access to gadgets/web (teaching, learning, and evaluation; virtual lab and classroom setup; school readiness; coaching and group discussion facilitation).Through the lens of covid 2019, it is obvious that many students in underserved areas were unable to take advantage of online learning opportunities because they lacked the means to do so. Due to a lack of reliable internet service, several students had to travel considerable distances just to get to class. When more children have access to digital media, there is a higher chance that they may be exposed to inappropriate or harmful content.Gender, socioeconomic, and urban/rural location inequalities all contribute to the digital divide.According to NSSO's 75th round national survey (2017-2018), there is a significant gender disparity between rural and urban areas when it comes to computer and internet literacy. According to Table 1, just 7% of rural Indian women have basic computer skills, whereas 21% of rural Indian males have (17.1 percent). Even while there is an increase in users overall, the gender gap is

Ability	Rural		Urban	
	Male	Female	Male	Female
Able to operate a computer	12.6%	7%	37.5%	26.9%
Able to use internet	17.1%	8.5%	43.5%	30.1%

still present in urban areas. **Source:** Ministry of Statistics and Programme Implementation 2019

Students should be exposed to computers, computer literacy, and coding from a young age, as emphasised by the new requirements. There is a focus on incorporating technology into every aspect of the education system, however problems like the digital gap between urban and rural areas, students' lack of prior knowledge, and their lack of access to computers and the internet are not addressed (The new guidelines stress the need of getting pupils started with computers, computer literacy, and coding at a young age. Despite the plan's focus on incorporating technology into every aspect of the educational process, it does not address problems like the urban-rural digital divide, a lack of necessary prior knowledge, and a lack of access to technology and the internet (teaching, learning, and appraisal, setting up virtual labs, preparing schools, coaching, and setting up discussions). **(Kulkarni, 2020)**

When seen through the lens of covid 2019, it becomes abundantly evident that many students in underserved areas did not have access to mobile phones and the internet, making it impossible for them to engage in online courses. Due to a lack of internet availability in their communities, several students had to travel significant distances to go to school. When more kids have access to digital media, more of them might be exposed to harmful content.

Considerations like gender, social position, and urban/rural disparities further complicate the digital divide. The gender gap in computer and internet literacy is large between rural and urban areas, as reported by NSSO's 75th round national survey (2017-2018). 7 percent of rural Indian women and 21 percent of rural Indian men are computer literate, respectively, as seen in Table 3. (17.1 percent). The gender gap remains even if there are more consumers overall in urban areas.

Conclusion:

For India's educational system, the new National Education Policy 2020 is an encouraging development. The mission of NEP 2020 is to employ technology to increase students' "Critical thinking and Creativity," teachers' "Conceptual Understanding," their "Recognition of the Potential of All Students," and their "Equity and Inclusion" in the classroom. The success of India in the 21st century depends on the extent to which the nation ensures that all of its citizens have access to quality education from early childhood care and development (ECCD) through secondary school. NEP 2020 will help India's educational system become more globally competitive by reorganising curriculum and pedagogy. A new curriculum that emphasises critical thinking, hands-on experience, and student voice will be provided to every schoolchild in India. India's educational system might benefit from the promotion of multilingual instruction, the implementation of competency-based curriculum and evaluation, and the elimination of subject-specific hurdles. Health, nutrition, fitness, sports, wellness, and physical education programmes for children may prepare them for adulthood in a number of ways. All citizens of India, including those enrolled in educational institutions, have the protections of the Constitution.

There are, however, a few nits that need further inspection. This initiative seeks to advance pre-K instruction, bilingualism, and technical and vocational education. Some people believe that English should be pushed as the de facto global language of education, while others believe that it is fantastic that more schools are including regional/local/mother languages into the curriculum and pushing kids to become bilingual. The importance of technical and

vocational education cannot be overstated. NEP 2020 states that students who have completed sixth grade will be eligible to enrol in a vocational programme. However, no employment may be forced onto a kid under the age of 14 in accordance with Child Rights and Law.

Although India's efforts to improve preschool education are commendable in theory, the programme is still in its infancy and lacks essential components. Students in grades 3-6 formerly attended schools known as Anganwadis before the NEP 2020 was implemented. According to the NEP 2020, pre-school is mandatory for all kids between the ages of 4 and 8. It is crucial to establish a system of preschool education in which children ages 0-3 get food and nutrition from Anganwadis and children ages 4-8 attend preschools that give both a quality education and healthy food options. These days, private preschoolers tend to outperform their public preschool counterparts by a wide margin. There has to be an effort to ensure that everyone has access to a high-quality education. It is also unclear how these modifications can be made on such a tight budget. The percentage of India's GDP spent on education has remained dismally low, as seen in the accompanying graph. In 2019, it was just 4.6%, below below the 6% target set by the government.

% GDP spent on Education in India
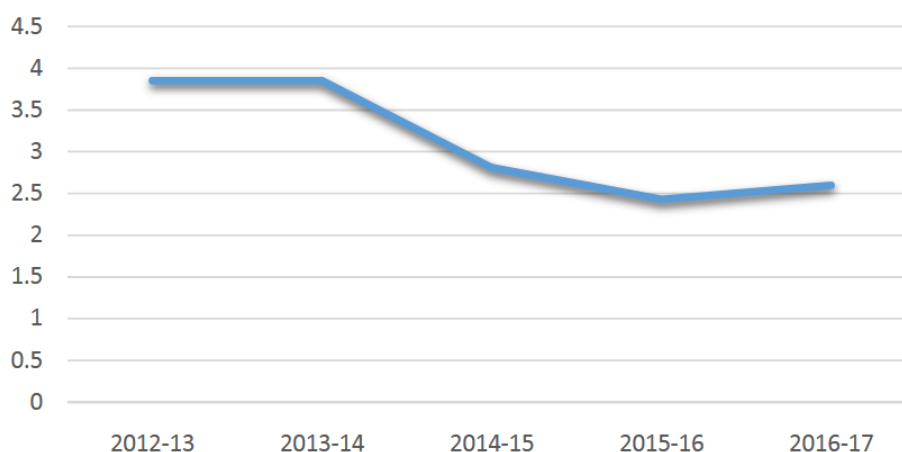
Source: WB Database

A plan for raising education spending to 6 percent of GDP by the Indian government should be outlined. Large sums of money are needed to fund the introduction of technology and digital learning, as well as the development of vibrant, world-class university campuses in India. After waiting for NEP 2020 for 34 years, there is fresh hope that India's educational system would catch up to the rest of the world and join the contemporary age. Despite the challenges, the Indian education sector has the potential to reap the benefits of modern education by working together in a logical and cohesive approach to implement all the necessary adjustments.

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Quality Parameters for Futuristic Education in the Light of NEP-2020

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Abstract:
Currently we are facing two types of education system; First one is- Present or Traditional Education System, and Second is- Newly proposed Education System (NEP-2020). As we move into the future, we are faced variety of new changes and challenges. To pace with these changes and challenges, the first thing that is needed, changes in education system. Prioritizing all these issues, a framework of new education system has been created by our honorable Prime Minister and the Ministry of Education. But in this case, the place where a question mark remains is that ' The quality standard of this Education System'. In these research paper, by the help of qualitative descriptive research work, researcher try to describe "quality parameters for futuristic education in the light of NEP-2020". In this case, the researcher tries to draw attention to various important aspects like school education, higher education, teacher education etc.
Keywords: *Quality parameters, New Education Policy-2020*

Introduction:

It cannot be denied that the word 'Quality', be it education or any other subject, is very valuable, anything without quality is worthless. In the world of education, it is so important that it cannot ne neglected. In this paper the researcher will try to explain this valuable term and its parameters in future education system. But in this case, one more word needs to be added, that is the new education policy. So, it can say that, this paper will discuss "The quality parameters of future education in in the light of the new national education policy-2020."

If we all look back to the past today, some 34 years ago, we will find a national education policy being drafted, National Education Policy-1986. This education policy, that was formulated then, was adequate according to the social, psychological, professional, personal, etc. needs of the time. But from 1986 to 2020, middle period of these years the direction of change almost remained stagnant. What began to change on a large scale was the demand of the people. With the change in the needs of the people, social change began to reach a high peak. The education system formulated in the National Education Policy-1986 was not enough to keep pace with these social changes. Along with the social changes, when the different needs of the people also started to change, then changes in the field of education become important and imperative. "National Education Policy-2020" brings the light of change in the field of education in such a critical time.

In this New NEP, the structure of the conventional education system is completely changed and a new structure is introduced. Along with the complete education system, changes in education system can be seen in this New Education Policy. But in this case, the place where the question arises is that- the quality of this educational system. As we discussed earlier,

quality is invaluable for anything. So, it cannot be ignored in this new educational system either.

In this paper, the researcher tries to find out that the new National Education Policy, which is a very important for present and future education system, in the light of that, to make a brief explanatory discussion about the quality parameters of future education.

Objectives of the study:

- To study the concept of NEP-2020.
- To develop adequate knowledge about futuristic education system.
- To discuss changing landscape of education system.
- To know about the possible assumptions of quality parameters for futuristic education in the light of NEP-2020.

Methods of the study:

"Quality Parameters for Futuristic Education in the Light of NEP-2020"- in order to facilitate the discussion, research, and analysis of this matter, the researcher will take the help of qualitative descriptive research method.

Concept about Futuristic Education in the Light of NEP-2020:

As we know that "education" is very important for the total progress of a person. That's why it is necessary that in order to maintain the quality of education, the education policy should also be changed with time. NEP-2020 has also been brought according to the demand and need of the time to keep the education system of the country effective. The change in education policy has happened after 34 years. Earlier, after 1968 and 1986, this is the third time that there has been a change in the policy of education. The draft of the new policy of education 'NEP-2020' has been prepared under the chairmanship of "Dr. K. Kasturirangan", who was the head of ISRO.

NEP-2020 has been implemented after it was approved by the Union Cabinet chaired by Prime Minister "Narendra Modi". NEP-2020 goals to pave the way for transformational modifications in the school and higher education system in India. Under the policy, changes have been made from school to college education policy. Also "Ministry of Human Resource Development" will now be known as "Ministry of Education".

The changes made under the New Education Policy have been made keeping in mind the coming two decades. All the changes made in the NEP-2020 will not be implemented in one go but in different phases one after the other. By transforming the structure of education, this approach seeks to position India as a growing superpower in knowledge.

Under the new NEP – 2020, the gross enrollment ratio has been targeted to be 100 percent (100%) by the year 2030. Public expenditure of 6% of GDP on education sector has also been made under this education policy. This will be done with the help of central and state government.

According to the New Education Policy, "Now the pattern of 5+3+3+4 will be followed. From now on, the emphasis will be followed. From now on, the emphasis will be on understanding the concept rather than rote learning in education. Not only knowledge, efforts will also be made to improve their physical and mental health. Overall, the focus will be on the all-round development of the students."

Students will no longer be evaluated as before. Under the NEP-2020, now their report card will be prepared with a new process. The overall performance of any student will be seen while giving marks on the final report card. His/her behavior, participation and performance in extra-curricular activities, and his/her mental abilities will also be taken into account. From now on, the report card will be made on the basis of 360-degree assessment, in which along with the teacher teaching the subject, the students will analyze themselves and their classmates and give marks to themselves and their classmates as well.

Now we say that, NEP-2020 gave importance to the students' all-round development. Therefore, this policy focus to train them- manners, developmental skills, critical thinking skills, conflict resolution skills, character formation, healthy social skills, develop values and moralities etc. That means, it will give to the students a Holistic Education.
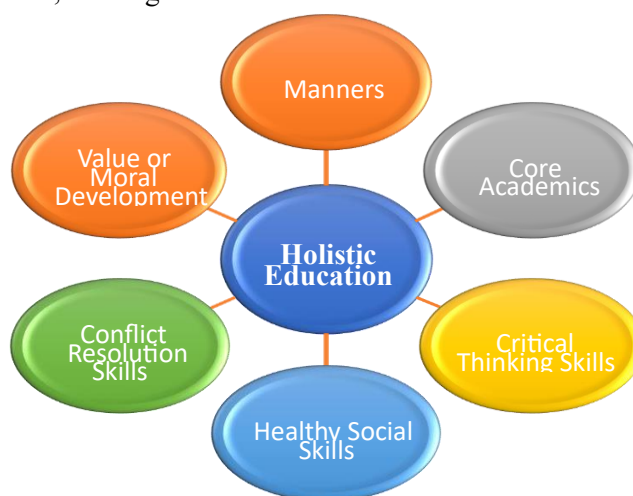
NEP-2020 gave focus on the quality higher education and emphasizes to making an individual a deep expert in one or more subjects. According to NEP-2020, higher education would be one in which students learn character formation, ethics and constitutional values, as well as they will be able to increase participation in society through the individual's own understanding, constructive public engagement and production through the quality higher education system. As a result, students will be able to lead more meaningful and satisfying lives and activities and lead financially independent lives.

New Education Policy gave importance to the each and every aspects of education system, like- quality education in school education, higher education, teacher education, vocational education, inclusion in education etc. This policy also focuses on the create education system according to future need and make global Indian education system.

Quality Parameters for futuristic education in the light of NEP-2020:
Here we divided the quality parameters into two main categories-
Parameter-1: Students related Parameters
Parameter-2: Teacher related Parameters
These both parameters are discussed below:

Parameter-1: Students related Parameters

- **Student Enrollment**

  In present class 6 to class 8 Gross Enrollment Ratio 90.9%, and for class 9 to 10 it is 79.3% and class 11 to 12 it goes 56.3%. NEP-2020 draw the target of GER 100% from pre-primary to secondary level with in 2030.

- **Curtailing dropout rates**

  Overall, two initiatives will be taken to bring dropout students back to school and prevent further dropouts. Firstly, effective and adequate infrastructure will be provided so that students at all levels from pre-primary level to class XII have access to safe education.

  Secondly, ensuring universal participation in school by carefully monitoring students and their learning levels. So that they, enrolled and attending school regularly, have an opportunity to re-enter the mainstream if they have fallen behind after returning as dropouts.

- **Students Development**

  NEP-2020 gave importance to the students' all-round development. Therefore, this policy focus to train them- manners, developmental skills, critical thinking skills, conflict resolution skills, character formation, healthy social skills, develop values and moralities etc. That means, it will give to the students a Holistic Education.

- **Curriculum Design**

  Curriculum content of each subject will be narrowed down to focus on basic essentials. To emphasize discursive thinking and more holistic practice-based, inquire-based and analysis-based learning.

- **Flexibility in course choice**

  Being able to choose from different subject and courses in the new feature of secondary school education. Curriculum, extra curriculum and co- curriculum – There shell be no division between "Arts"; "Humanities" and "Sciences" or between "Vocational" and "Academic Pursuits".

- **Power of language**

  NEP-2020 accept the multilinguistic formula, that means students can learn in which language they are comfortable and easily understand.

- **Assessment**

  The overall performance of any student will be seen while giving marks on the final report card. His/her behavior, participation and performance in extra-curricular activities, and his/her mental abilities will also be taken into account. From now on, the report card will be made on the basis of 360-degree assessment, in which along with the teacher teaching the subject, the students will analyze themselves and their classmates and give marks to themselves and their classmates as well.

- **Multiple Entry and Exit**

  This policy give the opportunity to the higher education students to learn according to their pace. When they want, they can entry or exit from their 4-year integrated course, and they will get their certificate according to their semester.

Parameter-2: Teachers related Parameters

- **Teachers Activeness**

  National Education Policy focus on the students activeness as well as teachers activeness, here the system of education is more practical and less theoretical, and all round assessment make it different. So, here the teacher is active role model for the students.

- **Recruitment**

  NEP-2020 indicate the 4-year integrated B.Ed. program for teacher recruitment and also scholarships has been mentioned for this program. Besides of these, teacher eligibility test and interview technique have also been given priority in teacher recruitment.

- **Service Environment**

  Maximizing teachers' abilities in order to boost their effectiveness will be the main objective of significant changes to the culture and work environment of schools. And teachers, students, guardians, principals and other staff will work as part of a caring early and inclusive community and all will work together with the goal of ensuring what and how much our children are learning.

- **Career Management**

  Teachers who have done outstanding work must be recognized and given promotion as well as salary increase. So that all the teachers can motivated to do their best work. In order to promote and reward exceptional instructors, a robust merit-based tenure, promotion, and pay structure will be established, with numerous levels at each level of teaching.

  Professional Standard

  For the continuous development of teachers professional standard policy focus on preservice and in-service teacher education program. States will assume this responsibility and determine all aspects of teachers' "career management" accordingly, including developments of professional efforts, increase of salary, promotion and other recognition.

  Promotion and pay increment will be based only on such evaluation and not on tenure. Professional standards will be reviewed and revised in 2023 and every 10 years thereafter.

Conclusion:

From the above complete discussion, we can say that, the National education policy-2020 will act as a guide in the field of future education, we also can consider this education policy as a perfect plan according to present and future. This policy not only focus on excellence of Indian education system it is also gave importance on globalization of Indian education system.in this paper when we discuss about the concept and quality parameters of futuristic education in the light of this new Education Policy, we see that it is much helpful for students and also the teacher and parents. Students can learn the things in easy and effective manner, teachers can gain the adequate knowledge according to the needs of education. The main thing is in teaching learning process is that student, teachers both are active, so, learning is to much active and effective. So, finally depends on the quality parameters we can conclude that, if this National Education Policy-2020 implemented according to its report/framework and if parents, teacher

and stakeholders are aware about its parameters, the success rate of this policy will much higher than previous policy.

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"Evaluation system in higher education : prospects and challenges of NEP 2020" ; A criticism.

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Abstract:

The National Education Policy (NEP) 2020 is a comprehensive framework that outlines the vision for education in India over the next decade. It is an ambitious plan that aims to transform the education system to be more inclusive, flexible, and student-centric. One of the key areas of focus in the National Education Policy is the evaluation system in higher education. The National Education Policy outlines several prospects and challenges in this area, which we will explore in this article. NEP 2020 higher education evaluation system represents a significant departure from the existing Indian higher education evaluation system, it has the potential to lead to more meaningful and comprehensive assessments of students' learning outcomes. The National Education Policy 2020 has introduced significant changes in the higher education system in India, including the implementation of a new evaluation system. This new system aims to shift the focus from rote learning to conceptual understanding and critical thinking. It also intends to promote a more holistic evaluation approach, taking into account students' overall performance, including extracurricular activities, community engagement, and life skills development. One of the significant challenges is the lack of trained faculty members who can conduct evaluations based on the new criteria. The policy also needs to address the challenge of ensuring standardization and fairness in the evaluation process across different institutions and regions. However, its successful implementation requires addressing various challenges, including faculty training, standardization, technology infrastructure, and student readiness. The effective implementation of the new evaluation system can promote a more holistic approach to education, preparing students for the challenges of the 21st century.

Keyword: Evaluation system, Higher Education, Prospects, challenges, Implementation Strategies, Approaches, NEP 2020, National Education Policy 2020.

Introduction:

The National Education Policy (NEP) 2020 is a comprehensive document that outlines the vision and direction for the future of education in India. One of the key focus areas of the policy is the evaluation system in higher education. This article discusses the prospects and challenges of the evaluation system in higher education under the NEP 2020. Another challenge is the need for appropriate technology infrastructure and digital platforms to support the new evaluation system. The policy envisions the use of technology in assessments, but this requires significant investment in infrastructure and training for teachers and students. NEP 2020 higher education evaluation system represents a significant departure from the existing Indian higher education evaluation system, it has the potential to lead to more meaningful and comprehensive assessments of students' learning outcomes. Furthermore, the new evaluation system's success depends on the students' willingness to adopt the new learning approach and

their readiness to be assessed using new criteria. It is crucial to create awareness among students, parents, and teachers about the new evaluation system and its benefits. The National Education Policy (NEP) 2020, which was introduced by the Indian government, aims to bring about significant changes in the country's education system, including higher education. One of the key aspects of the NEP 2020 is the reformation of the evaluation system in higher education. In this response, I will discuss the prospects and challenges of the evaluation system in higher education under NEP 2020.

Objectives :
- To determine critically Comparison between existing Indian higher education evaluation system and NEP 2020 higher education evaluation system.
- To discuss the evaluation system in higher education in the context of the National Education Policy (NEP) of 2020.
- To identify the prospects and challenges associated with the implementation of the NEP 2020 in the evaluation system of higher education.
- To provide insights and recommendations for improving the evaluation system in higher education in accordance with the objectives of the NEP 2020.

Methodology :
The study was conducted based on the method of document review following the qualitative approach of research. The information presented in this paper was collected from primary and secondary sources like various books, Research Article, Magazines, Research Journal, and E-journal. The methods utilized for gathering information documented review, archival investigation, Representative themes that were found across materials gathered were coded and analysed for presentation. In this study, The methodology of an article criticizing the evaluation system in higher education could involve analysing the policies and provisions of the NEP 2020 related to assessment and evaluation of students, as well as reviewing the literature on the topic and examining the views of relevant stakeholders such as educators, students, and policy makers. The article may also suggest alternative approaches to evaluation that could better serve the goals of higher education, and provide recommendations for improving the evaluation system.

A critically Comparison between existing Indian higher education evaluation system and NEP 2020 higher education evaluation system:
The traditional assessment system has to be updated, and there is currently no consensus on how to do so. The existing method is based on a metaphorical assessment that has to be redesigned and will need a system that is extremely subjective, requiring a fair way of review. According to the new policy, higher education evaluation system will be required to reinvent the evaluation method.
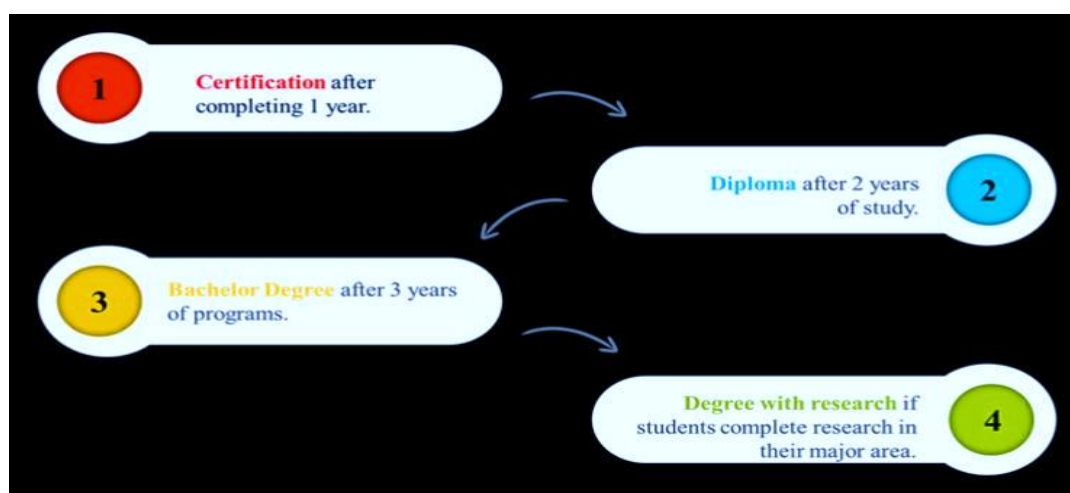
Existing higher education evaluation system	Aspects	National Education Policy 2020 evaluation system
The existing Indian higher education evaluation system mainly focuses on assessing the academic performance of students through standardized tests and examinations.	**Goals**	The NEP 2020, on the other hand, aims to shift the focus of evaluation from rote memorization and recall to more comprehensive assessment of students' cognitive and non-cognitive skills, including critical thinking, problem-solving, creativity, and teamwork.
The existing Indian higher education evaluation system relies primarily on traditional paper-and-pencil tests, which are often limited in their ability to capture a student's true learning potential.	**Methods of Evaluation:**	The NEP 2020, however, encourages the use of a range of assessment methods, including performance-based evaluations, project-based assessments, and portfolios, that can provide a more holistic picture of a student's learning
The existing Indian higher education evaluation system is often criticized for being too focused on grades and test scores, which can be a poor indicator of a student's real-world skills and abilities. Additionally, the system may not be able to identify and support students who are struggling with non-academic issues such as mental health or socio-economic challenges. However, one of the strengths of the existing system is that it is well-established and provides a standardized measure of student performance.	**Strengths and Weaknesses**	The NEP 2020 higher education evaluation system, on the other hand, has the potential to address some of the limitations of the existing system by focusing on a more holistic evaluation of students. However, the implementation of this system could be challenging as it requires significant changes in teaching and learning methods, curriculum design, and teacher training. Moreover, the new system may face resistance from stakeholders who are accustomed to the traditional evaluation system.
The existing system focuses mainly on end-of-semester exams and theory-based assessments.	**Assessment Methodology:**	Whereas the NEP 2020 system emphasizes a holistic approach that includes continuous evaluation, formative assessments, and project-based learning.

The existing system uses a percentage-based grading system.	**Grading System:**	While the NEP 2020 system proposes a credit-based system, where credits are assigned to each course based on the hours of teaching and practical work involved.
The existing system has limited flexibility.	**Flexibility:**	Whereas 2020 system provides more flexibility to students by allowing them to choose from a wide range of courses, take breaks in their academic journey, and transfer credits between institutions.
The existing system is more traditional and relies on paper-based.	**Technology Integration:**	The NEP 2020 system encourages the use of technology in the evaluation process, including online assessments and digital evaluation tools.

Table:1 Comparison between existing and NEP 2020 higher education evaluation system

Further, the policy emphasizes the need for formative assessments and encouraging peer review system of assessment by creating National Assessment Centre and developing a system such as Performance Assessment Review and Analysis of Knowledge for Holistic Development (PARAKH) for monitoring the achievement of learning outcomes and guide the boards of education to make learning more contemporary and suited to future needs. While the NEP 2020 higher education evaluation system represents a significant departure from the existing Indian higher education evaluation system, it has the potential to lead to more meaningful and comprehensive assessments of students' learning outcomes.

NEP 2020 Evaluation System:Multiple Entry and Exit Points: The NEP 2020 proposes a new approach to higher education, where students will have the flexibility to leave a program after completing one year, two years, or three years of study and receive a certificate, diploma or degree, respectively. The credits earned during each level will be transferred to the next level, allowing students to resume their studies later. All the HEIs will offer creative combinations of subject with flexible curriculum and integration of vocational education. The under graduate programmes will be of 3 to 4 years

1 **Certification** after completing 1 year.

2 **Diploma** after 2 years of study.

3 **Bachelor Degree** after 3 years of programs.

4 **Degree with research** if students complete research in their major area.

which allow multiple exits and entry point with appropriate certification as shown in the figure 1 (NEP- 2020, sec. 11.9, pg. 37).

Source:https://www.researchgate.net/figure/Multiple-entry-and-exit-points-in-bachelors-Degree-as-per-NEP-2020_fig1_353622907/actions#reference

Figure 1: Multiple entry and exit points in bachelor's Degree as per NEP- 2020

Continuous Assessment: The NEP 2020 emphasizes the need for continuous and comprehensive evaluation of students. This means that the evaluation process will not be limited to a final exam at the end of the semester or year, but will involve regular assessments throughout the academic session. This will help to identify and address learning gaps, and promote the holistic development of students.

Source: https://images.app.goo.gl/kx6v9kVw1g41icJS
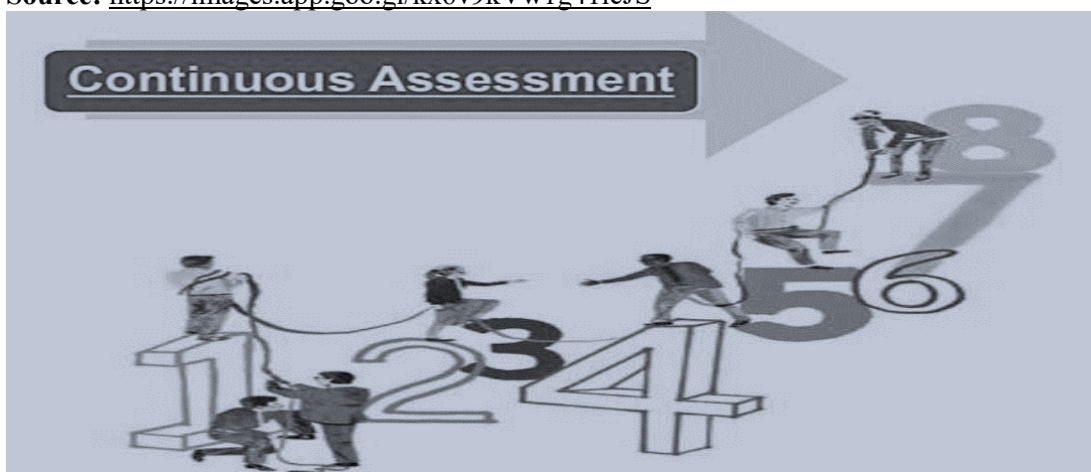
Figure 2: continuous and comprehensive assessments as per NEP- 2020.

Technology-based Assessment: The NEP 2020 advocates the use of technology in the evaluation process. This includes online assessments, automated evaluation tools, and digital repositories of student work. This will not only make the evaluation process more efficient but will also provide students with timely feedback on their performance.

Sources:https://images.app.goo.gl/nmfdj2unk1bwHBKj7

https://images.app.goo.gl/ibKdrbLdkWHY7aCm7

Figure 2: Technology-based Assessment Degree as per NEP- 2020

Credit-based Transfer System: The NEP 2020 proposes a credit-based transfer system, which will allow students to transfer credits earned in one institution to another. This will

provide students with greater flexibility in choosing the institution and program of their choice, and will also promote healthy competition among institutions.

Academic Bank of Credit: An Academic Bank of Credit is to be initiated, which will be a digital repository for academic credits earned from various institutes. This will allow transfer of credits towards final degree received (NEP 2020, sec. 11.9, pg. 37).

Source: https://images.app.goo.gl/JsemBFVVvDhZFTM5A
Figure 3: Academic Bank of Credit as per NEP- 2020.

National Testing Agency (NTA): A common entrance test will be conducted by NTA, for admission across various university. This test will be for graduate, under graduate admission and for fellowships in HEIs.

Choice Based Credit System: The assessment system including the final certification will be guided by HEI. For inculcating innovation and providing flexibility the choice-based credit system will revised. The grading system will be shift from norm referenced to criterion-based grading system, this will allow a comparable outcome. A continuous comprehensive evaluation system will be followed by HEIs (NEP- 2020, sec. 12.2, pg. 38). In order to provide uniformity in higher education and achieving greater learning experience for leaners the Ministry of Education inculcate the choice-based credit system. CBCS offers an opportunity for the students to select courses from the specified courses which include core, elective/minor or skill-based courses. All the courses have assigned some specific credits based on the hour of teaching and content of the course. The courses can be evaluated using the grading system semester wise and it also provide flexibility of credit transfer (UGC, 2009).

Graded Autonomy: The NEP 2020 proposes a graded autonomy system for higher education institutions, which will give them greater autonomy in curriculum design, assessment, and accreditation. This will enable institutions to design programs that meet the needs of the industry and society and promote innovation in teaching and learning. Overall, the proposed evaluation system in higher education under NEP 2020 aims to promote greater flexibility, continuous assessment, and technology-based evaluation, while also promoting innovation and competition among institutions.

Prospects of the Evaluation System in Higher Education under NEP 2020:
The NEP 2020 envisions a shift towards a learner-centric evaluation system in higher education. This means that the evaluation system should be designed in a way that it enables students to learn and grow, rather than just assess their knowledge and skills. The policy proposes several measures to achieve this goal.

Firstly, the NEP 2020 recommends the use of a multidimensional and holistic evaluation approach. This approach takes into account various aspects of a student's performance,

including their academic achievements, co-curricular activities, and life skills. This approach will enable students to showcase their talents and strengths, and not just their academic prowess.

Secondly, the policy advocates for the use of technology in the evaluation system. This includes the use of online assessments, digital portfolios, and learning analytics. The use of technology will not only make the evaluation process more efficient but will also provide students with immediate feedback, enabling them to identify their strengths and weaknesses and take corrective action.

Thirdly, the NEP 2020 encourages the involvement of all stakeholders, including students, teachers, and parents, in the evaluation process. This will promote transparency, fairness, and accountability in the evaluation system and will also help identify areas for improvement.

The key features of the proposed evaluation system are as follows:

Multi-Dimensional Evaluation System: The NEP 2020 proposes a multi-dimensional evaluation system that includes a range of assessments, such as self-assessment, peer-assessment, and teacher-assessment, to provide a more comprehensive evaluation of a student's performance.

Emphasis on Learning Outcomes: The NEP 2020 emphasizes the importance of learning outcomes and proposes a shift towards competency-based education. This means that the evaluation system will focus on evaluating a student's ability to apply their knowledge and skills in practical situations.

Continuous Evaluation: The NEP 2020 promotes a continuous evaluation system, which means that a student's performance will be evaluated throughout the academic year rather than just at the end of the semester or year.

Technology-Enabled Evaluation: The NEP 2020 advocates the use of technology to enable more efficient and effective evaluation. This includes the use of online assessments, AI-enabled evaluation tools, and other digital tools that can streamline the evaluation process.

Challenges of the Evaluation System in Higher Education under NEP 2020:

The National Education Policy (NEP) 2020 has introduced significant changes in the higher education system in India, including the implementation of a new evaluation system. This new system aims to shift the focus from rote learning to conceptual understanding and critical thinking. It also intends to promote a more holistic evaluation approach, taking into account students' overall performance, including extracurricular activities, community engagement, and life skills development. the implementation of this new evaluation system faces various challenges. One of the significant challenges is the lack of trained faculty members who can conduct evaluations based on the new criteria. The policy also needs to address the challenge of ensuring standardization and fairness in the evaluation process across different institutions and regions. Another challenge is the need for appropriate technology infrastructure and digital platforms to support the new evaluation system. The policy envisions the use of technology in assessments, but this requires significant investment in infrastructure and training for teachers and students. Furthermore, the new evaluation system's success depends on the students' willingness to adopt the new learning approach and their readiness to be assessed using new criteria. It is crucial to create awareness among students, parents, and teachers about the new evaluation system and its benefits. However, its successful implementation requires addressing various challenges, including faculty training, standardization, technology

infrastructure, and student readiness. The effective implementation of the new evaluation system can promote a more holistic approach to education, preparing students for the challenges of the 21st century.

While the prospects of the evaluation system in higher education under the NEP 2020 are promising, there are several challenges that need to be addressed. One of the biggest challenges is the lack of trained personnel to implement the new evaluation system. The policy proposes a shift from traditional pen and paper-based assessments to multidimensional and holistic evaluation methods.

Implementation Challenges: One of the biggest challenges of the evaluation system proposed under NEP 2020 is its implementation. The system requires significant infrastructure and technological support, which may not be available in all educational institutions.

Challenges of Standardization: The NEP 2020 proposes a standardized evaluation system across all educational institutions, which may be difficult to implement due to the vast differences in the quality of education and infrastructure available in different parts of the country.

Lack of Faculty training: The NEP calls for the development of a faculty training program to enable educators to adopt innovative teaching methods and assessment practices. However, the effective implementation of such programs requires significant resources, time, and effort.

Development of appropriate evaluation metrics: The NEP emphasizes the need for multidisciplinary and experiential learning, which makes it challenging to develop appropriate evaluation metrics that can capture the effectiveness of such learning approaches.

Resistance to Change: The proposed evaluation system may face resistance from students and teachers who are used to the traditional evaluation system. It may take time for them to adapt to the new system and embrace the changes.

Ensuring fairness and transparency: The NEP emphasizes the need for a fair and transparent evaluation system. However, ensuring fairness and transparency in the evaluation process can be challenging, particularly in large institutions where the evaluation process involves multiple assessors and evaluators.

Overall, addressing these challenges requires a concerted effort from policymakers, administrators, faculty, and students to ensure the successful implementation of the NEP's higher education evaluation system.

Recommendation or suggestion:
- ➢ The new evaluation system requires a change in the mind-set of faculty members towards evaluation. Faculty members should be trained on the new evaluation methods and their importance. This training will enable them to understand and apply the new evaluation system.
- ➢ Every institute will develop an Institutional Development Plan (IDP), that will integrate all the activities varying from curricular content improvement plan to plan for quality of classroom interaction (NEP 2020, sec. 12.3, pg. 39).
- ➢ For tracking, supporting and fostering the progress of students' scholarship program the National Scholarship Portal will be extended (NEP 2020, sec. 12.10, pg. 40).
- ➢ The new evaluation system is based on multidimensional assessment, which means using various tools and methods for assessment. Institutions need to design and

implement assessment tools that are valid, reliable, and practical for the students and faculty.

➢ Technology can play a significant role in the new evaluation system by facilitating the collection, analysis, and sharing of assessment data. Institutions should integrate technology in the evaluation system to make it more efficient and effective.

➢ Students should be encouraged to participate actively in the evaluation process. Their feedback should be taken seriously and used to improve the evaluation system continually.

➢ Institutions should provide adequate support and resources to the faculty members to implement the new evaluation system effectively. This support could include funding for research on evaluation methods, training programs, and the provision of necessary equipment and software.

➢ The new evaluation system is based on continuous evaluation, which means that assessment should be conducted throughout the academic year. Institutions should ensure that the evaluation process is regular, timely, and transparent.

Findings :

The National Education Policy (NEP) 2020 aims to transform the higher education evaluation system by promoting a holistic and multidimensional approach to assessment. Implementing this new evaluation system may present some challenges. Here are some ways to overcome these challenges . However, the success of the new system will depend on how effectively it is implemented and integrated into the broader educational ecosystem. Many other factors have been discussed in this review paper and each factor is genuine in its own term. The analysis of the goods and bads is very important to point out. The NEP 2020 may look good on the paper but it is much more complicated in a Real-world environment. If implemented with proper legislation, it will uplift the education system of India to the world level and make India "Vishwa Guru".

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Pedagogical Innovation towards a new direction for multidisciplinary and Holistic Futuristic Education in the light of NEP 2020

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Abstract:

The National Education Policy (NEP) 2020 in India has emphasized the need for multidisciplinary and holistic education. This calls for a pedagogical shift that integrates different disciplines and focuses on developing a learner's cognitive, social, and emotional capacities. In this abstract, we discuss some innovative pedagogical approaches that can support this shift towards a futuristic education system.

One approach is project-based learning (PBL), which emphasizes hands-on, experiential learning. PBL can be used to integrate different disciplines and provide a context for learning. It encourages students to work collaboratively, develop problem-solving ability, and put on knowledge in real-world situations. PBL can also be used to promote social and emotional learning by providing opportunities for students to practice empathy, communication, and self-reflection.

Another approach is inquiry-based learning (IBL), which encourages learners to ask questions, explore, and discover. IBL promotes critical thinking, creativity, and curiosity. It can be used to integrate different disciplines and provide a framework for self-directed learning. IBL can also be used to promote a growth mind-set, where learners see failure as an opportunity for learning and growth.

A third approach is blended learning, which associate traditional classroom direction with online learning. Blended learning can be used to personalize learning, provide opportunities for self-paced learning, and facilitate access to a wide range of resources. It can also be used to promote collaboration and communication, as learners can work together online and in-person.

Finally, mindfulness-based learning (MBL) is an approach that can support social and emotional learning. MBL emphasizes self-awareness, self-regulation, and compassion. It can be used to develop emotional intelligence, resilience, and well-being. MBL can also be used to promote ethical and moral values by encouraging learners to act with kindness and empathy towards themselves and others.

In conclusion, there is a need for innovative pedagogical approaches that support the multidisciplinary and holistic education envisioned by NEP 2020. The approaches discussed here - project-based learning, inquiry-based learning, blended learning, and mindfulness-based learning - can support this shift towards a futuristic education system. These approaches emphasize hands-on, experiential learning, critical thinking, creativity, and social and emotional learning. By implementing these approaches, we can prepare learners for a rapidly changing world, where they will need to navigate complex problems, collaborate with others, and adapt to new technologies and environments.

Keyword: Pedagogical Approaches, NEP 2020, Multidisciplinary Approach, Holistic Education, Self-reflection, Self-awareness, Self-regulation

Introduction: Towards a new direction for Multidisciplinary and Holistic Futuristic Education

The process of reinventing teaching methods for the purpose of better assisting student learning is known as pedagogical innovation. India has a numerous history of interdisciplinary and holistic education, from institutions like Takshashila and Nalanda to the vast body of literature in India that combines topics from all disciplines. A sound education was defined as learning of the 64 Kalaas, or arts, in ancient Indian literature like Banabhatta's Kadambari. These 64 'arts' included not only subjects like singing and painting but also' scientific 'fields like chemistry and mathematics, 'vocational 'fields like carpentry and clothes-making, 'professional 'fields like medicine and engineering, and 'soft skills' like communication, discussion, and debate. The basic notion that all areas of creative human endeavour, including science, math, professional and technical studies, and soft skills, should be regarded as "arts" has its roots in India. The idea of having a "knowledge of various arts," or what is commonly referred to as the "liberal arts" in modern times (i.e., a liberal understanding of the arts), must be brought back into Indian education since it is precisely the kind of education needed for the twenty-first century.

Statement of the problem:

 The statement of the problem is entitled as "Pedagogical Innovation towards a new Direction for Multidisciplinary and Holistic Futuristic Education in the light of NEP 2020."

Objectives of the study:
- To study the National Education Policy NEP 2020
- To find out various innovative practices and better supporting of student learning under NEP 2020.

 Methodology:

In the present study the investigator has conducted the qualitative Method. Some analytical perspectives highlighted below:

All round Development:

A compact development of a person's moral, social, physical, emotional, and intellectual faculties would be the goal of a holistic and interdisciplinary education. A similar education will aid in the development of well-rounded persons with essential 21st century skills throughout the arts, sciences, and humanities. Humanities, languages, sciences, social sciences, as well as professional, technical, and vocational subjects; a social participation ethic; soft skills, like communication and debate; and in-depth specialisation in a particular topic or fields. Long-term, all undergraduate programmes, together with those in professional, technical, and vocational disciplines, shall have a holistic educational approach.

Industrial Link:

In order for Indian education to guide the nation into the 21st century and the fourth industrial wind, it is necessary that the education system be comprehensive and multidisciplinary, as so wonderfully depicted in India's past. Even engineering schools like the IITs will transition to

a more comprehensive, multidisciplinary education that emphasises the arts and humanities. Arts and humanities students will strive to learn more science, and everyone will try to include more vocational courses and soft skills.

Creative combinations:

Curricular frameworks that are innovative and adaptable will permit inventive connection of disciplines for study and would provide many entry and departure points, abolishing the strict barriers that are currently in place and opening up new opportunities for lifelong learning. While offering rigorous research-based specialisation, graduate-level, master's, and doctorate education in major interdisciplinary universities would even present benefits for multidisciplinary work in academia, government, and industry.

Interdisciplinary thinking:

The transition to high-quality holistic and multidisciplinary education will be facilitated by sizable multidisciplinary institutions and colleges. Students will have access to unique and entertaining course selections as well as flexible curriculum options in addition to rigorous specialisation in one or more topics. Increased faculty and institutional autonomy in developing courses will facilitate this Communication, debate, research and chances for interdisciplinary and cross-disciplinary idea and thought will all receive more attention in pedagogy.

All HEIs will establish and strengthen the departments of literature, music, philosophy, Indology, art, dance, theatre, mathematics, statistics, sciences, sociology, economics, sports, and other similar subjects required for a multidisciplinary, stimulating Indian education and environment. Credits for these subjects will be granted in all Bachelor's Degree course if they are completed through such departments or through ODL mode if the HEI does not offer them in-class.

Multi-Disciplinary Model:

MERUs (Interdisciplinary Education and Research Institutions), people universities for holistic and multidisciplinary education on par with IITs, IIMs, etc., will be established with the goal of achieving the highest international standards in quality education. Additionally, they'll aid in establishing the best standards for multidisciplinary education in India.

Research and Innovation:

By establishing start-up trimming centres, technological development centres, centres in frontier research fields, increased industry-academic links, and multidisciplinary research, including humanities and social science research, HEIs will concentrate on research and innovation. It is crucial that HEIs take the initiative to do research in fields of infectious diseases, epidemiology, virology, instrumentation, vaccinology, and other pertinent areas given the scenario of epidemics and pandemics. HEIs will create particular support systems and contests for encouraging creativity among student communities. The NRF will work to assist and enable HEIs, research labs, and other research organisations to have such a thriving research and innovation culture.

Findings and Conclusion:

1. The process of reinventing teaching methods for the purpose of better fostering student learning is known as pedagogical innovation.

2. Accordingly, degree programmes' structures and lengths will be modified. The undergraduate degree will last for three or four years, with a variety of exit options and appropriate certifications. For example, after one year of study in a discipline that includes vocational and professional areas, students can earn a certificate, a diploma after two years, or a bachelor's degree after completing a three-year programme. The 4-year interdisciplinary Bachelor's degree, however, should be chosen since it gives students the chance to receive a comprehensive and multidisciplinary education while also focusing on their chosen major and minors.

3. It is necessary to build an Academic Bank of Credit (ABC) to digitally record the academic credits obtained from different accredited HEIs so that credits gained can be taken into account when awarding degrees from a HEI. If the student successfully fulfils a demanding research project in their major area(s) of study as prescribed by the HEI, the 4-year programme may additionally result in a degree "with Research".

4. Evaluation of educational strategies in undergraduate education that combine the humanities and arts with STEM have systematically demonstrated positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, and communication skills, more in-depth learning and mastery of curricula across fields, and increases in social and moral awareness. A holistic and multidisciplinary approach to education improves and enhances research.

5. The melodious and innovative curricula of all HEIs shall involve credit-based programme and projects in the areas of community participation and service, environmental education, and standard-based education in order to achieve such a holistic and multidisciplinary education. Climate change, pollution, waste management, sanitation, and the preservation of biological diversity will all be covered in environmental education. management of biological resources and biodiversity, preservation of forests and wildlife, and sustainable living. Humanistic, constitutional, and universal human values such as truth, righteous behaviour, peace, love, nonviolence, scientific temper, citizenship values, and life skills will all be developed through value-based education; lessons on service and participation in community service programmes will be seen as essential components of a holistic education.

6. As the world becomes more interconnected, Global Citizenship Education (GCED), a reaction to current global challenges, will be offered to equip students with the knowledge and skills they need to become informed about and active supporters of more peaceful, tolerant, inclusive, secure, and sustainable societies. In addition, as part of a holistic education, students at all HEIs will have the chance to complete research internships with faculty and researchers at their own or other research institutions. This will allow students to actively engage with the practical side of their learning and, as a result, enhance their employability.

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- education board exam, major changes in graduation degree, learn special things, between research and education in India'-PM Modi.

Role of Peers' Attitude in Social Inclusion of VI Children: NEP 2020 Perspective

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Abstract:

This study is an attempt to the exploration of the social inclusion of visually impaired students. For exploration of peer Attitude an attitude scale has been developed based on likert 5point scale. There were three categorical variables as- 1. Girls & Boys, 2. Secondary & Higher Secondary, 3.Urban& Rural. For this study descriptive survey method was used. Data was collected from 1205 students selected from various inclusive schools in West Bengal. Data was analyzed by using descriptive statistics and t- test. Peers are sharing their some common feelings and interest about VI students. If the VI children are accepted by their peers as like others non-disabled children, they can adjust themselves better in school and their society.

Keywords: Visually Impaired Children, Peers Attitude, Social Inclusion.

Introduction:

The New Education Policy (2020) is a historic effort and first omnibus policy after thirty-four years. The purpose of NEP is a framework to guide the development of education in the country.This is India's third policy which replaces the 1986 NEP. The National Education Policy, 2020 has conveyed the structural change in the education system which aims to make India the global knowledge superpower ensuring *equity* and **Inclusion**.NEP aims to ensure equity and inclusion in and through education by addressing all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention and completion and in learning outcomes.

"The Another vision of NEP 2020 also recognizes the importance of creating enabling mechanisms for providing Children With Special Needs (CWSN) or *Divyang*, the same opportunities of obtaining quality education as any other child".(NEP 2020)

"Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority. Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education. The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a 'system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities'. School complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, especially

for children with severe or multiple disabilities. Barrier free access for all children with disabilities will be enabled as per the RPWD Act. Different categories of children with disabilities have differing needs. Schools and school complexes will work and be supported for providing all children with disabilities accommodations and support mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom". (NEP2020)

According to census report 2011 total number of visually impaired children 5033431, M-2639028 & F-2394403 (census report 2011). Currently, there are an estimated 4.95 million blind persons and 70 million vision impaired persons in India, out of which 0.24 million are blind children. Till now our society can't accept CWSN, also their peer groups are not properly accepted as a class mate or friend. That's why VI students cannot adjust themselves with sighted pupil. When their parents, teacher and peers accepted them then proper equity and full inclusion will be possible.

Review of Related Literature:

Kapinga, O.S. (2020) found that Moreover, the attitudes of nondisabled students towards the inclusion of peers with visual impairment were positive among non-disabled female students compared to non-disabled male students. The study recommends for greater participation of non-disabled students on issues pertaining to inclusive education.

Ranga,M.&Kumar,S.(2019) found that there was no gender differences found among University students towards PWD vis-à-vis cognitive aspect of implicit attitude. They all shown positive attitude towards people with disabilities.

Wanjohi, J.K.(2019) and revealed that sighted pupils refuse to play games with visually impaired peers, majority of them believe that the visually impaired pupils did not have the competence. Visually impaired pupils should be separated from sighted pupils during teaching majority of sighted pupils did not accept this position because they believed visually impaired children should be taught.

Wanjohi, J.K.(2019)revealed that Sighted boys and girls accepting visually impaired students as a friend or classmate. They don't think that VI students waste their class time.

Asim, Md.; Zafar, A.; Batool, J. & Jamal, A (nov-2012) This is survey type research. It was found that majority of the respondents were blind by birth due to inherited problems. Most of the children were satisfied with the attitude of friends and teachers toward them in socio-cultural norms of the society.

Objective: The main Objective of the study was to find out the attitude of peers towards social inclusion of visually impaired children.

Hypothesis: The following hypotheses were framed to fulfill Objective. As-

H01:

There is no significant difference between the attitude of peers belonging to Boys and Girls towards social inclusion of visually impaired children.

H0₂. There is no significant difference between the attitude of peers (Secondary & Higher secondary level) towards social inclusion of visually impaired children.

H0₃. There is no significant difference between the attitude of peers belonging to Rural and Urban towards social inclusion of visually impaired children.

Methodology:

In this research researcher has employed descriptive survey method and collected data through purposive sampling technique. A sample of 1205 pupils was selected as a sample and collected data. Collected data was analyzed through MS-EXCEL and SPSS. Researcher has employed t-test and reliability test. Samples were selected from inclusive school of west Bengal. Researcher applied self developed "Peers Attitude Towards Social Inclusion of Visually Impaired Children" (PATSIVIC) scale. There were 34 items in this test. Reliability of this scale has been tested and **Cronbach's Alpha** value was .697. It was a 5-point Likert type scale that assesses negative or positive attitude towards social inclusion of visually impaired children. For collection of relevant data researcher visited various schools and supplied tool personally to all the respondents. The data has been collected from 3Districts of west Bengal. The data was collected and tabulated using Microsoft Excel 2007 systematically for further analysis. And researcher applied t-test.

Major Variable: Peers Attitude towards Social Inclusion of Visually Impaired Children

Categorical Variable: a)Gender (Male & Female)
b) Class (Secondary & Higher secondary)
c) Location (Rural & Urban)

Sample Frame:

Table no-01

Categorical Variable			Total
Gender	Girls - 595	Boys - 610	1205
Class	Secondary - 745	Higher Secondary - 460	1205
Location	Urban - 491	Rural - 714	1205

Findings:

The study findings have been presented according to the research objective: to find out the attitude of peers towards social inclusion of visually impaired child -

H0₁: There is no significant difference between the attitude of peers belonging to Boys and Girls towards social inclusion of visually impaired children.

Table no- 02

GENDER	n	Meam	df	T	p-two tail	Hypothesis
GIRLS	595	112.33	1202	1.74**	0.081	Accepted
BOYES	610	111.12				
** Not significant at 0.05 level of significance						
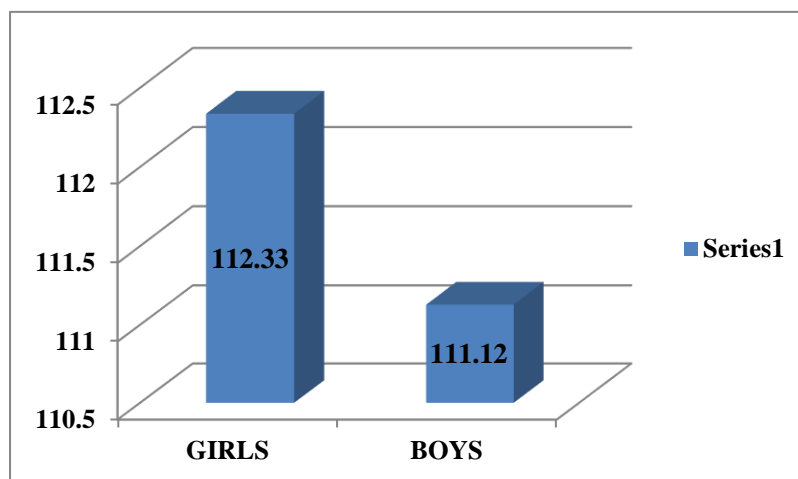
Fig- 01

In case of comparing the groups of Peers considering the gender Girls and Boys in their attitude, the analysis in the Table no- 02& Fig- 01,that calculated value is 1.74** and p= 0.081 (p>0.05). Hence't' is not significant at 0.05 level. So H01 is accepted and it can be said that there was no significant difference between Girls and Boys attitude towards social inclusion of visually impaired Children. And Mean of Girls attitude- 112.33 and mean of Boys attitude- 111.12.

H0₂. There is no significant difference between the attitude of peers (Secondary & Higher secondary level) towards social inclusion of visually impaired children.

Table no- 03

Class	n	Meam	df	T	p-two tail	Hypothesis
Secondary	745	112.54	1030	3.079*	0.002	Rejected
Higher secondary	460	110.39				
* Significant at 0.05 level of significance						

Fig no- 02

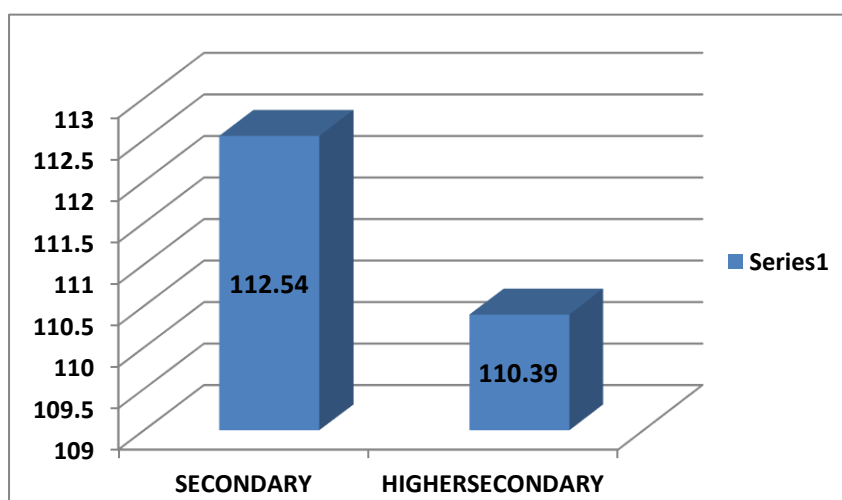From above table no-03 & fig- 02 researcher has compared between two peer group considering the class secondary and higher secondary level students attitude towards social inclusion of visually impaired children. The analysis in the Table no- 03 & Fig- 02 found that calculated value is 3.079* and p= 0.002 (p<0.05). Hence 't' is significant at 0.05 level of significance. So H02 is rejected and alternative hypothesis is accepted, means there is a significant difference between two peer group considering the class secondary and higher secondary level students' attitude towards social inclusion of visually impaired Children. And Mean of Secondary level peers attitude- 112.54 and mean of higher secondary level peers attitude- 110.39.

H0$_3$. There is no significant difference between the attitude of peers belonging to Rural and Urban towards social inclusion of visually impaired Children

Table no-04

Location	n	Mean	df	T	p-two tail	Hypothesis
Urban	491	113.76	1092	4.970**	7.746	Accepted
Rural	714	110.32				
** Not significant at 0.05 level of significance						
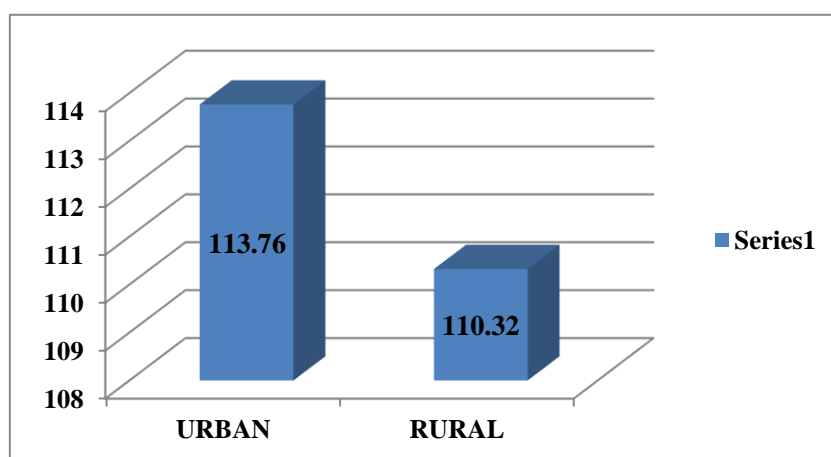
Fig no- 03

From above table no-04 & fig- 03 researcher compared between two peer group based on the locality Rural and Urban level students' attitude towards social inclusion of visually impaired children. The analysis in the Table no- 04 & Fig- 03 found that calculated value is 4.970** and p= 7.746 (p>0.05). Hence 't' is not significant at 0.05 level of significance. So H04 is accepted means there was no significant difference between two peer group considering locality urban level and rural level peers' attitude towards social inclusion of visually impaired Children. And Mean of Urban level peers' attitude- 113.76 and mean of Rural level peers' attitude- 110.32. From the above analysis of different peers group had shown different attitude towards social inclusion of Visually Impaired Child.

Discussion:

This study was intended to contribute to understanding peers attitude towards social inclusion of visually impaired child. This study/ findings are fulfilled by three hypotheses testing. In

H01 researcher was not found differences in attitude between boys and girls peers towards social inclusion of visually impaired children. Mean of Girls attitude- 112.33 and mean of Boys attitude- 111.12, that difference is not remarkable. There was no difference between boys and girls attitude towards inclusion of their poor sighted peers. Similarly the previous study found non disabled girls' attitude was more supportive than boys' attitude (Kapinga 2020). In H02 researcher found that there was a difference between the attitude of secondary level school students and higher secondary level school students towards social inclusion of visually impaired children. Secondary level school students shown more positive attitude than higher secondary level school students towards inclusion of visually impaired child. Mean of Secondary level peers attitude- 112.54 and mean of higher secondary level peers attitude- 110.39. In H03 researcher was not found any difference between rural area school students and urban area school students' attitude towards social inclusion of visually impaired child. Mean of Urban level peers' attitude- 113.76 and mean of Rural level peers' attitude- 110.32. In another study Girls and participants whose school was in a rural setting had better attitudes towards inclusion. (Ramos et.al.2023)

Based on gender there was no gender differences found among University students towards PWD. They all shown positive attitude towards people with disabilities (Ranga & Kumar 2019). Again many sighted boys and girls accepting visually impaired students as a friend or classmate. They don't think that VI students waste their class time. (Wanjohi, J.K.2019)

Conclusion:

Aforesaid studies indicate that pupils without visually impaired children have shown positive attitude towards social inclusion of visually impaired children. If all peers, teachers and parents accept them in society and education field then NEP 2020 get success.Visually Impaired students and some teachers supported inclusion while a number of students without disabilities disliked the practice. Some teachers indicated that the idea of inclusive education is a good way to ensure equal educational opportunities (Asamoah., et al. 2018). "NEP aims to ensure equity and inclusion in and through education by addressing all forms of exclusion and marginalization, disparity, vulnerability in education access , participation, retention and completion and in learning outcomes" (NEP 2020). New NEP tried to full inclusion, full equity and also support PWD act 2016.

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A Study of future consequence of implication of NEP 2020

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Abstract :

Both the NEP of 1986 and the POA of 1992 have provided for compulsory and free education for all children below 14 years of age . In both cases , while ensuring the right to education for all , there are still many problems . NEP 2020 comes almost 34 years after NEP 1986 . New curriculum and new education structure have been proposed in this education policy . This NEP have focused on various facets of education and have tried to coordinate between education and technology . The objective of NEP 2020 is to find various gaps in the education system in India and ensure inclusive and equitable quality education by 2030 . To fulfill this objective , NEP 2020 has introduces some major reforms in the education system . It has recommended to establish " A National Curriculum Framework " in pre-primary education with emphasis on " ECCE " and proposals have been made to harmonize the primary system with the pre-primary system . This NEP 2020 has focused on learning through experiments and critical thinking skills . Basically , the education structure is recommended to be 5+3+3+4 for students from 3 years to 18 years . Moreover , proposals have been made to run a common higher education system under the some regulatory rules in private and public institutions . NEP 2020 prioritizes education through multi-language . As a result , national unity is maintained . Moreover, it gives preference to Indian languages and classical languages in school level education . Curriculum is designed to be more flexible and multidisciplinary for the overall development of the students and for their advancement and career orientation so as to expand the range of knowledge of the students and the capacity of the school . Experiential and practical learning is emphasized in NEP 2020 . Its vision is clear to emphasize students' learning through project based method , inquiry based method and critical thinking . Moreover , NEP 2020 has emphasized on advancing the learning process through introduction of computers and coding from class 6 onwards . NEP 2020 focuses more on practical learning than theoretical learning . As a result, every student can get quality education where no caste , gender etc. will matter . Moreover, students will have complete freedom in choosing any subject or stream . Besides , teaching – learning through Indian language has been given importance . After all it can be said that NEP 2020 will help in overall improvement of education system .

Keywords : NEP 2020, NEP 1986, Higher Education, Education, Implication

Introduction : Government of India has formulated NEP 2020 to promote high quality education among Indian students. Such a framework was first formulated in 1968 during the regime of Indira Gandhi (Prime Minister of India). Then the second NEP was revised in 1986 during the regime of Rajiv Gandhi (Prime Minister of India). The motive of NEP 2020 is to restructure the Indian Education system.

NEP 2020 suggested to change school education from 10+2 format to 5+3+3+4 format and incorporated the new pedagogical curriculum at the pre-primary stage. NEP 2020 has focused on providing nutritious meals at mid-day meal.

NEP 2020 talks about the benefits of multiple entry and exit in higher education. A certificate in the first year, a diploma in the second year, a bachelor's degree in the third year and a multidisciplinary bachelor's program will be completed at the end of the fourth year. Such suggestions are made in NEP 2020. Moreover, in case of multiple entry and exit, students' credits can be transferred through Academic Bank.

However, after NEP 2020 implication, some problems can also be seen. E.g. – increased possibility of drop-out in case of multiple entries and exits. Moreover, if the teaching – learning process is completed through the mother tongue, in many cases the research material is not available in the mother tongue. As higher education has been organized, higher education needs more trained teachers, but this problem can not be solved quickly. Finally it can be said that NEP 2020 is the first step towards making India a knowledge superpower in the world.

Objectives :

    a. To understand the outcomes of NEP 2020.
    b. To be aware of the impact of NEP 2020 on students.
    c. To realize the impact of NEP 2020 on higher education.
    d. To compare between NEP 2020 and NEP 1986.
    e. To gain proper knowledge about the recommendations and suggestions of NEP 2020.
    f. To discover the problems of NEP 2020.

Review of related literature : Rakshit. S. & Mete. J.[1.] in their paper mainly discussed about what the future of teacher education at school level and higher level in India might be after NEP 2020 implementation.

Venkateshwarlu. B.[2] in his writing has informed about the various challenges in this field and also highlighted the drawbacks in this regard.

Darbar. T. P.[3] in his journal paper discusses the gist of National Education Policy 2020 and highlights the policies of NEP 2020 in the field of higher education. Moreover, he also discussed the impact of new NEP 2020 in his writing.

Prasad. D.[4] in his writing has very nicely highlighted the advantages and disadvantages of NEP 2020 and discussed the major challenges in implementing NEP 2020.

Aithal. P. S. & Aithal. S.[5] in their paper have also highlighted about school education, higher education and teacher education.

From "NEP 2020, MHRD, Govt. of India"[6] got an idea about the advantages of NEP 2020 and got information about the recommendations of NEP 2020.

Methodology :

This is a descriptive study. This study was mainly done with the help of secondary data but primary data was also collected from NEP 2020, MHRD, Government of India. The necessary data for this study has been culled from , websites, magazines, different journals, publications. Then the collected data is analyzed and reviewed to arrive at inferences and conclusions.

Significance of the study :

This study will help to know how much NEP 2020 can improve Indian education system in future. NEP 2020 will provide quality education for all even if they belong to socio-economically backward classes which is the main objective of NEP 2020. Moreover, the NEP 2020 emphasizes on inclusive and equitable education. It especially promotes teaching-learning through advanced technology and emphasizes on education research and ensures low drop-out rate.

Main features of NEP 2020 :

- **Flexibility :** Students can choose any subject of their choice for subject combination in Arts, Commerce and Science.
- **Problem solving and critical thinking :** Emphasis is placed on students' problem-solving and critical thinking abilities rather than prioritizing rote learning.
- **Multilingualism :** Emphasis is placed on the use of mother tongue or regional languages in teaching.
- **Early Childhood Care and education :** One of the main features of NEP 2020 is increased focus on ECCE. The 5+3+3+4 model has been introduced instead of the previous 10+2 structure for 3 years to 18 years students.
- **Examination system :** The school examinations will be semester based i.e. formative type and will be conducted twice a year.
- **Multiple entry and exit :** There is option of multiple entries and exits in case of graduation i.e. students can make multiple entry and exit as per their need. Students can make multiple entry and exit during the course.
- **Inclusive and Equitable Education :** NEP 2020 enshrines that, any child irrespective of his background should be provided with learning. In other words, providing inclusive and equitable learning for everyone regardless of socio-cultural, gender, disability.

Influences of NEP 2020 on higher education :

1. **Single Regulatory body :** Apart from medical education and legal education, Higher Education Commission in India will be constituted as a single regulatory body.
2. **Multiple entry and exit :** There is option of multiple entries and exits in case of graduation i.e. students can make multiple entry and exit as per their need. Moreover, they can transfer their credits through Academic Credit Bank.
3. **Technology-based education in the field of adult education :** In the field of adult learning, there will be technology-based learning such as online courses, online books, apps, ICT equipped libraries etc..
4. **Common entrance to all colleges :** In the case of higher education in the country, the entrance test will be guided by the NTA and these tests will be optional.
5. **Foreign universities can set up campuses in India :** India's best universities can set up their campuses in foreign countries. Top 100 foreign universities can set up their campuses in India. Exchange of research and student affairs between institutions in India and institutions around the world will be encouraged. The credits obtained from those universities will be recognized here and if obtained as per the norms required by that HEI will be recognized by awarding the degree.

Drawbacks of NEP 2020 :

i) **If NEP 2020 is a failure then people from lower caste strata will not be able to more forward :** If this new NEP 2020 fails in the lower strata, it will be very difficult for the poor, women, SC, ST and minorities to progress in education.

ii) **Teaching through mother-tongue is much more problematic :** The negative aspect of NEP 2020 is teaching in mother tongue. As the teacher-student ratio in India is unbalanced, it is not possible to teach all subjects through mother tongue. Moreover, getting research material and study material in many subjects is problematic.

iii) **Possibility of Drop-out :** As per NEP 2020 students can complete their graduation in full four years and can do diploma at the end of 2 years. So there is a possibility of drop-out after completing the diploma.

iv) **Multiple exit & entry system is a big problem :** A student may exit after completing 1 or 2 or 3 years during the four-year graduation course due to various reasons. Again they can enter that particular course even after few years and complete the course. In that case, since there is no four-year requirement to complete the course, many students may be reluctant to complete the course within the stipulated time.

v) **Digitization of education is a big problem :** Digitization in all parts of the country is a big problem in the field of education. Especially in rural areas where smart phones on digital devices are not available to everyone. It is not possible to digitize the infrastructure very quickly especially in all government schools. This is a major hurdle in NEP 2020 implementation.

Advantages of NEP 2020 :

i) **NEP 2020 has removed the fear of examinations :** NEP 2020 has removed the fear of board examination from students and focused on vocational learning, practical skill and problem-solving quality of students.

ii) **Flexibility in choosing subjects :** Students have wide options in choosing subjects in NEP 2020. Students can make any combination of subjects of their choice in Arts, Commerce and Science.

iii) **Introduction to coding and computers among kids :** From class 6 onwards, children are taught computers and coding.

iv) **Inauguration of special boarding school 'Bal Bhavan' :** In NEP 2020, daytime special boarding schools named 'Bal Bhavan' are to be established in every state or district of India. These daytime boarding schools will mainly teach students career, play, art etc. activities.

v) **Increase in age expansion for free education :** The Government of India provides compulsory education for children aged 8 years to 14 years under ' Sarva Shiksha Abhiyan' or such programmes. But NEP 2020 has arranged free education in government institutions for students from 3 years to 18 years.

vi) **Multilingual Education :** The new NEP 2020 emphasizes on teaching through use of mother tongue or regional language. As a result, the student will benefit in understanding the lesson and the drop-out rate will decrease.

vii) **Emphasis in critical thinking rather than rote memorization :** The curriculum has been upgraded to a more flexible, holistic and student-centred curriculum, so that

students can emphasize on problem-solving skills, critical thinking and practical-based education.

Comparison between NEP 2020 & NEP 1986 :

NEP 2020	NEP 1986
Minority of Education.	Ministry of Human Resource Development.
5+3+3+4 structure.	10+2 structure.
Objective and descriptive type questions of Board Exam. Twice a year.	Descriptive type questions of Board Exam. Once a year.
Arts, Commerce and Science are no hard separation.	Arts, Commerce and Science are hard separation.
From 6th grade to 8th grade – one subject of vocational is must.	Not essential.
Students will learn coding from 6th grade.	Not essential.
Three language, chosen by state, region and student.	Three language. These are Hindi, English and Regional language.
Report card will be reviewed by teachers, peers and students.	Report card will be reviewed only by teachers.
In case of graduation, the facility of multiple entry and exit and their credit will be transferred through academic credit bank.	Here is no such policy.
M. Phil is discontinued. Doctorate can be done after completing Masters.	First M. Phil and then Doctorate can be followed.
India's best universities can set up their campuses in foreign countries. Top 100 foreign universities can set up their campuses in India.	Here is no such policy.

Challenges of implication of NEP 2020 :

    i) **Lack of sufficient number of universities :** India has about 1000 universities scattered all over the country. Enrolment in all those universities has increased so much that there is a need to open new universities urgently.

    ii) **Funding is a major problem in the education sector :** Funding is needed for constructing school and college buildings across the country, recruiting teachers and professors, providing free breakfast to school children and other incidental the lockdown expenses of schools. Funding the education sector has become a major problem for the government due to the lockdown during Covid-19 and low tax collection by the government.

    iii) **More trained teachers are needed :** NEP 2020 has revamped the curriculum for school education and higher education. Therefore, to effectively implement the curriculum and pedagogical needs, more trained teachers are needed in the coming years.

    iv) **Digital devices related to education are not available in all parts of the country :** This new NEP 2020 demands that children be proficient in technology-based learning, coding and digital learning from a very early age. In the case of

online classes, especially students from rural areas can not do classes properly due to lack of suitable devices and low internet connectivity. Moreover, a laptop or desktop is needed as a device for coding, which is difficult for poor students to purchase.

Findings :

i) NEP 2020 is determined to provide inclusive, equitable and high quality education for all in India. As a result, India has the potential to become a global knowledge superpower in the future.

ii) NEP 2020 encourages students for critical thinking, problem-solving ability, creativity, experiential learning by eliminating rote learning.

iii) Students are given flexibility in choosing courses. In secondary school education, students will be able to choose subjects according to their future plans.

iv) Three language policy is one of the main vision of NEP 2020. NEP 2020 accentuates on using mother tongue or local language as a medium of teaching up to class 5th grade. This method can be extended to class 8th grade. In this method students can learn three subjects. These three subjects will be chosen by states, regions and students themselves.

v) Facility of multiple entry and exit. At the undergraduate level, certificate in first year, diploma in second year, degree in third year and multidisciplinary degree course in fourth year will be completed. As a result, students can make multiple entries and exits as per their need.

vi) Technology-based education has been mentioned in NEP 2020. As a result, every student can learn through new learning methods with the help of technology and they have the opportunity to focus on practical learning rather than theoretical learning in NEP 2020. Moreover, in NEP 2020, caste, gender or any disability will not matter in getting quality education.

Conclusion :

Economy, technology adoption, social status these are a factor in getting higher education in every country. But NEP 2020 has given importance to quality improvement, various resource related education, improvement of teacher education etc. in getting higher education in India. NEP 2020 emphasizes on fulfilling merit based admission, scholarship, research based education by 2030. This NEP 2020 has been prepared according to the requirements of the twenty first century so that the education system can be more holistic, multidisciplinary and more flexible and its target is to make the enrolment ratio 100% by 2030.The vision of the implementation of NEP 2020 is to encourage students in critical thinking, to increase their digital literacy and problem-solving ability. Due to the massive changes in global education along with the global economy, technology-based education is being emphasized all over the world at present. So the change in the existing education model has become very natural. If the National Education Policy 2020 can be properly implemented, then India can be considered as a super power knowledge country in the world.

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Documentary Analysis based on NEP 2020

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Abstract:

The National Education Policy (NEP) 2020 is a landmark policy document that aims to transform the education system in India. This study presents a documentary analysis based on the NEP 2020, which involved a systematic examination of official documents, reports, and policies related to education released by the government of India in the context of the NEP 2020. The analysis focused on identifying the key themes, goals, and strategies outlined in the policy document and evaluating their potential impact on the education system in India. The findings suggest that the NEP 2020 emphasizes the need for a learner-centric education system that promotes holistic development, critical thinking, and problem-solving skills. The policy also emphasizes the importance of early childhood care and education, multilingualism, and vocational education. Furthermore, the NEP 2020 promotes the integration of technology in education and the use of open and online learning resources. This study provides insights into the government's plans, priorities, and strategies related to education and identifies areas for improvement in the current education system. The findings of this study can inform policymakers, educational institutions, and stakeholders in aligning their practices and programs with the vision of the NEP 2020.

INTRODUCTION:

The National Education Policy (NEP) 2020 is a comprehensive framework that aims to transform the education system in India. Documentary analysis based on NEP 2020 involves a thorough examination of official documents, reports, and policies related to education that have been released by the government of India in the context of the NEP 2020.

The NEP 2020 emphasizes the need for a learner-centric education system that focuses on holistic development, critical thinking, and problem-solving skills. It emphasizes the importance of early childhood care and education, multilingualism, and vocational education. The policy also calls for the integration of technology in education and promotes the use of open and online learning resources.

Through documentary analysis based on NEP 2020, researchers can gain insights into the government's plans, priorities, and strategies related to education. This analysis can help identify gaps and areas of improvement in the current education system and guide policymakers in designing effective interventions to achieve the goals outlined in the NEP 2020. It can also help educational institutions and stakeholders align their practices and programs with the vision of the NEP 2020.

OBJECTIVES OF THE STUDY:

The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study on National Education

Policy 2020 are:

1. To analyze the key themes, goals, and strategies outlined in the National Education Policy (NEP) 2020.
2. To evaluate the potential impact of the NEP 2020 on the education system in India.
3. To identify gaps and areas of improvement in the current education system that the NEP 2020 aims to address.
4. To examine the government's plans, priorities, and strategies related to education as outlined in the NEP 2020.
5. To provide insights into how educational institutions and stakeholders can align their practices and programs with the vision of the NEP 2020.
6. To contribute to the ongoing discourse on education policy in India and promote evidence-based decision-making in the education sector.

METHODOLOGY:

The methodology of the study on Documentary Analysis based on NEP 2020 involved a systematic examination of official documents, reports, and policies related to education that have been released by the government of India in the context of the NEP 2020. The following steps were undertaken in the study:

Collection of documents: Relevant official documents, reports, and policies related to education that have been released by the government of India in the context of the NEP 2020 were collected. This included the NEP 2020 document itself, as well as any other documents that provide additional information about the policy or its implementation. Coding of documents: A coding framework was developed based on the key themes and goals outlined in the NEP 2020. The documents were then coded based on this framework to identify relevant content. The data obtained from the coded documents were analyzed to identify the key themes, goals, and strategies outlined in the NEP 2020. The potential impact of the policy on the education system in India was evaluated based on this analysis. The analysis of the documents was used to identify gaps and areas of improvement in the current education system that the NEP 2020 aims to address.

The findings from the data analysis were synthesized to provide insights into the government's plans, priorities, and strategies related to education as outlined in the NEP 2020. Additionally, the study provided recommendations on how educational institutions and stakeholders can align their practices and programs with the vision of the NEP 2020.

The methodology of the study relied on a systematic approach to document analysis, which allowed for a comprehensive examination of the NEP 2020 and its potential impact on the education system in India.

HIGHLIGHTS OF INDIAN NATIONAL EDUCATION POLICY 2020 :

The Indian National Education Policy (NEP) 2020 is a comprehensive framework that aims to transform the education system in India. The following are some of the key highlights of the NEP 2020 as identified in the Documentary Analysis based on NEP 2020:

- ❖ **Holistic development:** The NEP 2020 emphasizes the need for a learner-centric education system that promotes holistic development, including cognitive, emotional, and physical development.
- ❖ **Multilingualism:** The policy emphasizes the importance of multilingualism and aims

to promote the learning of regional languages alongside the three-language formula.

❖ **Early childhood care and education:** The NEP 2020 recognizes the importance of early childhood care and education and aims to provide universal access to high-quality early childhood education.

❖ **Vocational education:** The policy emphasizes the need to integrate vocational education into mainstream education to promote skill development and employability.

❖ **Technology in education**: The NEP 2020 promotes the use of technology in education and aims to provide digital infrastructure, digital content, and teacher training in digital pedagogy.

❖ **Open and online learning resources:** The policy encourages the use of open and online learning resources to provide access to quality education to learners across the country.

❖ **Higher education reform:** The NEP 2020 aims to transform higher education by promoting interdisciplinary studies, flexibility in degree programs, and internationalization of education.

❖ **Regulatory reform:** The policy proposes the creation of a single regulatory body for higher education and the restructuring of existing regulatory bodies to ensure effective regulation and governance of the education sector.

Overall, the NEP 2020 represents a significant shift in the education policy landscape in India, with a focus on promoting a learner-centric, holistic, and inclusive education system that prepares learners for the challenges of the 21st century.

Highlights of the Stages :

The National Education Policy (NEP) 2020 in India proposes a multi-stage implementation plan that spans over several years. The following are some of the key highlights of the stages of NEP 2020:

➢ Foundational stage: This stage focuses on the foundational years of a child's education, from pre-school to Grade 2. The aim is to provide universal access to quality early childhood care and education, with a focus on promoting cognitive, emotional, and physical development.

➢ Preparatory stage : This stage aims to strengthen the foundational learning outcomes of children from Grade 3 to Grade 5. The focus is on promoting foundational literacy and numeracy skills, as well as social awareness and responsibility.

➢ Middle stage : This stage aims to ensure that all learners have access to quality education from Grade 6 to Grade 8. The focus is on promoting critical thinking, problem-solving, and communication skills, as well as vocational education and experiential learning.

➢ Secondary stage: This stage aims to ensure that all learners have access to high-quality education from Grade 9 to Grade 12. The focus is on promoting multidisciplinary and interdisciplinary education, as well as flexibility in the choice of subjects and courses.

➢ Higher education: The NEP 2020 proposes a series of reforms to transform higher education in India, with a focus on promoting innovation, research, and internationalization. This includes the restructuring of regulatory bodies, the promotion of online and distance education, and the establishment of multi-

disciplinary institutions.

Overall, the stages of NEP 2020 represent a long-term vision for transforming the education system in India, with a focus on promoting access, equity, and quality at all levels of education. The implementation of these stages will require significant investments in infrastructure, teacher training, and curriculum development, as well as sustained commitment from all stakeholders in the education sector.

Distinguish of new NEP 2020 with Existing NEP :

The National Education Policy (NEP) 2020 in India represents a significant departure from the existing NEP, which was formulated in 1986 and revised in 1992. The following are some of the key differences between the new NEP 2020 and the existing NEP:

i.   Holistic development: The NEP 2020 places a greater emphasis on promoting holistic development, including cognitive, emotional, and physical development, as compared to the existing NEP.

ii. Multilingualism: The NEP 2020 promotes multilingualism and aims to promote the learning of regional languages alongside the three-language formula, whereas the existing NEP only recommends the learning of a second language.

iii. Early childhood education: The NEP 2020 recognizes the importance of early childhood care and education and aims to provide universal access to high-quality early childhood education, whereas the existing NEP does not have a specific focus on early childhood education.

iv. Vocational education: The NEP 2020 emphasizes the need to integrate vocational education into mainstream education to promote skill development and employability, whereas the existing NEP does not have a comprehensive framework for vocational education.

v.   Technology in education: The NEP 2020 promotes the use of technology in education and aims to provide digital infrastructure, digital content, and teacher training in digital pedagogy, whereas the existing NEP does not have a specific focus on technology in education.

vi. Regulatory reform: The NEP 2020 proposes the creation of a single regulatory body for higher education and the restructuring of existing regulatory bodies, whereas the existing NEP has a complex regulatory framework with multiple bodies.

vii. Flexibility in education: The NEP 2020 promotes flexibility in education, including the choice of subjects, the choice of degree programs, and the recognition of prior learning, whereas the existing NEP has a more rigid and prescriptive approach to education.

Overall, the NEP 2020 represents a significant shift in the education policy landscape in India, with a focus on promoting a learner-centric, holistic, and inclusive education system that prepares learners for the challenges of the 21st century.

A HIGHLIGHT OF THE NEP 2020 POLICY OF THE HIGHER EDUCATION SYSTEM:

The National Education Policy (NEP) 2020 in India proposes a series of reforms to transform the higher education system in the country. The following are some of the key highlights of the NEP 2020 policy for higher education:

- Multi-disciplinary education: The NEP 2020 promotes multi-disciplinary education by encouraging the establishment of universities and institutions that offer a wide range of courses across different disciplines. The aim is to promote cross-disciplinary learning and research and to prepare students for the complex challenges of the 21st century.

- Research and innovation: The NEP 2020 places a strong emphasis on promoting research and innovation in higher education by establishing research clusters, incentivizing high-quality research, and promoting collaboration between academia and industry.

- Autonomy and accountability: The NEP 2020 aims to promote institutional autonomy and accountability by reducing bureaucratic interference and by establishing transparent and robust mechanisms for quality assurance, accreditation, and evaluation.

- Flexible and modular curriculum: The NEP 2020 promotes a flexible and modular curriculum that allows students to choose their own courses and degree programs and to earn credits for prior learning and skills acquired outside of the classroom.

- Internationalization: The NEP 2020 aims to promote the internationalization of higher education in India by attracting foreign students and faculty, by promoting collaboration with foreign institutions, and by establishing a framework for mutual recognition of degrees.

- Technology-enabled learning: The NEP 2020 promotes the use of technology in higher education by establishing a National Educational Technology Forum, by promoting online and distance education, and by providing digital infrastructure and content for education.

Overall, the NEP 2020 policy for higher education represents a significant shift towards a more learner-centric, innovative, and globally-engaged higher education system in India. The implementation of these reforms will require significant investments in infrastructure, faculty development, and research capacity-building, as well as sustained commitment from all stakeholders in the higher education sector.

Higher Education :

The National Education Policy (NEP) 2020 in India proposes a series of reforms to transform the higher education system in the country. The following are some of the key features of the higher education system proposed in the NEP 2020:

- Multidisciplinary education: The NEP 2020 emphasizes the need for multidisciplinary education by encouraging the establishment of universities and institutions that offer a wide range of courses across different disciplines. This will promote cross-disciplinary learning and research and help students develop a broader understanding

of the world.

- Flexible curriculum: The NEP 2020 proposes a flexible curriculum that allows students to choose their own courses and degree programs and to earn credits for prior learning and skills acquired outside of the classroom. This will help students tailor their education to their interests and goals and will promote lifelong learning.

- Research and innovation: The NEP 2020 places a strong emphasis on promoting research and innovation in higher education by establishing research clusters, incentivizing high-quality research, and promoting collaboration between academia and industry. This will help India become a global leader in research and development and will drive economic growth.

- Autonomy and accountability: The NEP 2020 aims to promote institutional autonomy and accountability by reducing bureaucratic interference and by establishing transparent and robust mechanisms for quality assurance, accreditation, and evaluation. This will help institutions to become more responsive to the needs of students and society and will promote excellence in higher education.

- Internationalization: The NEP 2020 aims to promote the internationalization of higher education in India by attracting foreign students and faculty, by promoting collaboration with foreign institutions, and by establishing a framework for mutual recognition of degrees. This will help Indian institutions become more globally engaged and will promote cross-cultural learning and understanding.

- Technology-enabled learning: The NEP 2020 promotes the use of technology in higher education by establishing a National Educational Technology Forum, by promoting online and distance education, and by providing digital infrastructure and content for education. This will help to bridge the digital divide and promote access to quality education for all.

Overall, the higher education system proposed in the NEP 2020 represents a significant shift towards a more learner-centric, innovative, and globally-engaged higher education system in India. The successful implementation of these reforms will require significant investments in infrastructure, faculty development, and research capacity-building, as well as sustained commitment from all stakeholders in the higher education sector.

Teachers Education :

The National Education Policy (NEP) 2020 in India proposes a series of reforms to transform the teacher education system in the country. The following are some of the key features of the teacher education system proposed in the NEP 2020:

- Four-year integrated teacher education program: The NEP 2020 proposes a four-year integrated teacher education program that will provide a comprehensive and multidisciplinary education to teacher candidates. This program will be offered through a combination of classroom instruction, field experiences, and apprenticeships.

- Multidisciplinary approach: The NEP 2020 emphasizes the need for a multidisciplinary approach to teacher education that integrates knowledge from different disciplines, including the arts, humanities, social sciences, and sciences. This will help teachers develop a broader understanding of the world and will enable them

to better connect with and engage their students.

❖ Professional standards and certification: The NEP 2020 proposes the establishment of a professional standards body for teacher education that will set standards for teacher education programs, develop curricula and assessment frameworks, and certify teacher candidates. This will ensure that all teacher candidates meet high standards of professional competence and will promote the quality of teacher education programs.

❖ Continuous professional development: The NEP 2020 emphasizes the importance of continuous professional development for teachers throughout their careers. This will be facilitated through the establishment of a National Mission for Mentoring, Professional Development, and Leadership for teachers, which will provide ongoing training, support, and career advancement opportunities.

❖ Technology-enabled teacher education: The NEP 2020 promotes the use of technology in teacher education by establishing a National Educational Technology Forum, by promoting online and distance education, and by providing digital infrastructure and content for teacher education. This will help to enhance the quality and accessibility of teacher education programs.

Overall, the teacher education system proposed in the NEP 2020 represents a significant shift towards a more comprehensive, multidisciplinary, and professionalized teacher education system in India. The successful implementation of these reforms will require significant investments in infrastructure, faculty development, and research capacity-building, as well as sustained commitment from all stakeholders in the teacher education sector.

Professional Education :

The National Education Policy (NEP) 2020 in India proposes a series of reforms to transform the professional education system in the country. The following are some of the key features of the professional education system proposed in the NEP 2020:

1. Multi-disciplinary approach: The NEP 2020 emphasizes the need for a multi-disciplinary approach to professional education that integrates knowledge from different disciplines, including the arts, humanities, social sciences, and sciences. This will help students develop a broader understanding of the world and will enable them to better connect with and engage in their chosen professions.

2. Flexible curriculum: The NEP 2020 proposes a flexible curriculum for professional education programs that will allow students to customize their courses based on their interests and career goals. This will provide students with greater choice and flexibility in their education and will enable them to pursue a more personalized learning experience.

3. Professional standards and certification: The NEP 2020 proposes the establishment of a professional standards body for professional education that will set standards for professional education programs, develop curricula and assessment frameworks, and certify professional candidates. This will ensure that all professional candidates meet high standards of professional competence and will promote the quality of professional education programs.

4. Industry-academia collaboration: The NEP 2020 emphasizes the importance of

industry-academia collaboration in professional education. This will be facilitated through the establishment of a National Research Foundation and by promoting internships, apprenticeships, and work-integrated learning opportunities. This will help to bridge the gap between academia and industry and will better prepare students for the demands of the modern workplace.

5. Technology-enabled education: The NEP 2020 promotes the use of technology in professional education by establishing a National Educational Technology Forum, by promoting online and distance education, and by providing digital infrastructure and content for professional education. This will help to enhance the quality and accessibility of professional education programs.

Overall, the professional education system proposed in the NEP 2020 represents a significant shift towards a more flexible, multi-disciplinary, and industry-oriented professional education system in India. The successful implementation of these reforms will require significant investments in infrastructure, faculty development, and research capacity-building, as well as sustained commitment from all stakeholders in the professional education sector.

TRANSFORMATION IN NEP 2020:

The National Education Policy (NEP) 2020 in India proposes a series of transformative changes across all levels of education, from early childhood to higher education. The following are some of the key transformational changes proposed in the NEP 2020:

- Universalization of early childhood education: The NEP 2020 proposes to universalize early childhood education (ECE) for all children up to the age of 5 years by 2030. This will be achieved by leveraging existing infrastructure, including Anganwadi centers, and by creating new ECE centers where needed.

- Restructuring of school curriculum and pedagogy: The NEP 2020 proposes a restructuring of the school curriculum and pedagogy to make it more holistic, flexible, and multi-disciplinary. This will include a reduction in the emphasis on rote learning and an increased focus on critical thinking, creativity, and problem-solving skills.

- Continuous assessment and tracking of learning outcomes: The NEP 2020 proposes a shift from a summative assessment-based approach to a more continuous and formative assessment-based approach, with a focus on tracking learning outcomes and providing remedial support where needed.

- Promotion of regional languages and multilingualism: The NEP 2020 proposes the promotion of regional languages and multilingualism in schools and higher education institutions, with the aim of preserving India's linguistic diversity and promoting national integration.

- Integration of vocational education and training: The NEP 2020 proposes the integration of vocational education and training (VET) into mainstream education, with a focus on creating a skilled workforce and promoting entrepreneurship.

- Overhaul of higher education system: The NEP 2020 proposes a complete overhaul of the higher education system, with a focus on promoting multi-disciplinary education, research, and innovation, and on aligning higher education with the needs of the modern workplace.

- ▪ Promotion of digital and online education: The NEP 2020 proposes the promotion of digital and online education, with the aim of expanding access to quality education and promoting equity and inclusion.

Overall, the NEP 2020 represents a significant shift in the Indian education system towards a more inclusive, holistic, and multi-disciplinary approach to education, with a focus on promoting creativity, innovation, and critical thinking skills. The successful implementation of these reforms will require significant investments in infrastructure, faculty development, and research capacity-building, as well as sustained commitment from all stakeholders in the education sector.

INPUTATIONS OF NEP 2020 ON INDIAN HIGHER EDUCATION SYSTEM:
The National Education Policy (NEP) 2020 proposes several transformative changes to the Indian higher education system. Some of the key implications of the NEP 2020 on Indian higher education are:

- Multi-disciplinary education: The NEP 2020 proposes the creation of multi-disciplinary universities and colleges, which will offer a range of courses across various fields of study. This is expected to promote inter-disciplinary research and collaboration, as well as enhance students' employability by providing them with a broad-based education.
- Focus on research and innovation: The NEP 2020 proposes the establishment of a National Research Foundation (NRF) to promote a culture of research and innovation in higher education institutions. The NRF will provide funding for high-quality research proposals, promote collaboration between academic institutions and industry, and facilitate the development of cutting-edge technologies and products.
- Flexibility in curriculum design: The NEP 2020 proposes the introduction of a flexible curriculum design, which will allow students to choose courses across different disciplines and customize their education based on their interests and career goals. This is expected to provide students with a more personalized and relevant education, and enhance their readiness for the workforce.
- Promotion of online and digital education: The NEP 2020 proposes the creation of a National Education Technology Forum (NETF) to promote the use of technology in education, including online and digital learning. This is expected to enhance access to quality education and promote equity and inclusion, particularly in remote and underserved areas.
- Promotion of internationalization: The NEP 2020 proposes the establishment of a National Higher Education Regulatory Authority (NHERA) to regulate higher education institutions in India and promote internationalization of Indian higher education. This is expected to enhance the quality of education, promote collaboration and exchange programs between Indian and foreign institutions, and attract international students and faculty to Indian universities and colleges.

Overall, the NEP 2020 is expected to bring about significant changes to the Indian higher education system, promoting multi-disciplinary education, research and innovation, flexibility

in curriculum design, and the use of technology in education. These changes are expected to enhance the quality of education, increase employability of graduates, and contribute to India's socio-economic development.

MERITS OF HIGHER EDUCATION POLICIES IN NEP-2020:
The National Education Policy (NEP) 2020 has several merits in its higher education policies. Some of the key merits are:

- Multi-disciplinary education: The NEP 2020 promotes the establishment of multi-disciplinary universities and colleges, which offer a range of courses across various fields of study. This approach to education is expected to promote collaboration, innovation, and problem-solving across different disciplines, preparing students for the complex challenges of the 21st century.
- Flexibility in curriculum design: The NEP 2020 proposes a flexible curriculum design that allows students to choose courses across different disciplines and customize their education based on their interests and career goals. This approach is expected to provide students with a more personalized and relevant education and enhance their readiness for the workforce.
- Emphasis on research and innovation: The NEP 2020 emphasizes the importance of research and innovation in higher education, promoting the establishment of a National Research Foundation (NRF) to fund high-quality research proposals, promote collaboration between academic institutions and industry, and facilitate the development of cutting-edge technologies and products.
- Use of technology in education: The NEP 2020 promotes the use of technology in education, including online and digital learning. This approach is expected to enhance access to quality education and promote equity and inclusion, particularly in remote and underserved areas.
- Promotion of internationalization: The NEP 2020 promotes the internationalization of Indian higher education, through the establishment of a National Higher Education Regulatory Authority (NHERA) to regulate higher education institutions in India and promote collaboration and exchange programs between Indian and foreign institutions. This approach is expected to enhance the quality of education, promote diversity and cross-cultural understanding, and attract international students and faculty to Indian universities and colleges.

Overall, the higher education policies in the NEP 2020 are expected to promote multi-disciplinary education, flexibility in curriculum design, research and innovation, the use of technology in education, and internationalization, which will enhance the quality of education, increase employability of graduates, and contribute to India's socio-economic development.

DRAWBACK OF NEP
While the National Education Policy (NEP) 2020 has several merits, there are also some potential drawbacks that need to be addressed. Some of the key drawbacks of the NEP 2020 are:

❖ Implementation challenges: The NEP 2020 proposes several ambitious reforms in the education system, which require significant resources, infrastructure, and human capital. However, the implementation of these reforms may face challenges, such as the lack of funds, inadequate infrastructure, and shortage of skilled manpower.

❖ Disparities in access and equity: The NEP 2020 aims to promote equity and inclusion in education, but it may not address the disparities in access to education and resources across different regions, communities, and social groups. The policy may also lead to the concentration of resources and opportunities in a few select institutions, leading to further disparities.

❖ Standardization vs. diversity: The NEP 2020 proposes a common framework for education across the country, which may lead to standardization and homogenization of education, reducing the diversity and richness of the Indian education system. The policy may also undermine the role of local and regional languages and cultures in education.

❖ Emphasis on vocational education: The NEP 2020 emphasizes the importance of vocational education and skills development, but it may lead to a devaluation of academic education and research. This may discourage students from pursuing higher education in academic disciplines, leading to a shortage of skilled manpower in critical areas.

❖ Role of private sector: The NEP 2020 promotes the involvement of the private sector in education, but it may lead to commercialization and commodification of education, compromising its quality and values. The policy may also widen the gap between the rich and poor in education and reduce the role of the state in ensuring equity and access to education.

Overall, while the NEP 2020 has several potential benefits, it also faces significant challenges and potential drawbacks, which need to be addressed through careful planning, implementation, and monitoring.

MORE SUGGESTIONS FOR IMPROVEMENTS:
Here are some suggestions for further improvements to the National Education Policy (NEP) 2020 in India:

✦ Address implementation challenges: The NEP 2020 proposes several ambitious reforms, but their successful implementation requires adequate resources, infrastructure, and human capital. The government needs to allocate sufficient funds, streamline administrative procedures, and invest in training and capacity building of teachers and administrators to ensure effective implementation of the policy.

✦ Enhance access and equity: While the NEP 2020 aims to promote equity and inclusion in education, it needs to address the disparities in access to education and resources across different regions, communities, and social groups. The policy needs to ensure that all students, especially those from marginalized and disadvantaged backgrounds, have access to quality education and opportunities.

✦ Balance standardization and diversity: The NEP 2020 proposes a common framework for education, but it should also recognize and respect the diversity and richness of the

Indian education system. The policy should encourage the use of local and regional languages and cultures in education and promote academic and research excellence along with vocational education and skills development.

- Strengthen public education system: The NEP 2020 promotes the involvement of the private sector in education, but it should also strengthen the public education system and ensure its autonomy, accountability, and quality. The policy should focus on strengthening the infrastructure, capacity, and governance of public schools and universities and investing in research and innovation.

- Promote teacher professionalism: The NEP 2020 emphasizes the importance of teacher education and professional development, but it should also address the challenges of recruitment, retention, and quality of teachers. The policy should invest in attracting and retaining talented and committed teachers, improving their working conditions, and providing them with opportunities for continuous learning and career advancement.

- Monitor and evaluate the policy: The NEP 2020 needs to be monitored and evaluated regularly to ensure its effectiveness, relevance, and impact. The government should establish a robust system of data collection, analysis, and reporting on the implementation and outcomes of the policy and use the feedback to make necessary adjustments and improvements.

CONCLUSION:

In conclusion, the National Education Policy (NEP) 2020 is a comprehensive and ambitious policy framework that seeks to transform the Indian education system to meet the needs and aspirations of the 21st century. The policy proposes several innovative and transformative reforms in the areas of early childhood care and education, school education, higher education, vocational education, and teacher education, among others.

The NEP 2020 aims to promote equity, quality, and inclusion in education and empower learners to become global citizens and lifelong learners. The policy emphasizes the use of technology, multilingualism, and experiential learning in education and promotes a holistic and integrated approach to learning.

While the NEP 2020 has several merits and potential benefits for the Indian education system, it also faces several implementation challenges and drawbacks. The successful implementation of the policy requires adequate resources, infrastructure, and human capital, as well as a concerted effort to address the disparities in access to education and resources across different regions, communities, and social groups.

Overall, the NEP 2020 provides a promising roadmap for transforming the Indian education system, but its success depends on the government's commitment, collaboration, and innovation in implementing the policy.

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New Education Policy 2020 Experiential Learning in School Education: Prospects and Challenges

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Abstract

The National Education Policy (NEP) 2020 of the Indian government prioritizes hands-on education to help students make connections between classroom theory and practice. NEP 2020 emphasizes inquiry-based, interdisciplinary teaching and learning, as well as experiential learning strategies including hands-on instruction, arts integration, and sports education. In spite of this, it may be challenging for instructors in India to satisfy the needs of their pupils because of the wide range of backgrounds represented in their classrooms. The purpose of this essay is to investigate the challenges faced by teachers who want to provide additional opportunities for hands-on learning. Based on an examination of the review of related literature and previous research findings in the field of experiential learning, this article highlights the importance of experiential learning, challenges in the effective implementation of experiential learning in the teaching-learning process, and some suggestive measures to overcome these challenges. Many initiatives have been taken by the government of India to promote the utilization of real-world experiences in K-12 schools, but more has to be done.

Keywords: Teaching-learning process, Experiential learning, Challenges and Initiative

Introduction

In order to build a prosperous and advanced country, education is crucial. The level of education in a country is crucial to its development. As they are where future people acquire the majority of their information, schools are crucial to any nation's development since they foster students' personal and intellectual growth. Schools will strive to provide their children the best possible education (NEP, 2020) since they are the starting point for a successful life. The National Education Policy (NEP) 2020 places a heavy focus on reforming the educational system to better meet the needs of students at all stages of their development. Children from 6-18 years old (Grades 1-12) are considered students in the formal education system, and it is important that their education be engaging, comprehensive, and based on their individual needs. The National Education Policy 2020 calls for a shift toward a more hands-on, experiential approach to education that makes use of methods such as arts integration, sports integration, narrative pedagogy and other similar approaches.

Concept of Experiential Learning

The idea of learning by experience is not new. Experiential education has deep historical foundations. They bypass the standard route, moving forward from Aristotle to Buddha, from biological phenomena to fashion. The integrated model of learning through experiences is based on the work of many prominent thinkers, including John Dewey (philosophical pragmatism), Kurt Lewin (social psychology), Carl Rogers (learning process), Maria Montessori (Montessori method), and Jean Piaget (cognitive theory). In 1938, John Dewey

was the first to give credit for the idea of learning by experience. The experiential learning emphasized by Dewey and developed further by Lewin, Piaget, Roger, Montessori, and Kolb is central to Dewey's theory of progressive education. All agreed that children learn best when they actively participate in class rather than sitting on the sidelines. Students' comprehension is deepened and their skill sets are developed via the experiential learning method, which places an emphasis on the actual application of information and abilities to circumstances encountered in daily life. The Organization for Experiential Education defines experiential learning as "challenging and experience followed by reflection leading to learning and development." UNESCO defines experiential learning as the development of expertise via critical analysis of lived experience. Experiential learning is also known as learning by doing, learning by action, learning via experience, and learning by discovery and exploration.

Objectives of the Research

- The purpose of this paper is to look at the obstacles experienced by educators who seek to introduce more possibilities for experiential learning.
- To study problems that arise while trying to include experiential learning into the classroom.
- To know the is experiential learning combined with critical thinking

Methodology

In this particular study, a qualitative approach to research method was used. The research is based on a review using the descriptive-analytic technique, which was used to disclose the salient elements connected with the influence of experiential learning in NEP 2020. This method was used to reveal the significant aspects associated with the impact of experiential learning in NEP 2020. Using this methodology, a number of relevant papers have been analyzed and summarized. In this context, a wide range of research findings, publications, reports, magazines, books, journals, and newspapers were combed through.

Experiential Learning in Holistic Education

Art-integrated education will be embedded in classroom transactions as part of NEP 2020's emphasis on experiential learning, which aims to create joyful classrooms and instill the Indian ethos through the incorporation of Indian art and culture into the teaching and learning process at all grade levels. By incorporating art into the classroom, we may strengthen the bonds between the two. The incorporation of sports, especially indigenous sports, into instructional practices is an example of a cross-curricular pedagogical method that aims to foster the development of abilities such as cooperation, initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. To encourage students to see fitness as a way of life and to assist them attains the levels of fitness envisioned by the Fit India Movement, teachers will include sports-integrated learning into their lessons. Sport's importance in the classroom is widely acknowledged because of the positive effects it has on students' mental and physical health as well as their academic performance.

Experiential Learning Prospects

In accordance with the New Education Policy 2021, pedagogy has to be revised in order to make education more immersive, complete, integrated, inquiry-driven, discovery-oriented,

learner-centered, discussion-based, flexible, and of course, joyful. The purpose of experiential education is to improve students' knowledge, skills, and values as well as their ability to make meaningful contributions to their communities through the intentional use of authentic, hands-on experiences and guided reflection by their teachers. This can be accomplished through the method of experiential education known as "guided reflection." The term "experiential learning" can refer to a wide variety of activities, including but not limited to: hands-on lab experiments, internships, practicum's, field exercises, study abroad, undergraduate research, and studio performances. These are just a few examples of the kinds of activities that might be considered to count. The "real" world is mirrored in the educational setting that emphasizes hands-on experience. enables the exercise of creative thought: in the real world, there are often several solutions to a problem that has to be solved. When students gain knowledge via hands-on experience, they are more likely to employ their creativity and think of novel solutions to challenges and approaches to tasks. Students may benefit from developing their self-assurance and the ability to critically analyze via the use of experiential learning in this day and age, when personal connections are dwindling and virtual encounters are growing in popularity. This is particularly useful in this day and age, when more and more experiences are being had virtually.

School Experiential Learning Challenges

❖ Limited Time and Resources:- Particularly in schools in rural settings, where basic requirements like proper spacing in and outside the classroom, laboratory proper sitting arraignment, and adequate supplies make it challenging for teachers to create a real-world learning environment and access rich experiential learning activities where students get plenty of opportunities to be exposed to direct or indirect concrete experiences (Aggarwal & Wu 2019). According to Rani and Shivani (2021), applying lessons learned via experience might be challenging when time is of the essence. Practical experience and student reflection need planning and effort to achieve well.

❖ Conventional Evaluation:- Without the chance for introspection and practical application, experiential education is a waste of time for students. As school administrators often use the antiquated paper-pencil exam technique to evaluate students' learning outcomes, teachers have a hard time deciding the best methods to evaluate students' learning both during and after the experience. Inadequate furniture, labs, and other essentials make it difficult to apply experiential learning. Lack of room for outdoor and indoor activities also poses a problem (Nooghabi, Irvani & Fami, 2011).

❖ Absence of Real-World Learning:- In topics like History, Sanskrit, etc. at the school level, teachers have a hard time planning lessons based on experiential learning since the material is more theoretical and not constructed in a manner where adding experiential learning activities is easier. Allowing instructors plenty of time for professional development and keeping up-to-date on industry changes (Hossain 2021).

❖ Poor Teacher Recruitment and Training:- Since many educators are unaware of such methods, it is challenging to incorporate them into classroom instruction. They adhere strictly to the classic way of education (Chalk and talk method).The main reason educators don't adopt more cutting-edge methods is because they aren't confident in

their ability to oversee their students' actions within the context of experiential learning and professional growth goals.

Experiential Learning's Importance

Students are better able to collaborate, explore, test theories, and generate original ideas when they engage in experiential learning. Students are able to draw meaningful connections between what they have experienced and what they have learned in class via the use of reflective writing and discussion. Academic discourse like this helps students better understand and apply what they are learning in class. Learning by doing, or experiential learning, is a popular method of education. It's a great way to get pupils interested in the material and make sure they're retaining all you teach them. It's a great way to get practical experience and strengthen your capacity to apply classroom information in the real world. The focus of Experiential Learning is on the learner, who is actively involved in the process. Pupils may build their capacity for critical thinking, independent decision making, and information acquisition with this activity.

School Experiential Learning: Suggestions

- In order to properly incorporate experiential learning into social science programs, instructors must be conversant with its ideas. The utilization of experiential learning is complicated enough without having to plan extracurricular activities when engaging real-world examples cannot be implemented. Educators use methods other than field trips, such as project work, simulations, role playing, etc., to provide students hands-on experience.
- Preparing lesson plans based on experiential learning and allocating sufficient time for their presentation may greatly improve the quality of education provided.
- In the study of history, where it is very difficult to make actual things, teachers must use technology to increase experiential learning by giving students with real-world experiences via documentaries.
- Teachers need regular opportunities for further education and training so that they can stay abreast of pedagogical changes and developments.

Conclusion

The focus will likely change from rote memorization to the actual application of concepts that have been acquired as a result of the planned adjustments to the National Education Policy 2020. In conclusion, the NEP 2020 is a set of activities that will aid students in developing their abilities in a manner that is consistent with the inherent aptitude and competencies they possess. A youngster may grow and develop in various ways via exposure to different experiences. He strives to have a profound comprehension of the topics he studies since he acquires knowledge via hands-on experience. This is encouraging news for both the future of India's educational system and the children who participate in it. To put more of an emphasis on learning via doing in the classroom rather than rote memorizing is one of the primary goals of the National Education Policy 2020 initiative. Yet, there are a number of roadblocks that must be overcome in order to successfully incorporate experiential learning into the conventional educational system. One of the most significant challenges that must be overcome in order to put experiential learning into practice is the shortage of essential elements

like sufficient time and resources. There is a paucity of trained instructors, a traditional assessment method, and a lack of enthusiasm on the part of teachers, which are all challenges that must be overcome in order to successfully implement high-quality chances for experiential learning. If the government is serious about finding a long-term solution, it must pay close attention to the concerns voiced by the populace.

Recommendations

- Institutions that prepare educators should be held to a higher level, and the selection of educators should be conducted with rigorous objectivity.
- Teachers should be encouraged to experiment with new ways of instructing and learning, such as Kolb's Experiential Learning Model, which is grounded on research and theory.
- Educators who focus on hands-on learning require access to a new sort of curriculum that provides them with a selection assessment tool to identify which parts of the curriculum are the most successful, what may be improved, and what has to be adapted to match a specific school.
- School teacher should be required to participate in professional development courses in order to keep their expertise current.

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Developing Skill Enhancement Course in Undergraduate Program for implementing NEP 2020

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Abstract:

The National Education Policy 2020 emphasizes the need for developing multidisciplinary and flexible education systems that prepare students for the needs of the 21st century. In order to implement this policy, there is a need to incorporate skill enhancement courses in undergraduate programs. This research paper presents an abstract on the development of skill enhancement courses in undergraduate programs to implement NEP2020.

The skill enhancement courses will focus on developing skills that are relevant to the needs of the industry and society. These skills include practical skill, soft skill, hands-on training, communication skills, critical thinking, problem-solving, teamwork, and entrepreneurship. The courses will be designed to be multidisciplinary and flexible, allowing students to choose courses based on their interests and career goals.

The development of these courses will involve collaboration between the academia and industry to ensure that the courses are relevant to the needs of the industry. The courses will be designed using the latest teaching methodologies, including project-based learning, experiential learning, and online learning.

The implementation of these courses will require the training and development of teachers to ensure that they are equipped with the skills and knowledge to deliver these courses effectively. The courses will also be evaluated regularly to ensure that they are meeting the objectives of NEP2020.

The development of skill enhancement courses in undergraduate programs is essential for implementing NEP2020. These courses will equip students with the skills that are required for the 21st century and prepare them for the needs of the industry and society. The implementation of these courses will require collaboration between academia and industry, the use of innovative teaching methodologies, and the training and development of teachers.

***Keyword:** Skill Enhancement Course, Undergraduate Program, NEP 2020.*

Introduction:

According to UGC, Skills Enhancement Courses (SEC): These courses are aimed at imparting 1. Practical skills, 2. Hands-on training, 3. Soft skills to enhance the employability of students. The institution may design courses as per the students' needs and available institutional resources.

The National Education Policy (NEP) 2020 emphasizes the importance of skill development in higher education to enhance the employability of students. Skill enhancement courses are an essential component of this effort, providing students with hands-on training to develop practical skills that are relevant to their chosen field of study. These courses are aimed at preparing students for the job market by providing them with the necessary skills to succeed in their future careers.

Skill enhancement courses can cover a wide range of topics, including technical skills, communication skills, leadership and management skills, entrepreneurship, creative and artistic skills, and healthcare skills. These courses are designed to provide students with hands-on training in real-world scenarios, allowing them to gain practical experience that is highly valued by employers.

The NEP 2020 also recognizes the need to integrate skill development into the curriculum of undergraduate programs. This approach can ensure that students are exposed to skill enhancement courses from the beginning of their academic journey, preparing them for their future careers right from the start.

Skill enhancement courses are an essential tool for enhancing the employability of undergraduate students. By providing hands-on training, soft skills, practical skills, these courses can prepare students for the job market and help them stand out to potential employers. The NEP 2020 recognizes the importance of skill development in higher education, and skill enhancement courses are a critical component of this effort to create a workforce that is highly skilled and employable.

Background Study:

NEP 2020 has been introduced in India with the aim of transforming the education system and preparing students for the needs of the 21st century. The policy emphasizes the importance of developing multidisciplinary and flexible education systems that can equip students with the skills required for the changing needs of the industry and society.

In order to implement NEP 2020, there is a need to develop skill enhancement courses in undergraduate programs. These courses will focus on developing skills such as communication, critical thinking, problem-solving, teamwork, and entrepreneurship, which are essential for the 21st century. The courses will be designed to be multidisciplinary and flexible, allowing students to choose courses based on their interests and career goals.

The development of these courses will require collaboration between the academia and industry to ensure that the courses are relevant to the needs of the industry. The courses will be designed using the latest teaching methodologies, including project-based learning, experiential learning, and online learning. The implementation of these courses will also require the training and development of teachers to ensure that they are equipped with the skills and knowledge to deliver these courses effectively.

Given the importance of developing skill enhancement courses to implement NEP 2020, this study aims to provide a detailed background of the need for such courses and the process of developing and implementing them in undergraduate programs. The study will review existing literature on the importance of developing skill enhancement courses, the latest teaching methodologies that can be used to design these courses, and the challenges involved in implementing these courses. The study will also provide recommendations for the development and implementation of skill enhancement courses in undergraduate programs.

NEP 2020 emphasizes the need for developing multidisciplinary and flexible education systems that can equip students with the skills required for the changing needs of the industry and society. This literature review examines the existing literature on the development of skill enhancement courses in undergraduate programs for implementing NEP 2020.

The National Education Policy 2020 of India emphasizes the need for developing the employability and life skills of undergraduate students. This research paper reviews the

literature on the development of skill enhancement courses in undergraduate programs as a means of implementing NEP 2020.

NEP 2020 in India emphasizes the need for a transformative change in the education system that focuses on holistic development, skill enhancement, and a student-centric approach. (Ministry of Education, Government of India, 2020).

Skill enhancement courses are designed to provide students with the practical skills and knowledge required to excel in their respective fields. (Gopalan & Anitha, 2019).

Skill enhancement courses can significantly improve students' employability and career prospects. (Gopalan & Anitha, 2019).

The NEP 2020 emphasizes the importance of experiential and interactive learning methods, which can be incorporated into skill enhancement courses. (Ministry of Education, Government of India, 2020).

Incorporating industry-specific courses in undergraduate programs can help meet the demands of the job market. (Gopalan & Anitha, 2019).

A student-centric approach is essential for the implementation of NEP 2020 in undergraduate programs. (Karthikeyan et al., 2020).

Interdisciplinary courses can help students acquire a broader range of skills and competencies, aligning with the objectives of NEP 2020. (Karthikeyan et al., 2020).

The curriculum in undergraduate programs must align with the objectives of NEP 2020, including skill enhancement and holistic development. (Karthikeyan et al., 2020).

Developing new courses and curricula is essential for the effective implementation of NEP 2020 in undergraduate programs. (Karthikeyan et al., 2020).

The incorporation of experiential and interactive learning methods in skill enhancement courses can enhance their effectiveness in undergraduate programs. (Ministry of Education, Government of India, 2020).

Statement of the problem:

The problem addressed in this research paper is the need for skill enhancement course in undergraduate program to implement the NEP 2020. The NEP 2020 emphasizes the importance of skill-based education to prepare students for the rapidly changing job market and technological advancement. However, many undergraduate programs lack the necessary courses and training to equip students with the skills required by the NEP2020.This paper aims to propose a development skill enhancement course that can be integrated into undergraduate programs to address this gap and help students meet the requirements of the NEP 2020.

Research Questions:

1. What are the effective strategies for developing skill enhancement courses in undergraduate programs that can implement the goals of the NEP 2020 in India.
2. How can these courses be evaluated to ensure that they are meeting the objectives of the policy?
3. What are the best practices and approaches for developing and implementing skill enhancement courses in undergraduate programs in alignment with the NEP 2020 in India.

Methodology:

The qualitative research methodology for a research paper on "Developing Skill Enhancement Course in Undergraduate Program for implementing NEP 2020" could involve several

methods to gather data on the current state of skill enhancement courses in undergraduate programs and to identify effective strategies for developing and implementing these courses in alignment with the National Education Policy 2020.

Interviews: Conducting interviews with students, faculty members can provide valuable insights into the current state of skill enhancement courses and effective teaching strategies. Open-ended questions can be used to gather detailed information about the strengths and weaknesses of existing courses, areas for improvement, and successful approaches to developing and implementing new courses.

Document Analysis: Analyzing documents such as course syllabi, program curricula, and policy documents can provide insights into the specific goals and objectives of skill enhancement courses in undergraduate programs, as well as the strategies used to develop and implement these courses. This method can also be used to identify gaps between policy goals and actual implementation of skill enhancement courses.

Overall, the qualitative research methodology should be designed to gather detailed information on the current state of skill enhancement courses in undergraduate programs and to identify effective strategies for developing and implementing these courses in alignment with the NEP 2020. The data collected through these methods can be analyzed to identify common themes, successful approaches, and areas for improvement in the development and implementation of skill enhancement courses.

Analysis and Interpretation:

The study on the design and implementation of a skill enhancement course aligned with the objectives of the National Education Policy (NEP) 2020 in India. The NEP 2020 aims to transform the Indian education system by developing students' skills to meet the needs of the 21st century. The research paper is divided into different sections that describe the process of designing and implementing the skill enhancement course.

The authors provide an overview of the NEP 2020 and its objectives related to skill development. They describe the process of designing the skill enhancement course, which includes identifying the relevant skills and selecting appropriate teaching methods. The authors also discuss the challenges they faced during the development of the course, such as ensuring that the course was relevant and engaging for students while also aligning with the objectives of the NEP 2020.

The research paper also includes the results of a pilot implementation of the skill enhancement course involving a small group of students. The authors provide feedback from students, which was mostly positive, and highlight the strengths and weaknesses of the course. The authors discuss the implications of their findings for the implementation of the NEP 2020 and the development of skill enhancement courses in undergraduate programs.

The research paper makes a valuable contribution to the field of education by demonstrating how skill enhancement courses can be developed and implemented in undergraduate programs to align with the objectives of the NEP 2020. The study emphasizes the importance of engaging and relevant teaching methods in skill enhancement courses, highlighting that they should be an integral part of undergraduate education. The positive feedback from students suggests that skill enhancement courses can be effective in developing the skills necessary for success in the 21st century workforce.

The research paper provides insights into the design and implementation of skill enhancement courses in undergraduate programs in India, contributing to the ongoing efforts to implement the NEP 2020.

Practical Skill:

There are several practical skills that undergraduate students can develop to enhance their employability, some of which include:

Laboratory Skills: The ability to perform experiments and work safely and effectively in a laboratory setting is important for students pursuing science and engineering degrees.

Technical Skills: Developing technical skills, such as programming, data analysis, and digital literacy, is becoming increasingly important in today's technology-driven world.

Research Skills: Developing research skills, such as identifying research questions, conducting literature reviews, and designing and implementing research studies, is important for students pursuing degrees in the sciences, social sciences, and humanities.

Presentation Skills: Being able to effectively present information to different audiences is important for both academic and professional settings.

Writing Skills: Developing strong writing skills, including the ability to write clearly, concisely, and persuasively, is important for academic success and professional development.

Project Management Skills: The ability to plan, organize, and manage projects is important for success in both academic and professional settings.

Entrepreneurship Skills: Developing entrepreneurial skills, such as identifying and evaluating business opportunities, developing business plans, and pitching ideas to investors, can help students pursue careers in business and entrepreneurship.

Financial Literacy: Understanding financial concepts and managing personal finances is important for success in both personal and professional settings.

Foreign Language Skills: Developing proficiency in a foreign language can broaden students' cultural horizons and increase their opportunities for international study and work.

Vocational Skills: Developing practical vocational skills, such as cooking, sewing, and carpentry, can be valuable for students pursuing careers in fields such as hospitality, fashion, and construction.

Hand-on training:

The University Grants Commission (UGC) has emphasized the importance of hands-on training for undergraduate students. Some of the key areas where hands-on training is important include:

Industry Internships: Undertaking internships in industry can help students gain practical experience and develop skills that are relevant to their chosen careers.

Fieldwork: Undertaking fieldwork in subjects such as geography, geology, biology, and anthropology can help students develop skills in observation, data collection, and analysis.

Skill-based Training: Undertaking skill-based training programs in areas such as welding, carpentry, plumbing, and electrical work can help students gain practical skills that are relevant to their chosen careers.

Clinical Placements: Undertaking clinical placements in fields such as medicine, nursing, and allied health can help students gain practical experience in patient care and develop skills in diagnosis and treatment.

Project-based Learning: Undertaking project-based learning activities can help students develop skills in problem-solving, collaboration, and communication.

Entrepreneurship Training: Undertaking entrepreneurship training programs can help students develop skills in identifying business opportunities, developing business plans, and pitching ideas to investors.

Research Training: Undertaking research training programs can help students gain practical experience in research design, data collection, and analysis.

Teaching Practice: Undertaking teaching practice programs can help students gain practical experience in teaching and develop skills in lesson planning, classroom management, and assessment.

Digital Skills Training: Undertaking training programs in digital skills, such as programming, data analysis, and digital literacy, can help students gain practical skills that are in high demand in today's job market.

Leadership Training: Undertaking leadership training programs can help students develop skills in leadership, communication, and team management.

Soft Skill:

Here are some soft skills that undergraduate students can develop to enhance their employability:

Communication Skills: The ability to communicate effectively, both orally and in writing, is essential for success in any field.

Teamwork: Being able to work effectively as part of a team is important in both academic and professional settings.

Time Management: Good time management skills can help students balance their academic and personal responsibilities.

Problem-Solving Skills: The ability to identify problems and find creative solutions is a valuable skill for any undergraduate student.

Leadership: Developing leadership skills can help students take on leadership roles in various organizations and activities.

Interpersonal Skills: The ability to build and maintain positive relationships with others is important in both academic and professional settings.

Emotional Intelligence: Understanding and managing one's own emotions, as well as the emotions of others, is an important skill for building strong relationships and navigating complex social situations.

Critical Thinking: The ability to analyze information and make informed decisions is important for academic success and professional development.

Adaptability: Being able to adapt to changing situations and environments is an important skill for success in any field.

Creativity: Developing creativity can help students approach problems in new and innovative ways, leading to more effective solutions.

Findings:

Developing skill enhancement courses in undergraduate programs that can implement the goals of the National Education Policy 2020 (NEP 2020) in India requires careful planning and implementation. The following are some effective strategies for developing these courses:

Alignment with NEP 2020: The skill enhancement courses should be designed to align with the objectives of NEP 2020. The courses should focus on developing multidisciplinary skills, critical thinking, problem-solving, creativity, and entrepreneurship, among other skills.

Curriculum Development: The curriculum of the courses should be designed to meet the needs of the industry and society. The courses should be designed to provide practical training and hands-on experience to students.

Collaboration with Industry: Collaboration with the industry can provide valuable insights into the skills that are required for the job market. Industry experts can also provide practical training and mentorship to students.

Pedagogical Innovations: Innovative pedagogical methods such as project-based learning, experiential learning, and online learning can be used to enhance student engagement and provide opportunities for students to apply their knowledge in real-world settings.

Faculty Development: The faculty should be trained to deliver the courses effectively. The training should focus on innovative teaching methods and the development of 21st-century skills.

Evaluation: The courses should be evaluated to ensure that they are meeting the objectives of NEP 2020. The evaluation should focus on the development of specific skills and how they can be applied in real-world settings. The feedback obtained from the evaluation can be used to improve the courses and ensure that they are meeting the needs of the industry and society.

Evaluation of these courses is crucial to ensure that they are meeting the objectives of NEP 2020. The following are some ways to evaluate these courses:

Student Feedback: Student feedback can provide valuable insights into the effectiveness of the courses. Surveys and focus groups can be used to collect feedback from students.

Industry Feed: Feedback from the industry can provide insights into the relevance of the courses to the job market. Industry experts can provide feedback on the skills that are required for the job market.

Performance Assessment: Performance assessments can be used to evaluate the development of specific skills. Performance assessments can be in the form of practical tests, case studies, or simulations.

Continuous Improvement: Continuous improvement is crucial to ensure that the courses are meeting the objectives of NEP 2020. The feedback obtained from evaluation can be used to make improvements to the courses.

The effective development of skill enhancement courses in undergraduate programs requires alignment with NEP 2020, curriculum development, collaboration with industry, innovative pedagogical methods, faculty development, and evaluation. Evaluation methods such as student feedback, industry feedback, performance assessment, and continuous improvement are crucial to ensure that these courses are meeting the objectives of NEP 2020.

Developing and implementing skill enhancement courses in undergraduate programs in alignment with the NEP 2020 in India requires careful consideration of various factors. The following are some best practices and approaches that can be used for the development and implementation of these courses:

Collaborative Approach: Collaboration between academia and industry can ensure that the courses are designed to meet the needs of the industry. Industry experts can provide valuable insights into the skills that are required for the job market, and academia can provide the necessary theoretical knowledge to develop these skills.

Flexibility: The NEP 2020 aims to develop multidisciplinary and flexible education systems. Therefore, skill enhancement courses should be designed to provide flexibility to students, allowing them to choose the courses that align with their interests and career aspirations.

Focus on 21st Century Skills: The skill enhancement courses should focus on developing 21st century skills such as critical thinking, problem-solving, communication, teamwork, creativity, and entrepreneurship. These skills are essential for students to succeed in the rapidly changing job market.

Innovative Teaching Methodologies: The courses should be designed using innovative teaching methodologies such as project-based learning, experiential learning, and online learning. These methodologies can enhance student engagement and provide opportunities for students to apply their knowledge in real-world settings.

Practical Training and Experiential Learning: Incorporating practical training and experiential learning in these courses can provide students with hands-on experience and prepare them for the industry.

Training and Development of Teachers: The implementation of skill enhancement courses requires the training and development of teachers. Teachers should be trained in innovative teaching methodologies and 21st century skills to deliver these courses effectively.

Evaluation of these courses is also important to ensure that they are meeting the objectives of NEP 2020 and to identify areas for improvement. The impact of skill enhancement courses on the development of 21st century skills among students can be assessed through various evaluation methods such as surveys, focus groups, and performance assessments. The evaluation should focus on the development of specific skills and how they can be applied in real-world settings. The feedback obtained from the evaluation can be used to improve the courses and ensure that they are meeting the needs of the industry and society.

Conclusion:

The SEC program can help undergraduate students to acquire skill and knowledge that are in demand in the job market. By completing SEC courses, students can enhance their employability and increase their changes of finding a job after graduation. Developing a combination of these practical skills can help undergraduate students enhance their employability and stand out to potential employers. Hands-on training can help undergraduate students develop practical skills, gain relevant experience, and enhance their employability. By participating in hands-on training programs, students can build a strong foundation for their future careers. Developing a combination of these soft skills can help undergraduate students enhance their employability and stand out to potential employers. Soft skills are transferable, meaning they can be applied across various job settings and industries, making them highly valuable to employers.

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TRANSFORMATIVE TEACHER EDUCATION IN NEP -2020

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Abstract:

The National Education Policy (NEP) 2020 aims to bring about transformative changes in the Indian education system. One of the key components of the NEP 2020 is the transformation of teacher education. The NEP 2020 recognizes the critical role of teachers in shaping the future of the nation and proposes several measures to transform teacher education. Transformative teacher education in the NEP 2020 aims to create a new generation of teachers who are well-equipped to meet the diverse needs of learners in the 21st century. The NEP 2020 proposes several measures to achieve this goal, including the redesign of teacher education programs, the use of technology in teacher education, and the establishment of a National Mission for Mentoring. One of the key provisions of the NEP 2020 is the redesign of teacher education programs. The NEP 2020 proposes a four-year integrated teacher education program that will combine general education with specialized training in teaching. This program will enable teachers to acquire a strong foundation in both subject knowledge and pedagogical skills. The NEP 2020 also proposes a flexible and modular teacher education program that will allow teachers to update their skills and knowledge throughout their career. Another provision of the NEP 2020 is the use of technology in teacher education. The NEP 2020 recognizes the potential of technology to transform teacher education and proposes the use of online platforms and digital resources to enhance the quality and reach of teacher education. The NEP 2020 also proposes the establishment of a National Educational Technology Forum (NETF) to promote the use of technology in education, including teacher education. The NEP 2020 also proposes the establishment of a National Mission for Mentoring to provide mentoring and support to new teachers. This mission will provide a platform for experienced teachers to mentor and guide new teachers, thereby ensuring the continuous professional development of teachers. However, the transformation of teacher education in the NEP 2020 also faces several challenges. One of the key challenges is the lack of resources and infrastructure to implement the proposed measures. The transformation of teacher education requires the allocation of resources, such as funds, infrastructure, and technology, to ensure the effective implementation of the proposed measures. However, the lack of resources and infrastructure in many parts of the country has hindered the effective implementation of the proposed measures. Another challenge is the need to change the mindset and culture of teacher education. The transformation of teacher education requires a shift from traditional methods of teaching and learning to more innovative and learner-centric approaches. This requires a change in the mindset and culture of teacher education, which may be difficult to achieve in the short term. In conclusion, transformative teacher education is a key component of the NEP 2020. The NEP 2020 proposes several measures to transform teacher education, including the redesign of teacher education programs, the use of technology in teacher education, and the establishment of a National Mission for Mentoring. However, the effective implementation of

these measures requires the allocation of resources, as well as a change in the mindset and culture of teacher education. Overcoming these challenges will require a concerted effort from all stakeholders, including policymakers, administrators, and the civil society.

Keyword: Teacher Education, NEP 2020, mindset and culture, pedagogical skills.

Introduction:

By adding adjustments to the educational phenomenon as it is currently, one can transform it in order to address some of its shortcomings. so as to make it better. This also applies to teacher education. It may be necessary to make adjustments to both the structure and the processes of teacher education when there is discontent with the current methods. Due to the soundness and effectiveness of changes based on research, research offers the required foundation for any changes to occur. The function, the approach, and the structure of education continued to evolve over time as societal requirements and demographics changed. The ongoing development of the educational system and of teacher and teacher education , teacher preparation was the driving force behind this. A teacher can never truly teach unless he/she is still learning him/herself. A lamp can never light another lamp unless it continues to burn its own flame." - Rabindra Nath Tagore .The National Education Policy (NEP 2020) has placed the teacher at the heart of the most important changes to the educational system. Because they genuinely mould our next generation of citizens who contribute to the development of both the economy and society .NEP establishes fundamental quality control and accountability procedures within the teacher education system , while also guaranteeing income, respect, integrity, and autonomy. A crucial component of teacher education is teacher training. The full range of tasks necessary to carry out the teaching profession are included in teacher education. Teacher education refers to a realistic and comprehensive understanding of the work that teachers are expected to complete as well as a commitment to consistently improving their professional abilities. Discourse about teaching and learning has altered. At all educational levels, the idea of "knowledge society" has led to new roles for the teaching process. It is necessary to create a new framework for pre-service and in-service teacher preparation in the context of information and/or knowledge societies and the lifelong learning approach. The present state of learning technology development offers chances for group participation, information access, content interaction, and individual empowerment. Teachers can transition from traditional classroom activities to online classrooms or online activities in traditional classrooms thanks to rapid advances in communication technology. Teaching techniques, strong pedagogical theory, and professional skills are all included in teacher education. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills. The globe has made a commitment to reforming education and removing the major impediments keeping teachers from leading this reform.

Objectives:

- To elaborate the impact of NEP on transforming the vision for teacher education in India.
- Identification of innovative improvements on teacher education for NEP 2020.
- Provide an overview of the teacher education systems newly acknowledge rules ,NEP 2020.

Methodology: For this study, a variety of documentary sources—both primary and secondary—have been reviewed. For this, primary sources like research journals and conference proceedings have been reviewed, while secondary sources like textbooks have been examined. For the purpose of gathering data, digital sources including various websites have been explored. Following the gathering of pertinent facts and information, it has been organised and articulated.

After independence, India made an attempt to give teachers chances for professional development:

University Education Commission/Radhakrishnan Commission (1948-1949)
• Teacher Education has replaced teacher training as the official name.
• Courses that are adapted to local conditions and flexible. Courses need to be updated.
• Appropriate schools ought to be utilised for practical training. more time for practising for school.
• The first conference on training colleges took place in 1950 in Baroda.

#Secondary Education Commission/Mudaliar Commission (1952-53)
• Refresher courses should be organised by training colleges.
• Extracurricular activity training.
• Facilities for student teachers' stipends. Teaching strategies that are realistic and applicable.
 •training programmes for elementary and secondary school teachers.

.#The Education Commission/Kothari Commission (1964-66)
•Removing the isolation of programmes for teacher preparation.
• The creation of State Board of Teacher Education and the formation of Departments of Education in certain Universities.
• Cooperative Teaching Practise with Schools.
•The length of the programme is two years for primary teachers and one year for secondary teachers.

#National Policy on Education (1968)
• Appropriate pay and working conditions for instructors. Teachers have the flexibility to do independent research and studies.
• A proper focus is placed on in-service teacher education.

#National Commission on Teachers / Chattopadhyay Committee (1983- 85)
• A 4-year training programme following high school and a 5-year training programme that leads to graduation and employment.
· Upgrade the physical infrastructure of 4-year integrated teacher preparation institutes.
•The use of intensive internship programmes rather than straightforward practise lessons.
Both general and professional education are covered in the curriculum.

#National Policy of Education (NPE 1986)
•Coordinating programmes for pre-service and in-service teacher education.

•The District Institute of Education and Training (DIET) was founded.

• The transformation of education colleges into colleges of teacher education (CTE).

• The founding of IASE, or the Institute of Advanced Studies in Education. consolidating SCERT.

#Yashpal Committee (1993)

•To assist higher education in implementing a teacher preparation curriculum for all levels of schooling.

#•SSA (2001): Training of Teacher decentralised at BRCS and CRCs Mass orientation of teachers on NCF-2005 and textbook through EDUSAT.

#The National Curriculum Framework (NCF 2005)

Assessing The Emerging Teacher. Education in the workplace and ongoing professional development. Educators who prepare teachers

.#National Knowledge Commission (NKC) (2005-2008)

In order to help restructure knowledge-related institutions and infrastructure to meet the challenges of the 21st Century with a focus on meeting the aspirations of the 550 million young people in an increasingly global knowledge society, the National Knowledge Commission (NKC) was established as an advisory body to the PM.

#•RMSA (2009): In- service training for teachers of science and mathematics. #National Curriculum Framework for Teacher Education(NCFTE 2009) A) Professionalisation of the teaching profession.

b) Getting teacher educators ready.

b) Innovation and research in teacher preparation.

d) Distance and open learning (ODL) in teacher preparation.

#Justice J. S. Verma Commission (2012) constituted by the Supreme Court observed:

•Therefore, in order to increase standards and bring back the integrity, credibility, effectiveness, and high quality of the teacher education system, the teacher education sector and its regulatory system urgently require rejuvenation through drastic action.

*some key features of transformative teacher education under NEP 2020:

• Integrated and Multidisciplinary Approach: blending theoretical knowledge with practical experience.

• Technology-Enabled Learning: online and blended learning to provide flexible, self-paced, and personalized learning experiences to teachers.

• Experiential Learning: which involves learning by doing, experimenting, and reflecting.

• Professional Development: continuous professional development through workshops, seminars, and other capacity-building activities.

• Inclusive Education: Teacher education programs will equip teachers with the knowledge and skills to create inclusive learning environments.

• Partnership and Collaboration: partnerships and collaborations between teacher education institutions, schools, and other stakeholders.
• Research and Innovation: Teacher education programs will encourage teachers to engage in research, develop innovative teaching methods, and create new knowledge that can benefit learners and society.

 Overall, transformative teacher education under NEP 2020 aims to empower teachers to become agents of change, who can shape the future of education in India.

Teacher Education

•4-year integrated B.Ed. minimum requirement for teaching by 2030, which includes student teaching at nearby schools.

•2 year B.Ed. for candidates with previous bachelor's degrees in other specialised fields.

•1-year B.Ed. programme for people who have earned a Master's degree in a specialised field or the equivalent of a 4-year interdisciplinary bachelor's degree.

Empowering Teachers

> •A state-by-state forecasting exercise for the total number of teachers needed for planning purposes, based on technology.
> •Teachers should have access to career development opportunities within a single school stage, such as foundational, preparatory, middle, or secondary.
> · By 2022, implement National Professional Standards for Teachers (NPST).

• Improving the school's infrastructure to improve the service environment.

• Greater autonomy for teachers in selecting elements of pedagogy for use in the classroom

• Teachers will be given access to roles in academic leadership.

• Professional development for teachers

(System of merit-based tenure Continuous Professional Development (CPD) of at least 50 hours is required.)

Recruitment and placement of teachers

.Improving TETs

> All teachers in Foundational, Preparatory, Middle, and Secondary stages in both public and private schools must take the Teacher Eligibility Tests (TETs).

• Tech-based recruiting planning for teachers

> Technology-based planning and forecasting of teacher requirements to gauge anticipated subject-specific teacher shortages over the next two decades.

• Certification Programmes

> During pre-service teacher preparation, topic or generalist teachers can specialise in teaching kids with disabilities thanks to a collaboration between NCTE and RCI.

• Clear transfer procedure

> To maintain openness, teacher transfers are handled using an online computer system.

• Recruitment criteria include test results and demonstrations.

> Recruitment of topic instructors would consider classroom demonstration and subject score on TET or NTA exams.

• NCTE's restructuring

> The General Education Council (GEC) will reform NCTE into a Professional Standard Setting Body (PSSB).

Strengthening Teacher Education

- A completely revised and updated national curriculum framework for teacher education (by 2021)
- All teacher education courses must be undertaken at institutions that combine several disciplines. .NTA testing for admission to B.Ed.
- Using pedagogical topic knowledge in conjunction with teaching effectively. .Action taken sternly against stand-alone teacher education institutions (TEls) that are of poor quality.
- The National Higher Education Regulatory Council (NHERC), which will serve as a single point of regulation for all aspects of higher education, including teacher preparation. • Only comprehensive, interdisciplinary, and educationally competent teacher preparation programmes will be made available.
- Four-year B.Ed. integrated scholarships on the basis of merit.
- The establishment of a national mentoring mission with a vast pool of talented senior faculty members.
- All levels of Teacher Eligibility Tests (TETs) will be reinforced.

Four career tiers and teacher professional requirements:

- •Beginner Teacher.
- • Proficient Teacher.
- • Expert Teacher.
- • Lead Teacher.

Finding of the study:

Teachers need to be trained in a range of skills, including subject knowledge, pedagogy, assessment, and classroom management, to be effective in their roles. Experiential learning and practical training are essential components of teacher education programs, as they help teachers develop the skills required to deal with the challenges of teaching in diverse classrooms. The integration of technology in teaching and learning can enhance teachers' pedagogical practices and improve learning outcomes for students .Collaboration between teacher education institutions and schools can promote effective teaching practices and facilitate the transfer of knowledge and skills from theory to practice .Continuous professional development is essential for teachers to keep up with changing needs and demands of the education system. These findings may inform the design and implementation of transformative teacher education under NEP 2020, and future studies can evaluate the effectiveness of teacher education programs in achieving the goals of NEP 2020.

Conclusion:

India's educational system is intended to be transformed through the National Education Policy (NEP) 2020, including teacher education. The policy emphasizes the need for transformative teacher education to prepare teachers who are competent, creative, and committed to providing quality education to students. One of the key aspects of transformative teacher education under NEP 2020 is the integration of technology in teaching and learning. Teachers need to be trained to use technology effectively to enhance their teaching practices and engage students in meaningful learning experiences. Another important aspect is the emphasis on experiential learning and practical training. Teachers need to be trained in real-world contexts to develop

the skills and knowledge required to deal with the challenges of teaching in diverse classrooms. The policy also highlights the need for a multidisciplinary approach to teacher education, where teachers are trained in a range of subjects, including pedagogy, psychology, sociology, and technology. To achieve the goals of transformative teacher education, it is essential to strengthen the teacher education system in India. This can be done by. Developing high-quality teacher education programs that are aligned with the goals of NEP 2020.Enhancing the infrastructure and resources available for teacher education, including the use of technology. Ensuring that teacher educators are qualified, competent, and committed to the goals of transformative teacher education. Providing opportunities for continuous professional development for teachers to keep up with changing needs and demands of the education system. Encouraging collaboration between teacher education institutions and schools to promote effective teaching practices and learning outcomes. In conclusion, transformative teacher education under NEP 2020 requires a holistic approach that addresses the diverse needs of teachers and students in the Indian education system. By strengthening the teacher education system, India can develop a cadre of competent, creative, and committed teachers who can provide quality education to all students, regardless of their background and abilities.

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