

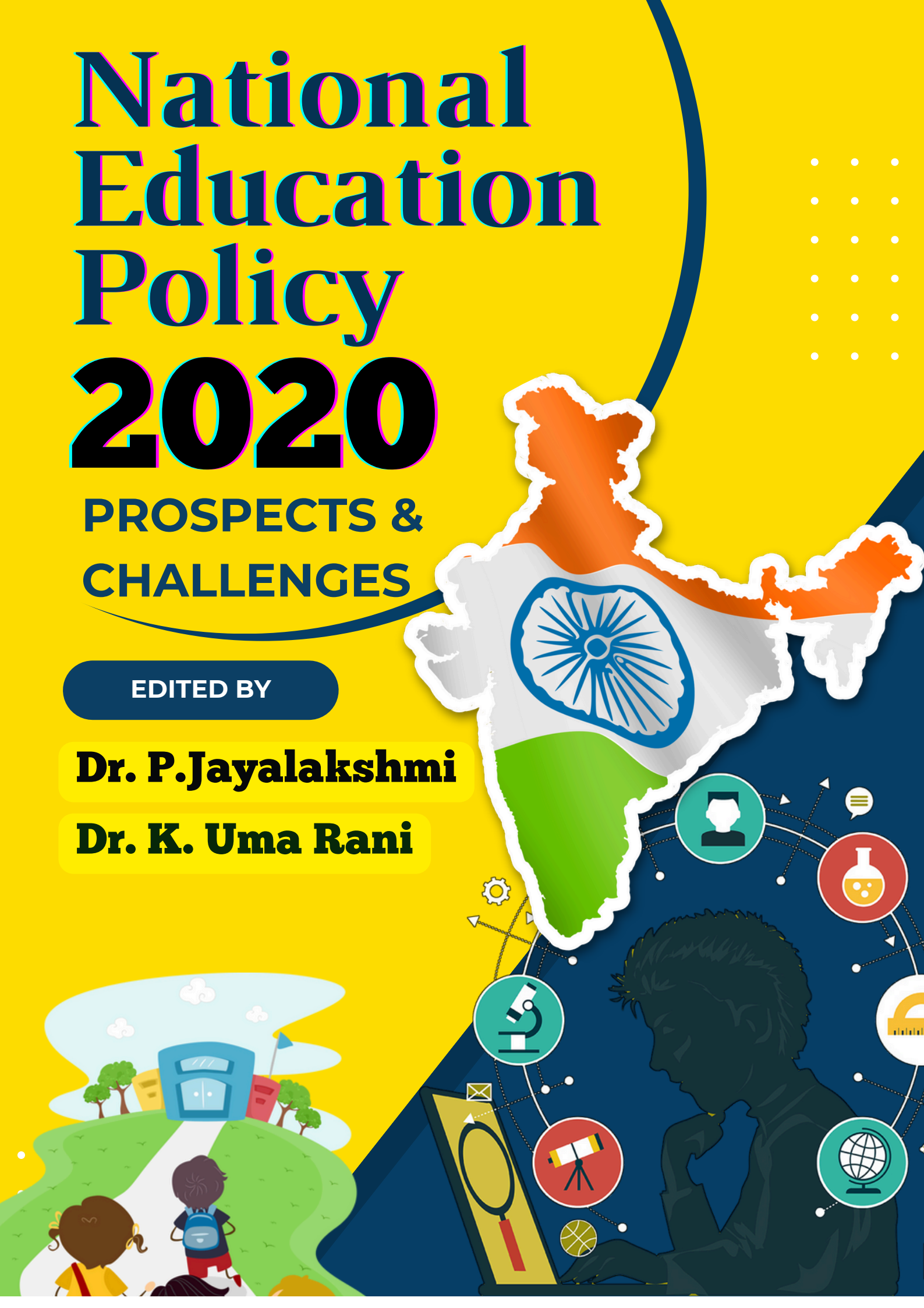
# National Education Policy 2020

PROSPECTS &  
CHALLENGES

EDITED BY

**Dr. P. Jayalakshmi**

**Dr. K. Uma Rani**



# **National Education Policy 2020-Prospects & Challenges**

*by*

**Dr. P. Jayalakshmi & Dr. K. Uma Rani**

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# Introduction

India's aspiration to become a knowledge society, reverberating with educated and skilled individuals of high standards that are required to meet the challenges of the 21st century will require us to ensure a strong foundation to our education system. Based on the principles of equity, quality, accessibility and affordability, the National Education Policy, 2020 brings the focus back on the children as well as teachers. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

This National Education Policy is the first education policy of the 21st century, and aims to address the many growing developmental imperatives of this country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, while remaining consistent with India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual, in all its richness and complexity. It is based on the principle that education must develop not only cognitive skills - both 'foundational skills' of literacy and numeracy and 'higher-order' cognitive skills such as critical thinking and problem solving - but also social and emotional skills - also referred to as 'soft skills' - including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others.

The main objective of the NEP-2020 is universalization of school education and maximising enrolment. There is a special focus on Early Childhood Care and Education (ECCE). Visualising assessments as an on-going process that is instrumental in understanding how students think and learn, NEP-2020 has put in place certain fundamental reforms in the purpose, design, and implementation of students' assessment. And suggests that, redesigning of Board Examinations to make them more valid, reduce academic stress and pressure. The new policy ensuring equitable and inclusive quality education for all, the policy reaffirms the commitment of bridging up the social category gaps in access, participation and learning outcomes at all levels of education. The policy considers equity as an inclusive notion focusing on Socio-Economic Disadvantages Groups (SEDGs) and areas.

The foundational pillars of this Policy are access, equity, quality, affordability and accountability. It believes that the purpose of education is to develop good human beings - capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. The policy is both global and local in its outlook and intent. It makes a significant headway from earlier policies by putting quality education as the topmost agenda, strengthening the foundation of education, catering to the educational needs of the most disadvantaged, and making India a global leader in education.

Hope the readers will cherish reading the chapters written by eminent scholars and distinguished experts in a broad range of fields that cover a variety of topics pertinent to the implementation of NEP-2020.

The book is a result of collaborative effort. Of greatest importance are the contributors of chapters and we duly acknowledge them. We are thankful to the members of our tiny team, and Dr M.Kishore, K.Y. Publications for his support in printing and Publication.

**Dr. P. Jayalakshmi**  
**Dr. K. Uma Rani**



## Chapter-1

# Evolution of Education Policies in India – New Education policy-2020- A review

Dr. K. Geetanjali & A. Maruthi

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### Abstract

Education is the most important attribute for any country to enable it to achieve its full human potential, developing an equitable and just society, and promoting overall national development. The education sector across the world has recently observed transformations in the programme structure and outcomes due to rapid scientific and technological advancements. Therefore, the education system of a country must align itself with the changing employment landscape and global ecosystem. In India, there is a need to focus on universal access to quality education to reap its demographic advantage and for maximizing country's talent and resources. The principles of access, equity, employability and quality have been central to India's education policies and recommendations since the Kothari Commission Report in 1966 and the first National Education Policy in 1968. In this particular research article, an outlook is provided over the meaning and the need of education policy. It also focuses on three major national education policies introduced by the Government of India in the previous years of 1968, 1986, and 2020. This article compares the objectives and other important factors of the three national education policies that have succeeded in bringing changes in the education sector from time to time.

Keywords: education, structure, NEP-1968, NEP-1986, NEP-2020,

## Introduction

Education is the most important attribute for any country to enable it to achieve its full human potential, developing an equitable and just society, and promoting overall national development. The education sector across the world has recently observed transformations in the programme structure and outcomes due to rapid scientific and technological advancements. Therefore, the education system of a country must align itself with the changing employment landscape and global ecosystem. In India, there is a need to focus on universal access to quality education to reap its demographic advantage and for maximising country's talent and resources.

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Mrs. Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaced the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's educational system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. The New National Education Policy is nothing short of revolutionary in the education system in India. After our education policy monotonously followed the same norms for 34 years, the **Ministry of Education (formerly known as MHRD)** did some serious amendments in it on **29 July 2020**. This New National Education Policy was recently approved by the Indian government in 2023.

### New Education Policy 1968:

Kothari Commission suggestions were included into Indira Gandhi's education policy in 1968, when she became India's first female PM (1964–1966). The goal of this programme was to create national integration, increased cultural diversity, and economic growth through the equal distribution of educational opportunities.

1. The policy's goal was to establish a national educational structure known as '10+2+3', which was widely approved. It was imperative that all children under the age of 14 get compulsory education, as mandated by the Constitution of India, according to the policy.

2. Children were taught regional languages, including Hindi, by the then-government because they were aware of its importance. It was proposed that secondary education follow the "three-language formula" at the time.
3. For the formula, it stated that kids were taught English, the state's official language, and Hindi as a supplement to that instruction. Controversy erupted over the plan to make Hindi the official language.

### **New Education Policy 1986:**

A new national education strategy was unveiled in 1986, spearheaded by Rajiv Gandhi. This strategy aimed to provide Indian women, Scheduled Tribes (ST), and Scheduled Castes (SC) with equitable access to higher education. In an effort to improve elementary school conditions across the country, "Operation Blackboard" was initiated. In addition, the Indira Gandhi National Open University was established in 1985 as part of the Open University system. Many changes were made to NPE following the 1986 adoption of the National Policy on Education (NPE), in response to changing conditions.

In 1992, PV Narasimha Rao revised the NPE and shifted the emphasis to postsecondary education. There was a push for the creation of 20 new universities, as well as increased funding for curriculum modernization and research allowances for MPhil and PhD students.

Man Mohan Singh, India's previous Prime Minister introduced the "Common Minimum Programme" in 2005, revising it to include the idea of holding a single national entrance examination on all Indian bases for admission to the country's professional and technical programmes. While JEE (Joint Entrance Examination) and All India Engineering Entrance Examination (AIEEE) was established at the national level, there was an option to take the SLEEE test for state-level institutions.

National Policy on Education (1992) The Government of India had set up a commission under the chairmanship of Acharaya Ramamurti in 1990 to reassess the impact of the provisions National Policy on Education and also to give recommendations. Later, under the leadership of N. Janadhana Reddy the Central Advisory Board of Education was set up. This Board considered some modifications in NPE. The report of the committee had been submitted on 1992 and it came to be known as the National Programme of Action of 1992. The National Policy on Education – 1992 stressed on promotion of development and strengthening national integration. The National Policy on Education (1992) emphasised the need for greater transformation of the Indian educational system, with a focus on quality enhancement. The policy also stressed on developing moral values among students and bringing education closer to life (Ranganathan 2007).

Sarva Shiksha Abhiyan (SSA) Sarva Shiksha Abhiyan or The Education for All Movement is a central government programme which aimed at universalising elementary education in a time bound manner. This programme has been in operation since 2000–2001. However, its origin dates back to 1993–94, when the District Primary Education Programme (DPEP) was launched. DPEP had basically aimed at fulfilling the goal of universalisation of primary education. Sarva Shiksha Abhiyan aimed at creating an ideal system of education which enabled individuals to develop and inculcate knowledge, create awareness of social and human values, and build a strong character. SSA proposed that the education system must develop in consonance with contemporary societal needs (Mohanty 2003).

### **Need For New Education Policy 2020:**

The education landscape is continuously evolving, influenced by technological advancements, changing societal dynamics, and the evolving needs of the job market. As societies progress, the education system must adapt to equip learners with the skills and knowledge necessary to thrive in a complex and interconnected world. In the 21st century, the world is undergoing rapid transformations driven by globalization and digitization. Traditional industries are being reshaped, and new ones are emerging. This dynamic environment demands a workforce that is not only academically qualified but also possesses practical skills, adaptability, critical thinking, and problem-solving capabilities. The gap between the skills acquired through formal education and those demanded by employers has widened. Many graduates struggle to find suitable employment due to the mismatch between their education and the skills needed in the job market. NEP 2020 addresses this skills gap by focusing on skill development and practical application of knowledge, ensuring that graduates are equipped with the competencies required to succeed in the workforce.

### **New Education Policy 2020:**

“On July 30, 2020, the National Education Policy (NEP) 2020 was published. In order to ensure that everyone has access to an education, the NEP makes several important recommendations, including (i) redesigning the structure of the school curriculum to include early childhood care and education, (ii) reducing dropout rates, (iii) raising gross enrolment in higher education to 50% by 2035, and (iv) enhancing research in higher education

Institutions are establishing a Research Foundation”. Only the availability of a top-notch higher education makes it possible for an individual to accomplish and grow, engage in responsible public life, and make positive contributions to society. Citizens must be given the tools through education to lead fulfilling lives, create productive workplaces, and achieve financial independence. As a result, it is crucial to incorporate a specific set of values and skills at every learning stage, from preschool to higher



education. Therefore, NEP introduces a number of corrections and enhancements to have a practical and long-lasting impact on the country's higher education environment. A comprehensive and multifunctional educational system is being established throughout the nation as part of NEP, 2020. Holistic and multidisciplinary education is longstanding traditions in India. The importance of Multidisciplinary learning in Indian education cannot be overstated, as this is the type of education that will be needed in the twenty-first century. The goal of a comprehensive, holistic education is to fully develop each student's potential. Such education will support the holistic growth of individuals in all domains, including the humanities, social sciences, humanities, and technical fields; a social engagement ethic; soft skills, such as communication; and careful specialisation in desired fields.

The NEP 2020 has come up with the following proposal as part of its policy initiatives highlighting the importance of education for girls. The NEP 2020 has geared its policy towards ensuring quality education so that students, especially girls, are interested in attending school. NEP 2020 aims to expand and strengthen the learning needs of young people in India. Open and Distance Learning (ODL) and the National Institutes of Open Schooling prioritise those who cannot attend a physical school. Efforts are directed towards creating a safe, all-inclusive, effective learning environment so that children of all genders are comfortable and inspired to teach and learn in their schools. These provisions include working toilets, clean drinking water, clean spaces, computers, internet, libraries, sports and recreational facilities, etc. According to statistical data (e.g., data provided by DISE-2016-17), there is a steep decline in the enrolment of female students at the primary and higher secondary levels.

The Govt. of India plans to constitute a Gender Inclusive Fund” for capacity building to provide equitable quality education for all girls'/transgender students. These funds (NEP, 2020) “will enable states to support and scale effective community-based interventions to address problems within local contexts that tend to create specific barriers to female and transgender student’s access to and participation in education. The Kasturba Gandhi Balika Vidyalayas will ensure that girls from socio-economically disadvantaged backgrounds participate in quality schools (up to Grade 12). Gender sensitization will be a part of all teacher education programmes at the primary, secondary, tertiary and higher education levels.

### **Major Reforms Introduced by the NEP**

1. There will be no substantial distinction between arts, science, academic, vocational, curricular, and subjects of extracurricular streams.
2. There will be extra emphasis on Foundational Literacy and Numeracy.
3. Substitution of 10+2 structure with a 5+3+3+4 model.
4. No imposition of State Language on Students studying in any State.

5. Permission of taking Board Exams two times for the students.
6. The government will spend 6% of the Country's GDP on Education instead of 1.7%.
7. The Gender Inclusion fund will be fully established.
8. The government will do extra efforts for providing proper education to the gifted children
9. The UG Courses will be for 4 years.
10. The minimum qualification to apply for the post the teacher will be a 4-year integrated B.Ed Course.
11. There will be an introduction of a Common Entrance Test for admission to HEIs.
12. The Master of Philosophy course will no longer be a part of the education system.
13. The students will be able to opt for different subjects such as arts, crafts, vocation skills, and physical education in Secondary School.
14. The Standards for Board Exams will be set by the body PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)
15. The government will make literature of India and other classical languages part of the syllabus in schools.

## **Conclusion**

The research study discusses how the NPE (1968) marked as a significant step in the Indian history of education which was formed to actualize the recommendations of the Kothari Commission (1964-66). This policy guided education in India for almost 20 years. After that, the National Policy on Education (1986) was formed to prepare India to face challenges of the next century. The National Policy on Education (1986) emphasizes on Early Childhood Care and Education, National System of Education, Elementary Education and Operation Blackboard, Non-Formal Education, Vocationalisation of Education, Open University and Distance Education, De-linking of Degrees from Jobs, Rural Universities and Institutes,

Technical and Management Education, Education of Scheduled Castes and Scheduled Tribes, and backward Sections, Education of the Handicapped, etc. The study highlighted that to review the NPE 1986 in 1989, the government formed a committee under the chairmanship of Acharya Ramamurthy and another committee under chairmanship of Shri Janardhan Reddy was constituted in July 1991 for some modification in NPE 1986. This document came to be known as National Programme

of Action 1992. The main emphasis was to ensure quality in education by removing social, economic, regional and gender disparities and aimed to promote national integration, a sense of common citizenship and culture, inculcation of values among young minds and improve the quality of education at all levels. To keep pace with the changing educational scenario of twenty-first century a need was felt to formulate new education policy. with the non-complete agenda of the National Policy on Education 1986, Modified in 1992 (NPE 1986/92) need was felt to formulate new education policy. Government of India constituted a committee chaired by Dr. K. Kasturirangan. National Education Policy-2020 is a catalyst to educational reforms in India.

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## Chapter-2

# National Educational Policy-2020 – Teacher Education – The Role of Teaching Competencies

**Ch.Lakshmi & Hanumantha Rao**

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### **Abstract**

Education of a teacher truly drives the greatest change for community and makes progress in achieving societal transformation. Hence, the varied dimensions of teacher education mentioned in NEP 2020, has to be properly analysed with social concern, responsibility and integrated view for policy implementation. NEP 2020 in its purpose clearly stated that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained and well-equipped teachers. Teacher education speaks both about pre-service and in-service training for the school education. In this context, NEP 2020 also recommends ground breaking policy changes in teacher education system to resolve many issues/challenges faced by the teachers/educationists at different stages (foundation, preparatory, middle and secondary) of the school education both at pre-service and in-service. The National Policy on Education (1986-1992) recognised that “teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community”. The policy further states that “teacher education is a continuous process and its pre service and in-service components are inseparable. As the first step the system of teacher education will be overhauled”. Teacher education right from the pre-primary stage up to the higher level of education is the pivot of any educational system. . The main aim of this paper is to assess the teacher

competency and personal values in Teacher education system with reference to NEP-2020. This study is based on purely secondary data.

Keywords: New Education Policy, teacher education, Competencies, Community

## **Introduction**

Teaching is a highly respected profession that is closely tied to social advancement around the world. In the past, only the most knowledgeable and learned individuals were chosen to become teachers, making them the most respected members of society. They played a central role in the education system, passing on their knowledge, skills, and values to students. As the education system has evolved, teacher quality has become crucial for sustainable nation-building. Professional teaching standards aim to improve the teaching profession and contribute to the country's progress. Despite employing nearly 9.7 million teachers in India, there is still a shortage of 1 million teachers, and the demand for high-quality teachers continues to rise. To attract and retain talented individuals, significant changes are needed in the way the profession is viewed and practiced. (NPST 2020.) The recommendations of NEP 2020 prioritize the individual development of students, including the cultivation of conceptual understanding, creativity, and critical thinking through a multidisciplinary and holistic approach to experiential learning. The ultimate objective of NEP 2020 is to meet Sustainable Development Goal 4 (SDG 4) by 2030, which entails providing inclusive and equitable quality education to all students and preparing them for lifelong learning. To achieve these goals, teacher education is of utmost importance. Hence, "Teachers truly shape the future of our children, and, therefore, the future of our nation." (NEP- 2020).

To accurately evaluate teacher performance, versatile parameters will be developed based on peer review, attendance, commitment, and other school work. In NEP 2020, there is a strong focus on providing ample opportunities for teachers to enhance their teaching skills, engage in self-improvement, and adopt advanced teaching-learning methods. Therefore, the emphasis is on online teacher development models and workshops at local, regional, state, national, and international levels. To ensure that every teacher participates in the training program, they are required to improve their competency levels based on their interests. Teacher audits or performance appraisals are conducted regularly, and standards for performance appraisal will be established. Promotions and salary increases will no longer be based on seniority or length of tenure but only on teaching competency, performance appraisal and personal values.

## **Teacher Education:**

There has been a slow paradigm shift in the system of teacher education in India, with the successful introduction of national curriculum frame-2005, National curriculum frame for teachers-2009. Following NCF-2005 and NCFTE-2009, the teacher education strategy is aimed at imbuing the teachers with skills to become facilitators of knowledge rather than gatekeepers of information as well as to make teaching less text book-oriented and to connect knowledge to life outside the school. Teacher education right from the pre-primary stage upto the higher the education level of education is the pivot of any educational system. Its quality and efficacy depend on upon the capacity to respond to the socio-economic and cultural contexts of learners and communities. Teacher education with its pre-service, induction and in-service programmes makes every possible effort to stimulate teacher's attitudes and competencies towards education.

**Principles of National Education Policy 2020:** The National Education Policy (NEP-2020) in India introduced several key principles to reform the education system:

1. Promoting multilingualism and the power of language in teaching and learning.
2. Life skill such as communication, cooperation, teamwork, and resilience.
3. Focus on regular formative assessment for learning rather than the summative assessment .
4. Emphasis on creativity, critical thinking, life skill, human ethics & constitutional values.
5. Emphasizes the holistic development of learners by focusing on cognitive, social, emotional, and physical development.
6. Provides flexibility in curriculum, allowing students to select subjects based on their interest and capabilities.
7. Encourages the integration of technology into the classroom to improve accessibility, individualized instruction, and efficient teaching strategies.
8. Emphasizes teachers' continuous professional development, making sure they have the necessary training and are empowered in many ways.
9. Strives for equitable access to education for all irrespective of socio-economic background, gender, or location.

## **Objectives of the Study**

- 1) To study the fundamental essence of Teacher Education in India .

- 2) To observe the Principles of NPE-2020.
- 3) To assess the Teacher competencies and personal values.
- 4) To know the integration of NEP-2020 recommendations on teacher education

## Methodology

The present study is a qualitative analysis of Teacher Education according to NEP 2020 based on secondary data and information in the form of reviews, books, journals, policy, drafts, internet, etc. The article is descriptive in nature and merging of related ideas is done to conclude.

**Teacher Education – Role of teaching competencies:** Teacher education starts from the pre-primary stage to higher level of education is the pivot of education system. Teacher education as a pivot in different programmes of education is responsible for equipping the future teachers with their commitment, dedication, accountability and competency to teach.

The terms ‘competence’ and ‘competency’ are used interchangeably. In the words of Singh (2002), ‘competence is a personal trait or a set of habits that leads to more effective and superior job performance’ Snyder and Drummond (1988) defined ‘competency as ‘a complex set of relationship between one’s intent and performances’.

In context of teaching, competency means the right way of conveying units of knowledge, application and skills to students (Shukla, 2000).

Hence, the right way includes knowledge of contents as well as processes and methods and means of conveying them in an interesting way then the students can understand the content easily.

Classification of teaching competencies: In this context we can considered two types of classifications here;

Name of competencies identified Organisation	Classification of Teaching competencies	Expectations of Student-Teachers to
The International Encyclopaedia identified 6 types of competencies	1.Cognitive-based teaching competencies	demonstrate intellectual abilities in the knowledge of the subject-matter, psychological theories or educational strategies
	2.Performance-based teaching competencies	Demonstrate an ability actually to perform some activity rather than simply know what to perform

	3. Consequence-based teaching competencies	Student-teachers know or do but in what they can accomplish through the achievement of pupils under their direction
	4. Exploratory competencies	Make their students to carry out innovative activities which have undefined student learning outcomes.
	5. Managerial teaching competencies	These are include a set of teacher behaviours and activities that are primarily intended to foster student's co-operation and involvement in class-room tasks.
	6. Affective teaching competencies	These are focuses primarily on attitudes, values, beliefs and relationships that are expected from the student-teachers
National Council for Teacher Education identified 10 types of inter-related competencies.	1.Contextual competencies	Student-teachers familiar with the national policies on education and state level initiatives to understand its local implications.
	2.Conceptual competencies	The student-teachers will achieve mastery in identifying special needs of children and devising teaching learning situation to optimise their learning achievement.
	3.Content competencies	These enable student-teachers to identify and focus special attention on content enrichment needs of children.
	4.Transactiona competencies	These are the backbone of teacher education prepare student-teachers to internalize fully their functions as transmitters and facilitators of learning.
	5. Competencies related to other educational activities	The student-teachers capable of planning and executing various educational activities to imbibe the humanistic and moral values among the learners.
	6. Competencies to develop teaching-learning material	In this, student-teachers will be able to identify and select appropriate materials as well as to prepare specific teaching aids.
	7. Evaluation competencies	Student-teachers with evaluation competencies, develop methods and techniques of evaluation.
	8. Management competencies	Student-teachers, who learn various techniques and skills to manage different



		activities and programmes in as well as outside the institution.
	9. Competencies related to working with parents	Student-teachers with these competencies are capable of understanding the role of parents in the child's learning development and in building meaningful parents-teachers interaction.
	10. Competencies related to working with communities.	With these student-teachers will act as nodal individuals to the development school and community.

Source: International Encyclopaedia of Teaching and Teacher Education. New York, Pergamon press. & NCTE. New Delhi

### Teacher education post NEP-2020:

Teachers, today, need to keep abreast with not only the curriculum in the textbooks but also the ever-evolving technology, changing market trends as well as continuously update themselves with the culture and beliefs that shape up the students of today. Teachers also need to play a more conscious role in supporting the parents, community, as well as school management in developing the child. Recognising the 'power of teacher', NEP-2020 has put in place systematic reforms that would help 'teaching' emerge as an attractive profession of choice. The following reforms are framed in NEP-2020

- 1) The 4 years integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers.
- 2) The 4 years integrated B.Ed. will be a dual-major holistic Bachelor's degree, in education as well as a specialized subject such as a language, history, music, mathematics, art, physical education, etc.
- 3) The B.Ed. degree will teach a range of knowledge content and pedagogy and include strong practicum training.
- 4) Effective pedagogical strategies for teaching fundamental literary and numeracy, multi-level instruction and assessment, teaching students with disabilities or particular interests or skills, utilizing educational technology, and learner-centred and collaborative learning will all be included in the curriculum.
- 5) There is need for a separate teacher education university at the state level for framing appropriate policies to strengthen both pre-service and in-service teacher

- 6) Teacher education policy at the state level should not permit any new teacher education institutions till 2030 for encouraging integrated teacher education programme (ITEP)
- 7) Higher Education Department and School Education Department must come together to frame Curriculum framework for Teacher education.
- 8) For quality education in the schools, accountability of teachers and teacher educators has to be considered as most important factor. (Appraisals have to be based on specific assessments)
- 9) The teacher education institutions have to be ear-marked separately for foundational, preparatory, middle and secondary levels. Among the existing 30 DIETs in Karnataka, 15 DIETs can be ear marked for foundational level teacher education and another 15 for preparatory level teacher education.
- 10) Required infrastructure should be provided to convert them into multidisciplinary institutions. One in each district should be identified to run teacher education course at foundational, preparatory, middle and secondary level.
- 11) Qualified teacher educators to be deputed or recruited to these institutions and to CTEs and DIETs to work for minimum 10 years in those institutions .Present staff without required qualification to be sent back to school education department
- 12) Direct practical-oriented teacher education programmes have to be focused over giving importance to online teacher training courses/programme.
- 13) Research opportunities have to be provided and promoted to upgrade the teachers and teacher educators.
- 14) Special provisions must be given to the teacher aspirants from rural, backward, tribal, women students / marginalised social groups in order to promote the policy of equity and access to education.
- 15) The teacher preparation should act as an instrument in the realization of national goals and people's aspirations and should reflect the Indian heritage.
- 16) This new curriculum should familiarize teachers with the social, cultural customs and values of native communities in order to meet the needs of future students in the context of NEP 2020.

## Conclusion

The National Education Policy 2020 has played a crucial role in implementing significant changes in the Indian education system's structure and function. Regarding teacher education, NEP 2020 emphasizes the importance of continuous professional development for teachers to enhance their personal and professional growth. NEP 2020 introduces several innovative ideas in teacher education, including technology-based comprehensive teacher training, professional standards for teachers and continuous professional development programs for teachers, special educators, and master

instructors. As per NEP 2020, we need to link the good/ best policies and practices of school education with teacher education for both pre-service and in-service education levels with the combination of arts + Science subjects, curricular, co-curricular and extra- curricular activities for 4 different levels/stages (foundational, preparatory, middle and secondary) to develop academic and non-academic skills in teacher aspirants. It has been clearly established in the past that focus on pre-service and in-service teacher significantly impacts learning outcome of students.

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## Chapter-3

# Prospects and Challenges of Teachers in NEP-2020 Reforms-A Study

**B. Anitha & Dr. N. Jyothi**

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### **Abstract**

The first education policy of the twenty-first century in Bharat, India, is the National Education Policy of 2020. It offers a thorough foundation for numerous reforms in the field of teacher education. It looks at how teacher development and training are changing and emphasizes the need for creative solutions to better equip teachers for the challenges of the twenty-first century. In order to produce a pool of educators who will mold the next generation, teacher education is essential (National Education Policy, 2020). It is essential that the teacher be at the center of significant educational innovations. Innovations in teacher education aim to provide educators with the skills, information, and attitude they need to influence the direction of education in India, not only adapt to changes in policy.

This is to create better and more committed professionals in the sector while also attempting to improve the Indian teacher education system as a whole. By 2030, the current teacher education institutions are to become multifunctional institutions, according to the new education policy 2020. In order to provide excellent materials, pedagogy, training, and research experience to aspiring teachers. The fields of teacher education and their education have received particular attention in the new education policy. This study explores the dynamic growth of teacher development and training, emphasizing the urgent need for creative solutions to equip teachers to handle the particular problems of the twenty-first century. This study presents an overview of the potential for advancements, modifications, and fresh approaches in the realm of teacher education

Key words: Teacher, Education, policy, students,

## **Introduction**

"An education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, thereby making India a global knowledge superpower," is how the National Education Policy, 2020 (NEP) envisions a massive transformation in education. The five guiding pillars of Access, Equity, Quality, Affordability, and Accountability form the foundation of NEP 2020. It will equip our young people to handle the many domestic and international issues of the twenty-first century.

The National Education Policy 2020 places a strong emphasis on the fundamental values and idea that education should foster not only cognitive abilities, or the "foundational skills" of reading and numeracy as well as "higher-order" abilities like critical thinking and problem solving, but also social and emotional abilities, or "soft skills," which include empathy and cultural awareness, grit and perseverance, teamwork, leadership, and communication, among other things. The Policy places particular focus on achieving fundamental literacy and numeracy in primary school and beyond for all by 2025, with the goal of universalizing pre-primary education. It makes several reform recommendations for education at all levels that aim to guarantee school quality and change the curriculum, including pedagogy with the 5+3+3+4 model. design that includes kids between the ages of three and eighteen; overhauling the current testing and evaluation system; bolstering teacher preparation; and reorganizing the regulatory structure governing education. It aims to, among other things, boost technology use, boost public funding for education, and put more emphasis on adult and vocational education. It suggests that each subject's curriculum be pared down to its "core essential" information in order to provide room for learning that is comprehensive, analytical, and discussion-based.

### **Objectives:**

- The objective of teacher education is to develop a good command of the subject matter of the assignment given to him in the colleges.
- Enabling teachers to understand the significance of individual differences of child and to take appropriate steps for their optimum development
- Enabling the teacher to acquire understanding of child psychology

**Methodology:** Secondary data are used books journals articles and websites.

### **The Vision of this Policy:**

By offering high-quality education to everyone and establishing India as a global knowledge superpower, this National Education Policy envisions an education system rooted in Indian ethos that directly contributes to transforming India, or Bharat, into

an equitable and vibrant knowledge society in a sustainable manner. According to the Policy, our institutions' curricula and pedagogy must instill in students a strong feeling of respect for the Constitutional values and Fundamental Duties, a sense of national identity, and an understanding of their roles and responsibilities in a world that is constantly changing. The goal of the policy is to foster in students a strong sense of pride in their Indian heritage, not just in words but also in spirit, intelligence, and actions, and to help them acquire the information, skills, values, and characteristics that demonstrate a truly global citizen by supporting human rights, sustainable development and lifestyle, and global well-being

## **Teachers**

The destiny of our country is shaped by the teachers who work with our youngsters. In India, the teacher held the highest regard in society due to their noble profession. Teachers were only the best and most learned of people. The resources instructors, or gurus, needed to impart information, skills, and ethics to students in the best possible way were provided by society. The quality of teacher preparation programs, hiring practices, deployment strategies, working conditions, and teacher empowerment are all below expectations, which has a knock-on effect on teachers' motivation and quality of work. The profession of teaching is highly regarded, and teachers are held in high regard. must be made whole in order to encourage the best people to become teachers. To guarantee the brightest future possible for our children and our country, teachers must be empowered and motivated.

## **Recruitment and Deployment**

Many merit-based scholarships will be established nationwide for excellent 4-year integrated B.Ed. programs in order to guarantee that exceptional students, particularly those from rural areas, enter the teaching profession. Special merit-based scholarships will be provided for rural areas, and upon successful completion of their B.Ed. programs, recipients will also be eligible for preferential employment in their local communities. These scholarships will give local students, particularly female students, access to local employment prospects, enabling them to act as role models for the community and as highly qualified, bilingual teachers. There will be incentives for educators to accept teaching positions in rural areas, particularly in those where there is a severe teacher shortage at the moment. The availability of nearby or on-campus accommodation or higher housing allowances will be a major inducement for educators working in remote schools. We will stop the destructive practice of mass teacher turnover so that pupils can continue in their educational surroundings and with their role models. Transfers will only take place in extremely rare situations, as appropriately and formally outlined by the state and local administrations. Moreover, transfers will be carried out using an online automated system that guarantees openness.

The purpose of strengthening Teacher Eligibility Tests (TETs) is to incorporate improved test material in terms of pedagogy and content. Additionally, the TETs will now include teachers in all school education levels (Foundational, Preparatory, Middle, and Secondary). Appropriate TET or NTA test results in the relevant disciplines will also be considered for the employment of subject teachers.

Teachers could be hired to a school or school complex in order to guarantee a sufficient number of teachers across subjects, especially in subjects like art, physical education, vocational education, and languages. Additionally, teachers could be shared across schools in accordance with the school groupings that State/UT governments have adopted. 2020–21 National Education Policy

More freedom in selecting pedagogical elements will be granted to teachers, enabling them to instruct their students in the way that best suits their needs. Teachers will also emphasize socio-emotional learning, which is a crucial component of every student's overall development, in accordance with National Education Policy 2020–22. Teachers that implement cutting-edge teaching strategies that enhance student learning in their classrooms will receive recognition.

### **Continuous Professional Development (CPD)**

Teachers will have ongoing opportunities to learn about the newest developments in their field and to better themselves. These will be made available in a variety of formats, such as online teacher development courses and workshops in local, state, national, and worldwide contexts. Teachers will be able to exchange ideas and best practices through the development of platforms, particularly online platforms. It will be expected of every teacher to engage in at least fifty hours of Continuing Professional Development (CPD) every year, motivated by their own interests, for their own professional growth. The most recent pedagogies concerning competency-based learning, formative and adaptive assessment of learning outcomes, experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, among other pedagogies, will be thoroughly covered in CPD opportunities

### **Career Management and Progression (CMP)**

To encourage every teacher to perform at the highest level, exceptional instructors should be rewarded with promotions, salary increases, and other recognition. In order to encourage and recognize exceptional teachers, a comprehensive merit-based system of tenure, promotion, and remuneration will be created, with several tiers within each teacher stage. State and UT governments will create a system with several criteria for accurately evaluating performance, based on CPD hours, attendance, commitment, and peer reviews.



Outstanding educators with proven leadership and management abilities will be trained over time to assume academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs, and pertinent government departments. Vertical mobility of teachers based on merit will also be of utmost importance.

### **Special educators**

For some areas of schooling, there is an immediate need for more special educators. Subject teaching for children with disabilities/ Divyang youngsters at the middle and secondary school level, including teaching for specific learning difficulties, is one example of such specialized requirements. In addition to possessing subject-matter expertise and an awareness of the educational goals associated with their subjects, these teachers would also need to possess the necessary skills to comprehend the unique needs of individual students. Thus, during or after pre-service teacher preparation, these areas could be developed as secondary specializations for subject teachers or generalist instructors. They will be provided as certificate programs, in both pre-service and in-service formats, in multidisciplinary colleges or universities, either full-time or part-time/blended.

### **Approach to Teacher Education**

Teachers will need instruction in both pedagogy and high-quality content, therefore by 2030, teacher education will progressively migrate into multidisciplinary colleges and universities. Colleges and universities will strive to host exceptional education departments that provide B.Ed., M.Ed., and Ph.D. degrees in education as they all advance toward becoming multidisciplinary institutions.

### **Teachers' Advantages in the NEP System:**

- The following are the main advantages of having instructors in the NEP system: instructors will gain from the system's all-encompassing academic development.
- Teachers will have the chance to teach in their mother tongues, notwithstanding the challenges. In the current day, educators can assist in addressing the digital gap.
- Teachers' relationships with pupils and other members of the educational system will get better. Because the government is accountable for it, the NEP system is reliable.
- In the future, educators will have the opportunity to revitalize and improve the country's educational system.
- Teachers have the potential to change the nation's educational trajectory in conjunction with institutions.

### **Teachers' challenges in the NEP System:**

The following are the primary difficulties that teachers in the NEP system encounter: It can be challenging to understand each syllabus element, particularly for teachers who are just starting out.

- The issue of choosing teachers will arise. An inadequate curriculum is an additional concern that educators may encounter.
- Programs for training teachers could be less compatible and more competent.
- Inappropriate use of science and technology could undermine the training system.
- Teachers may struggle with feelings of helplessness or incompetence.
- You might pass over developing your life skills or participating in extracurricular activities.
- The difficulty of being ignorant of social issues exists.
- The absence of fundamental values brought on by problems with globalization is another problem.
- If you only use conventional teaching approaches, it can also be a problem. Reforms to educational institutions are a problem that you may encounter.
- Inactive training programs may suffer from a lack of innovative potential.
- Problems like inadequate facilities, supervision, and evaluation might occasionally arise.
- Legal issues or a lack of funds can sometimes be problematic.
- Adapting to evolving trends in academia and education may prove to be challenging.
- Exposure to textbooks alone might not be sufficient for today's educational institutions.
- Achieving a work-life balance may pose a difficulty for certain educators.
- Problems with task delegation, taking on responsibilities, and inspiration deficit may occur.

### **Conclusion**

The accomplishments, efforts, and sacrifices made by educators to preserve the honor, decency, and respect of their profession are acknowledged by NEP. The only way this can happen is if policymakers think about establishing autonomous organizations that are similar to state civil servants and administrative services in India. This would speed up the hiring of teachers, whose numbers have been flat for more than ten years. While offering all the benefits and resources to draw young, creative people to this field, it's also important to maintain a reckless but watchful and accountable attitude to make sure the intended outcomes are realized. It has to be imposed.

In order for India, one of the world's three largest economies and a powerful and enlightened knowledge society, to take the lead in research and innovation in the twenty-first century, this needs to be reinforced even further. Therefore, the goal of this Policy is to change both the number and quality of teacher educators in India through a holistic method.

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## Chapter-4

# New Education Policy-2020–Women Empowerment through Skill Development

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### Abstract

The National Education Policy 2020 (NEP) is a comprehensive framework aimed at transforming the education system in India. Both earning and education are important factors for women empowerment. Skill development not only creates employment opportunities but also empowers them. The aim of skill development, in case of women, is not just simply preparing them for jobs; but also, to boost their performance by improving the quality of work in which they are involved. This paper clearly highlights the impact of skill development on women empowerment. The basic need for empowering women is to in still the required skills and abilities in order to shape up their overall personality & raise their status within the society. One of its key objectives is to promote gender equality and women's empowerment within the education sector. This research article critically analyses the provisions and implementation of the NEP 2020 in relation to these goals. It is widely accepted that the development process in many parts of the world including India had bypassed the women. Empowerment is the ability to make choices and transform all those choices in to proper outcomes and desired actions. An educated, self-dependent, self-motivated and decision-making woman is an empowered woman. Empowering women and making them independent needs to be done for humankind to progress. Women should have equal rights and opportunities to participate in education economics and politics. They should influence each other and boost the economic growth of the country. The most curial step is women empowerment is education. Women

Empowerment comprehends the action of elevating the status of women through education, awareness, literacy, and training. Empowerment is also about equipping them to make life- determining decision a giving the empower in that space of society where they didn't have it earlier. Though policies on women's empowerment exist, there are significant gaps between policy advancement and 'actual' practice at the community level. Women in India are victims of crime, specifically-rape, kidnapping and abduction, dowry-related crimes, molestation, sexual harassment, eve-teasing etc., with the crime rate against women being 62.4% (2019). In spite of various measures taken by the Government, women are still discriminated against and marginalized at every level of the society-whether in access to education, economic participation, social participation, political participation, or reproductive healthcare. In short, the philosophy of women's empowerment needs a total overhauling of the Indian society. The present Study highlights of the Empowerment of women through skill development in new education policy-2020 in India.

Keywords: Empowerment, Skill development, Self-motivated, self-dependent, Education.

## **Introduction**

At the 1985 international women's conference in NAROI, the idea of women's empowerment was first presented. Women's empowerment is defined as raising women's self-esteem, decision-making capacity, and ability to affect societal change for both her and others. The empowerment of women is related to gender equality. The concept of gender refers to the set of societal constructs that establish the roles of men, women, and other genders. Although empowerment can occur in many different socioeconomic classes, it is most frequently observed in business and politics. Human rights consider problems like gender equality and the empowerment of women. It is regarded as a crucial instrument for determining how well a nation is doing. Many countries do not allow women and young girls to attend school. In contrast, a woman who is knowledgeable has the best chance of contributing to society.

Women's empowerment, according to the United National Development Fund for Women (UNIFEM), is the process of a) Learning about gender relations and the ways in which they might be altered. b) Gaining a sense of value, the conviction that one can bring about desired changes, and the right to be in charge of one's life. c) Having the power to make decisions increases your negotiating position. d) Gaining the capacity to plan and direct social change in order to establish a more just social and economic system on a national and international level. Empowerment of women involves many of these economic opportunities, property rights, political

representation, social equality, personal rights and so on. It also occurs at various levels, such as individual, group, and community and challenges the assumptions about the present status, asymmetrical power relationship and social dynamics. Women Empowerment in its simplest form means redistribution of power that challenges the male dominance. This does not, however, mean that the empowerment process adopts an antagonist's approach. Indeed, it means making both men and women realize their changing roles and status and develop a consensus for harmonious living in the context of an egalitarian society. It means redistribution of work roles, reorienting their priorities, evolving new kinds of adjustment, understanding and trust with each other. Empowerment of women is a new ideology to carry on democratic values into the family and society. It demands basic changes in the system of marriage and family, husband-wife relationship, attitude towards gender socialization etc. Empowerment would only to enable women to realize their identity, potentiality and power in all spheres of their lives. Empowerment of women also demands that women should become mentally prepared to face the consequences such as divorce, court litigation, resulting from their alleged non-cooperation with and resistance to male dominance in matters of planning the life. Empowerment of women should involve techniques of counselling to resolve differences between the husband and wife, daughter-in-law and parents-in-law. Women Empowerment means giving them freedom or power to live the way they want. It allows them to identify their skills, Knowledge & abilities to make their own decisions. It is a dynamic & growth process for women who include awareness, attainment & actualization of skills. For the socioeconomic development of any society, women empowerment is essential. It is important for women to identify themselves with self-confidence & esteem.

### **Review of Literature:**

**Shoma A.Chatterji (1993)** stated that education helps the women to gain personal autonomy by virtue of the fact that education helps her to earn an income to take active part in public life and to take decisions regarding her own fertility.

**Institute of Social Studies Trust,Bangalore (1997)**According to their views there is a close relationship among poverty ,health and development. A variety of socio economic factors are responsible for lower enrolment of women in education.

**Blanchard &Thacker (2004)** views that women exchange training programme means training, sharing , earning and improving experience of the women locally as well as internationally.

**Unni, Jeemol & Uma (2004)** have observed that there is a need not only to bring change in status & image of women but also in the attitude of society towards them. There is a demand to create awareness among the rural women who are unemployed to gain self-esteem & confidence.

**Biswash Roy (2009)** stated that women's perspective will be included in designing and implementing macroeconomic and social policies by institutionalizing their participation in such processes.

**Rameshwari Pandya, Sarika Patel (July 2010)** stated that it has been recognised that for an accelerated socio economic development of any community the active participation of women in the entire process is very essential

**Dhruba Hazarika (2011)** concluded that women are future of country's development. Empowering women will be the right approach for growth in this competitive world.

**Vijaya & Lokhandha (2013)** suggested that skill development will boost the women empowerment with high productivity & earnings. Skills lead to confidence among them to be more innovative.

**Kittur Praveen (2014)** concluded that in order to encourage women entrepreneurship, a special training course for women entrepreneurs must be started to improve their skills.

**Mamta Mokta (2014)** found that women need to find their own way in this male dominated society. They should be motivated for growth & empowerment by self-help groups, NGOs, government policies & micro finance institutions.

**Prasanna Kumar (2014)** stated that it is our need to identify the areas where women are still facing problems and are unable to access resources, institutional knowledge & basic education.

**Laxmi Narayan (2015)** stated that much of the work to improve the condition for women however is being done at the grassroots level, where some Indian and foreign NGOs are engaging with the male community in an effort to elevate women in society.

**Seema Pandey (2015)** in her study focussed on attitudes, problems and work environment for working women in various strata of society.

### **Objective of the Study:**

1. To study the role of education in women empowerment.
2. To describe the women empowerment through development of various skills.

### **Methodology**

This study is based on the analysis of the secondary data published in the various Journals, annual reports and websites.

**Role of Education for Women Empowerment:** The qualities of family members and society at large may be impacted by the education of women. It also helps to get rid of

negative habits like dowry, early marriage, and Sati-Pratha, among others. Since education gives women various career options that enable them to work alongside men and support their families, it is essential for ending economic poverty. Education encourages teamwork rather than empowering a woman to be autonomous. Because of her education, she will be able to select the best career for her. 1. Every woman has her own goals, which can be great or low. Education helps women build balanced aspirations by enabling them to recognise their interests, skills, and potential, which then enables them to choose the right line of work. 2. Education aids in the development of personality 3. Effective communication is aided by education. 4. An educated woman is a role model for her children, family, society, and nation; she knows how to raise a happy family and sustain harmonious interpersonal connections. 5. Education improves mental wellness. 6. Education of women aids in population control. 7. Education encourages participation in numerous initiatives, including the Sarva Shiksha Abhiyan, Operation Blackboard, and Total Literacy Programs, among others, for women, particularly rural women.

Women empowerment implies to the creation of an environment where women can be capable of taking their own decisions for their personal benefits as well as for the society. Education is the key factor which leads to the enlightenment in every one's life. "Education is the first step for Empowerment - malala". Education is an important powerful tool which reduces inequality and also controls population. Education enables women to face so many challenges. Education can bring changes in the position of women in their family and in the outer world because when women are educated and empowered, they can guide their children, family members, society indeed. Empowerment of women brings equal rights, status, opportunity and freedom to their personal benefits as well as for the society. Empowering women are self- dependent and they enhancing their position in the power of infrastructure of the society (Dr.madana V. 2014). Ritu Ajbani in her article (31st march, 2019) was reported that education is milestone of women empowerment because it enables them to riposte to challenges, to resist their traditional role and change their life. Women Empowerment itself elaborates the access to education, political rights, social rights, economic rights, judicial strength, freedom and decision-making power and the other rights that taken as equal for women.

### **Women-Skill development –Empowerment**

Women have shown their ability in community development. Hence, it is important that women be a part of skill development. In India, women are now participating in various areas like education, art and culture, service sector, sports, politics, media, and science and technology. They form a substantial part of the workforce - but the working percentage rate of women in the total labor force is declining. A large number of them are working in the informal sectors. This represents lack of employment opportunities and skills for women workforce. Currently, a



majority of the female workforce in India is unskilled. Thus skill development is a key to improve household productivity, employability and income earning opportunities for women. It also enhances food security and promotes environmentally sustainable rural development and livelihood. Empowering women socially, economically, educationally, politically and legally is important for socio-economic development. Women are capable to manage if given opportunity.

**The various fields in which women can gain skills for better empowerment are**

1. Banking and financial services, 2. Media industry, 3. Information technology, 4. Telecom industry, 5. Management, 6. Pharmaceuticals, 7. Hospitality industry, 8. Travel and tourism 9. Electronics, 10. Child care etc.

**Skill development policies for women empowerment**

To address the specific needs of both rural women and men different skill development policies should be implemented:

- 1) Targeted gender responsive education and training strategy should be there. Clear objectives should be set and there should be proper collection of sex disaggregated statistics and qualitative data on rural and urban women and men education and skill training to evaluate the progress.
- 2) Gender responsive learning environment should be provided by including safe school facilities and proper separate sanitation facilities. There should be proper time table and curriculum responding to rural realities.
- 3) There should be different scholarships in order to encourage girls to study technical subjects. Employment opportunities to trainees after the completion of training will attract the women and girls to take training.
- 4) Number of women trainers and agricultural extension workers should be increased so that rural women can access formal and non formal vocational training in better way.
- 5) In the present scenario of digital India, more knowledge about accessing science and technology education and ICTs such as mobile phones, computer and internet facilities should be provided so that they can get quality education and training such as distance learning.
- 6) In Cambodia, the Ministry of Education, Youth and Sports, supported by UNICEF, in the mid 2000s, launched the „Child-Friendly Schools Initiative” to promote gender equality.
- 7) In Asia and Africa, TREE (Training for Rural Economic Empowerment) which is an ILO community-based training programme is established to provide employment to disadvantaged women by skill development.

- 8) In India Deen Dayal Upadhyay Kaushalya Vikas Yojana (DDU-KVY) concentrates on providing skill development to poor women and making them ready for getting employment in different sectors.
- 9) Another programme called, STEP (Support to Training and Employment Programme for Women) which focuses on women empowerment by providing skill development training and grants during training period. Amongst the states, Manipur received the maximum funding under the scheme, followed by Madhya Pradesh and Assam. A total of 24,037 women beneficiaries have been impacted under the scheme.

### **Barriers in Skill Development and Women Empowerment**

1. Illiteracy: - Women in developing country like India constitutes the largest share of world's illiterates, lack of education and training opportunities for acquisition of higher level skills.
2. Lack of Family Support: - Women continue to be perceived as weak, inferior and second class citizen. As a result women do not get family support to set up a business sexual harassment.
3. One problem more specific for women is that they are targeted for sexual harassment specially in unorganised work place. As a result it reduces the productivity of the women workers.
4. Dual Responsibility: - In a family women play dual role i.e. wife and mother. A kind of conflict has arisen for adjusting two competing roles. As a result women are unable to manage their home & entrepreneur.
5. Gender discrimination in wages: - Discrimination practices in the labour market are reflected in the wages of women worker.
6. Inadequate Infrastructure: - New comer do not possesses adequate training capacity which create obstacle to facilitate adequate infrastructure.
7. Finance Problem: - SHGs do not provide sufficient financial assistance to the women for establishing a new business.

### **Conclusion**

The study found that the government & its agency partners have undertaken various measures/initiatives for the effective implementation of the skill development system for women. Skill development has highly impacted women empowerment. It has changed the image of women workforce. The government of India has passed the national policy for 'women empowerment' which aims to ensure overall development of women within the country. They seek to impart skills to women so that they can stand & support for themselves and gain status within society. On the other side, Maharashtra government has launched 'Skill Sakhi' for women empowerment. Their main aim is not only to create employment opportunities for women but also to empower them. They are giving skill training which involves tailoring, embroidery,

knitting, and the making of home decoration items. The missions 'Skill India' & 'Make in India' shall succeed only when the women work hand-in-hand. Skills development is a key to success which improves productivity, employability and earning opportunities. It is the bridge between job and workforce. Today, it is considered as an important and indispensable tool for women empowerment. Indian women face the majority of barriers to accessing skills and productive employment. A large effort is needed to create a skilled workforce for creating an economic prosperity. The aim of skill development, in case of women, is not just simply preparing them for jobs; but also to boost their performance by improving the quality of work in which they are involved.

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## Chapter-5

# The Role and Challenges of Teachers in reference to new education Policy-2020

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### **Abstract**

The success of any education system depends on the quality of teachers, which in turn, depends on the effective teaching/learning process. Teacher's role is of vital significance for the development of society and appropriate changes in the society. Teachers are the more precious asset in the educational world. The teacher must be at the centre of the fundamental reforms in the education system. Teachers actually shape the future of students, so they also build the future of our nation. The teacher is not just an instructor but also a constructor, facilitator and creator. In order to provide students with the prescribed knowledge, skills and moral values, society provided all they needed by teachers. The spirit of higher status for teachers and respect for them and respect for teachers must be revived so that teachers are encouraged to include better people in their profession. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. Is there Because of this good contribution of them, teachers in India are now the most respected members of society and only the most gifted and knowledgeable persons are teachers. The National Educational Policy recognizes and identifies teachers and faculty as the heart of the learning process. The Policy will empower teachers of India and lists out various reforms for their recruitment, continuous professional development, service conditions etc.

**Keywords:** New education Policy. Challenges, Quality, Development

## **Introduction**

New education Policy-2020 is given much priority to quality. The success of any education system or policy depends on the quality of teacher's which in turn, depends on the effective teaching/learning process. Teacher's role is of vital significance for the development of society and appropriate changes in the society. Thus, the quality of higher education depends upon quality of those who impart it. Teachers are the most important components of any educational system. Teachers play most crucial role in the development of the education system as a whole and also in imparting and maintaining the standards of higher education. In the implementation process of New Educational Policy-2020, among the number of stakeholders, Teacher plays a critical role in taking quality education and shaping the future and destiny of a nation.

### **Objective of the study;**

To study the role and challenges of teachers in reference to new education policy-2020

### **Methodology**

This study is completely a theoretical based, the author refers the secondary data only.

### **Analysis:**

Teachers play crucial role in improving the quality of higher education in NEP-2020 in various ways:

1. **Dedication and Commitment:** Dedication and commitment of teachers plays a crucial role in improving the quality of education and shaping the future of Nation.
2. **Imparting Value Based Education:** Value system is more important education. It is said that skills are of less importance in the absence of appropriate value system. Hence teachers should shoulder the responsibility of including the desirable value systems amongst the students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the good values commensurate with social, cultural, economic and environmental realities, at the local, national and international levels. Whatever be the pluralities and diversities that exist in the country, there is ample scope for including the core universal values like truth and righteousness. The seeds of values sown in the early stages of education, mostly aimed at cooperation and mutual understanding, have to be reiterated and re-emphasized at the higher educational institutions, through appropriate learning experiences and opportunities.

New education policy -2020 has given much priority to sustain values in the society. Values are the guiding principles of life, which are conducive to all round

development. The give direction to life and bring joy, satisfaction and peace to life. Imparting value based education was the only aim of the teachers of new education policy. Wisdom knows what to do next, skills knows how to do it and virtue is doing it. Teachers must try to impart knowledge, which leads to wisdom and not merely to training or skill. She should have capability to impart value based education to the students. The purpose is not to produce outstanding students but to produce outstanding citizens of the country.

3. **Motivation:** A teacher should act as a motivational force and should be able to create a learning environment in which students are encouraged to think carefully, rationally and express their thoughts and decide on the situations and difficulties. It is the responsibility of teacher to create a context in which the student's desire and ability to learn can work most effectively. A teacher should act as the role model for the students.
4. **Improve Skills:** Skill development is crucial to the success of students in the job market. Skill development of students, on par with their counterparts elsewhere is an important aspect of enhancement of quality of higher education. After new economic reforms, the need to develop skilled human resources of a high calibre is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore , preparing the students to achieve core competencies, to face the global requirements successfully is very important. This requires that the teachers should be innovative, creative and entrepreneurial in their approach, to ensure skill development amongst the students. By various means such as establishment of collaborations with industries, social organizations, networking with the neighbourhood agencies/bodies and fostering a closer relationship between the "world of skilled work" and the "world of competent-learning", it is possible to develop required skills.
5. **Impact of Calibre:** It has been revealed by many research studies that the calibre of teachers has tremendous impact on the caliber of the students. Hence, a teacher, who is a permanent learner has to update the subject knowledge continuously and should be aware of latest development in their subject.
6. **Optimum use of Resources** Efficient use of resources helps to produce uniquely educated, highly satisfied and employable graduates. Motivated teachers can enrich their teaching with resources and co-curricular activities. Use of ICTs in teaching-learning process makes the lecture effective and improves the quality of teaching. Continuous updating of teaching methods and use of innovative teaching methods help to improve the quality of teaching.

7. Curriculum Design: The quality of higher education can be enhanced by designing need based curriculum, keeping in view the demands in the employment sector at national and international level.
8. Priority to academic Research; . Special Attention to Research Promotion of research is crucial for improving the quality of higher education system. It is one of the factors, which influences the quality of teaching. Educational research must be strengthened as an instrument for improving educational quality and results of such research must be communicated to teachers in a better way.
9. Creative or Innovative thinking; Lateral thinking is solving problems through approach, using reasoning an indirect and creative that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step-by-step logic. Teacher should take initiative to nurture and nourish the students to develop lateral thinking.
10. Professional Development: Teachers are the most important components of the higher education system. Academic development of teachers is crucial and necessary for the success of the higher education system because teachers are the prime movers and catalysts for all round development of students. Teachers play a significant role not only in improving the quality of higher education but also maintaining it; the professional competency of teachers has to be of such a high level so as to impart quality knowledge to the students. This would call the continuous upgrading of the professional development of the teachers, which is key guarantee of quality education. High quality in service training and professional development within the profession in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching. Teachers need continuous self-development to generate knowledge that goes to contribute towards inculcating high professional competency among students.

Development of teachers depends on many factors. It is closely linked with- The quality of research- Participation in national and international seminars- Faculty exchange programs- Up gradation of qualifications- Exposure to recent developments- Writing of books and papers- Collaborating with fellow researchers in other higher education institute. These activities help to impart quality education to students.

11. Professional Ethics: Professional ethics of teachers is an important issue. The complex task of teaching and many other responsibilities shouldered by teachers underline the questions related to the responsibilities and duties of teachers. This has also been reflected in a growing discussion on professional ethics among teachers. Promotion of professional ethics also helps to fight against corruption.

12. **Quality Awareness and Self Evaluation:** Ability to improve the quality of education is the ability to reflect on their own teaching, critically examine the methods used and looking for alternative ways of teaching. To create increased quality awareness and help teachers to improve their teaching methodology and skills may be of crucial importance to improve quality in education. One major way of doing this is to systematically evaluate the own teaching and its results. Evaluation helps to improve their own work. This also helps to discuss about newer effective methods to use in the teaching and to discuss about the choice of the best teaching methods.
13. **Professional Freedom:** Professional freedom of the teacher is of crucial importance in developing quality in education. Professional freedom does not mean that the teacher can do whatever he likes, but that the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal learning situation. There has to be a general thrust in the creativity of the teacher. Authorities can give suggestions to teachers regarding the use of newer teaching methods through service training, professional development programs and other means. But authority should not dictate about method to be used by teacher. The teacher should enjoy academic freedom in the discharge of professional duties.
14. **Holistic approach:** A teacher plays a crucial and demanding role in the process of students learning by creating a context in which the students' desire and ability to learn can work most effectively. The task of the teacher in the higher education system involve the creation of a learning environment in which students are encouraged to think carefully, rationally and to express their thoughts and to decide on the situations and difficulties they wish to confront and resolve. The teacher helps students to achieve their own aims and adopt notion that underlines the higher education. Therefore, the quality of performance of the teachers is of paramount importance.

### **Teachers are the Key stakeholders in the Implementation of NEP 2020**

- a) NEP recommends restructuring of the entire education domain of India. It talks about foundational literacy and numeracy and skill education to transform India to face 21st century challenges. The success of any education policy rests upon the belief and efforts of its' fraternity.
- b) Educators must understand and embrace the concepts of integrated and multidisciplinary approaches and the need for development of 21st century skills. Multidisciplinary and
- c) holistic learning is an innovative medium through which the teachers can learn sciences, technologies, mathematics with liberal arts, humanities, languages, social sciences, professional skills, vocational skills, ethics, morality, human values and so on at the same time. It aims at overall development which means now teachers can have knowledge or mastery across fields through access to



information and communication technology, teacher trainings and other facilities at the higher education institutes and newly introduced MERUs (Multidisciplinary Education and Research Universities).

### **Challenges to Teachers in View of NEP 2020**

1. The National Education Policy 2020 aims at building a global best education system rooted in Indian ethos, thereby transforming India into a global knowledge superpower.
2. In collaboration with parents and other key local stakeholders, teachers will be more involved in the governance of schools/ school complexes, including as members of the School Management Committees/School Complex Management Committees.
3. To help ensure that schools have positive learning environments, the role expectations of principals and teachers will explicitly include developing a caring and inclusive culture at their schools, for more effective learning for all, and for the benefit of all in their communities.
4. Teachers will be given more autonomy in choosing finer aspects of pedagogy, so that they may teach in the manner that they find most effective for the students in their classrooms and communities. Teachers will focus on socio-emotional learning, which is a critical factor in any student's holistic development. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms.
5. Teachers will be given constant opportunities for self-improvement and to learn the latest innovations and advances in their profession. To ensure that every teacher has the flexibility to optimize their own development as teachers, a modular approach to continuous teacher development will be adopted. Developmental opportunities, in the form of local, state, national, and international teaching, and subject workshops, as well as online teacher development modules, will be available to all teachers so that each teacher may choose what is most useful for their own development.
6. A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs). These measures will help us in developing best teachers and emerge as global leaders.
7. Through the NEP, there will be an evident transition wherein the transitional classrooms and the teaching-learning process will now emphasis on conceptual development and not a transaction, experiential learning in real-world contexts and

an enabler for developing essential ethos and values in the digital age. The teachers are envisioned to educate and empower the country.

8. To prevent the large amounts of time spent currently by teachers on non-teaching activities, teachers will not be engaged any longer in work that is not directly related to teaching in particular, teachers will not be involved in electioneering, cooking of midday meals, and other strenuous administrative tasks, so that they may fully concentrate on their teaching-learning duties.

## Conclusion

Education without vision is fruitless and education without value is meaningless. The inculcation of values and promotion of values in educational system is a need of the hour to make all the possible attempts to inculcate value – oriented education in the centres of learning. The teachers' participation with vision to make education meaningful and valuable will contribute to the overall development of the system of higher education of the country as a whole. Thus, teachers play critical role in taking quality education and in shaping the future and destiny of a nation. Teachers teach the ways of life, channelize youth power and mould their character. In a real sense, the teachers are the backbone of the nation.

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## Chapter-6

# The Role of NEP in Enhancing Students' Psychological Resilience and Well-being

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### Abstract

The New Education Policy (NEP) indeed represents a significant shift towards recognizing the holistic development and mental well-being of students as integral components of education. Mental health is a fundamental aspect of overall health and well-being, as recognized by the World Health Organization. It encompasses not just the absence of mental disorders but also the ability to realize one's abilities, cope with life's stresses, work productively, and contribute to the community. Mental health is closely linked to physical health and has a profound impact on individual, family, and societal functioning. It is essential for individuals to fully engage with their families, workplaces, communities, and peers, and it plays a crucial role in societal well-being and productivity. The "No Health without Mental Health" policy further defines mental health as a positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities, and the environment. These definitions underscore the integral role of mental health in overall health and well-being.

Inclusivity in classrooms is emphasized, with attention to socio-economic backgrounds and the specific needs of marginalized groups such as the girl child and queer individuals. Policy recommendations for NEP 2020 include integrating psychologists into schools, accommodating diverse identities in classrooms, sensitizing teachers and students to health conditions and trauma, ensuring accessibility for students with disabilities, and providing essential facilities such as clean toilets and sanitary resources for girls. These measures aim to create a supportive and inclusive learning environment that promotes the overall well-being of all students.

**Keywords:** The National Education Policy, Mental Health, Emotional Health

## **Introduction**

The National Education Policy 2020 (NEP) is a comprehensive vision for transforming the education system in India. It emphasizes the development of cognitive, social, and emotional skills in students, along with a focus on universalizing pre-primary education and foundational literacy/numeracy by 2025. NEP 2020 aims to ensure quality education for all through reforms in curriculum, pedagogy, assessment systems, teacher training, and regulatory frameworks. In school education, NEP 2020 advocates for a 5+3+3+4 design covering children aged 3-18 years, reducing curriculum load to essential content, and integrating technology. It proposes the formation of school complexes to address operational challenges in small schools. The policy highlights the importance of quality education in fostering empowered learners and creating a just society.

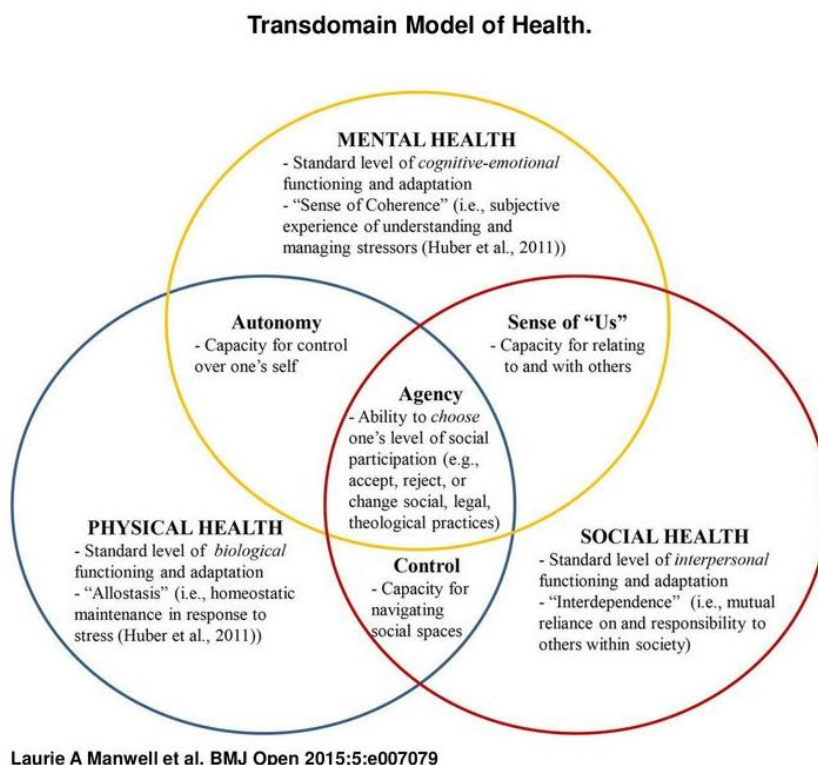
In higher education, NEP 2020 promotes multidisciplinary education, institutional autonomy, quality research, teacher professional development, technology integration, internationalization, and restructuring of governance and regulatory frameworks. It envisions India as a global hub of skilled manpower by 2047 through collective efforts of various stakeholders. Overall, NEP 2020 aims to align education with the goals of 21st-century learning while preserving India's cultural heritage, ultimately contributing to the nation's sustainable development and global competitiveness.

## **Mental Health**

Mental health is a fundamental aspect of overall health and well-being, as recognized by the World Health Organization. It encompasses not just the absence of mental disorders but also the ability to realize one's abilities, cope with life's stresses, work productively, and contribute to the community. Mental health is closely linked to physical health and has a profound impact on individual, family, and societal functioning. It is essential for individuals to fully engage with their families, workplaces, communities, and peers, and it plays a crucial role in societal well-being and productivity.

In essence, a trans-domain model of health integrates the three domains of health—physical, mental, and social—each defined by a standard of functioning and adaptation. It emphasizes the dynamic interactions between these domains. Mental health is a crucial aspect of overall well-being, encompassing emotional, psychological, and social dimensions. According to various sources, including the World Health Organization (WHO), mental health is characterized by a state of well-being where individuals can realize their abilities, cope with life's stresses, work productively, and contribute to their communities. It involves the ability to adapt and self-manage, affects

how we think, feel, and act, and influences our relationships, stress management, and decision-making throughout life stages.



## The major domains of the human wellbeing

The "No Health without Mental Health" policy further defines mental health as a positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities, and the environment. These definitions underscore the integral role of mental health in overall health and well-being. Indeed, mental health is multifaceted and can be defined in various ways. One perspective, as noted by Sartorius (2002), views mental health as encompassing the absence of disease, the ability to perform all functions optimally, and achieving a state of balance within oneself and with one's environment. According to the Society for Health Education and Promotion Specialists (SHEPS, 1997), mental health involves feeling positive about oneself and others, experiencing joy and love. This perspective acknowledges the emotional and social dimensions of mental well-being.

Moreover, mental health, much like mental illness, is influenced by a range of factors including biological, social, psychological, and environmental elements. The Mental Health Foundation (MHF, 2008) highlights the significance of how individuals perceive and feel about themselves and their lives. Mental health impacts an individual's ability to cope and navigate through challenging circumstances. These definitions collectively underscore the holistic nature of mental health and its profound influence on overall well-being. Absolutely, mental health and emotional well-being are closely

intertwined and are essential components of overall health and well-being. They are often used interchangeably to describe a state of optimal psychological functioning. Well-being, as defined by Huppert (2009), encompasses both feeling good and functioning well. This includes experiencing positive emotions such as happiness and contentment, developing one's potential, having a sense of control over one's life, finding purpose, and nurturing positive relationships. Individuals with high levels of well-being tend to excel in various aspects of life, including their professional and personal endeavors.

Research by scholars like Diener (2012), Huppert (2013), and Oishi et al. (2007) has linked well-being to success in different areas such as productivity in the workplace, effective learning, creativity, prosocial behaviors, and fostering positive relationships. This underscores the importance of nurturing mental health and emotional well-being not only for individual fulfillment but also for societal prosperity and harmony.

Emotional well-being refers to a state of feeling good, experiencing happiness, and having positive emotions such as love, joy, or compassion. It entails being generally satisfied with life. On the other hand, spiritual well-being can encompass feelings of connection to a higher power, a sense of meaning or purpose, or experiences of peace or transcendence.

According to Well Being Victoria (2021), the World Health Organization views "wellbeing" as a resource for healthy living, a positive state of health that goes beyond the absence of illness, and enables individuals to function well in psychological, physical, emotional, and social aspects of life. In essence, wellbeing empowers people to develop their potential, work productively and creatively, form positive relationships, and contribute meaningfully to their community (Foresight Mental Capital and Wellbeing Project, 2008).

Wellbeing is multifaceted, comprising components such as mental, psychological, social, emotional, and spiritual dimensions. Individuals with a positive experience of life typically exhibit feelings of happiness, contentment, enjoyment, curiosity, and engagement with their community. This holistic understanding of wellbeing underscores its importance for overall health and fulfillment.

### **The major domains of the human wellbeing**

According to the World Health Organization (WHO, 2015), mental health is defined as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." This definition emphasizes various aspects of mental well-being, including self-awareness, resilience, productivity, and social engagement.



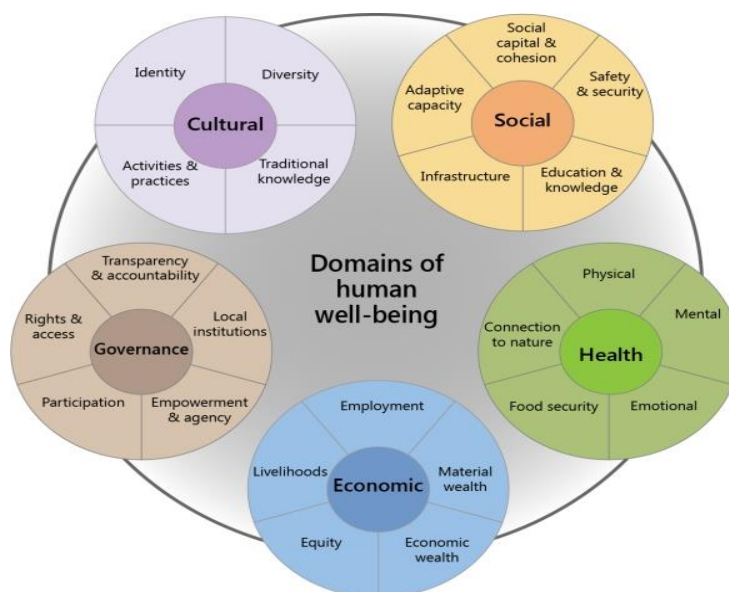
**Figure- 2: The Components of Well Being for exploring and maintaining positive relationships, having some control over one's life and having a sense of purpose, self-esteem and self-confidence.**  
(After Dreamstime.com, 2022)

Emotional well-being, on the other hand, pertains to the emotional quality of an individual's experiences. It involves feeling good, experiencing happiness, and having positive emotions such as love, joy, or compassion. Emotional well-being is influenced by a multitude of factors, including psychological, demographic, economic, and situational aspects.

It's important to note that wellbeing is multidimensional, encompassing various domains such as psychological, social, emotional, and even spiritual dimensions. Well-being in childhood has been shown to predict future well-being in adulthood (Richard & Huppert, 2011), highlighting its long-term implications.

Furthermore, a comprehensive measure of well-being must take into account all major components and cannot be reduced to a single indicator such as income, life satisfaction, or happiness (Ruggeri et al., 2020). While positive emotions contribute to psychological well-being, extreme or prolonged negative emotions can compromise overall well-being and hinder daily functioning (Huppert, 2009).





Domains of Human well being

**Psychologists** play crucial roles in the implementation of the National Education Policy 2020 (NEP). They contribute by:

1. Providing guidance and support to resolve specific learning difficulties faced by students.
2. Developing intervention programs based on psychological theories and research to address practical problems in teaching and learning.
3. Evaluating the effectiveness of educational interventions and policies using social science research methods.
4. Conducting psychological research to identify students' unique capacities and recommending appropriate learning programs.
5. Advocating for positive changes in educational settings in alignment with the goals of NEP.
6. Motivating students to overcome conflicts and achieve their educational goals.
7. Training students in life skills essential for navigating various challenges in life, thereby enhancing their overall well-being and success.

Psychologists play a vital role in fostering a conducive learning environment that promotes holistic development and equips students with the necessary skills to thrive in the 21st century.

### **Psychological impact on students:**

1. **Academic Pressure:** Time Management: College often introduces students to a higher level of academic rigor, requiring them to manage their time effectively to juggle coursework, extracurricular activities, and personal commitments.

**Support Services:** Colleges can offer workshops or counseling services focused on time management and study skills to help students develop effective strategies for academic success.

**Faculty Support:** Encouraging open communication between students and faculty can provide students with the support they need to navigate challenging coursework and assignments.

**2. Depression: Awareness and Education:** Increasing awareness about depression symptoms and destigmatizing discussions around mental health can encourage students to seek help when needed.

**Counseling Services:** Providing access to confidential counseling services on campus allows students to receive support and guidance from trained professionals.

**Peer Support Groups:** Establishing peer support groups or student-led initiatives focused on mental health can create a sense of community and reduce feelings of isolation among students struggling with depression.

**3. Anxiety: Stress Management Programs:** Colleges can offer stress management programs or workshops that teach students effective coping strategies, such as mindfulness, deep breathing exercises, and time management techniques.

**Campus Wellness Resources:** Promoting campus wellness resources, such as fitness centers, counseling services, and recreational activities, can encourage students to prioritize selfcare and stress reduction.

**Academic Support Centers:** Providing academic support centers where students can receive tutoring, academic advising, and study skills assistance can help alleviate anxiety related to academic performance.

**4. Eating Disorders: Nutrition Education:** Offering nutrition education programs or workshops that focus on healthy eating habits and positive body image can empower students to make informed choices about their diet and overall wellbeing.

**Counseling and Support Groups:** Providing individual counseling and support groups for students struggling with eating disorders can offer a safe space for them to share their experiences and receive support from peers and professionals.

**Campus Dining Options:** Offering a variety of nutritious and culturally diverse dining options on campus can promote healthy eating habits and discourage restrictive or disordered eating behaviors.

**5. Sleep Deprivation: Sleep Hygiene Education:** Educating students about the importance of sleep hygiene and establishing healthy sleep habits, such as maintaining

a consistent sleep schedule and creating a relaxing bedtime routine, can improve sleep quality.

**Stress Reduction Strategies:** Teaching students stress reduction techniques, such as mindfulness meditation, progressive muscle relaxation, and journaling, can help alleviate sleep disturbances caused by stress and anxiety.

**Creating a Sleep Friendly Environment:** Implementing policies and practices that promote a sleep friendly environment in student housing, such as quiet hours, comfortable bedding, and dim lighting, can support students in getting adequate rest.

**6. Suicidal Thoughts:** Crisis Intervention Services: Offering 24/7 crisis intervention services, such as hotlines or chat support, can provide immediate assistance to students experiencing suicidal thoughts or emotional distress.

**Suicide Prevention Training:** Providing suicide prevention training for faculty, staff, and students equips them with the knowledge and skills to recognize warning signs and intervene effectively.

**Peer Support Networks:** Establishing peer support networks or buddy systems where students can connect with trained peer counselors or mentors can offer additional support and encouragement to those struggling with suicidal ideation.

**7. Addiction:** Digital Wellness Programs: Implementing digital wellness programs or initiatives that promote healthy technology use and provide resources for managing digital addiction can support students in maintaining a balanced lifestyle.

**Counseling and Support Services:** Offering counseling and support services for students struggling with addiction, whether it's related to social media, gaming, or substance abuse, allows them to receive personalized guidance and treatment.

**Promoting Alternative Activities:** Encouraging students to engage in alternative activities, such as outdoor recreation, arts and crafts, or volunteering, can help reduce reliance on addictive behaviors and foster a sense of fulfillment and connection.

**8. Social Pressure:** Diversity and Inclusion Programs: Implementing diversity and inclusion programs that promote acceptance, respect, and understanding of different backgrounds, cultures, and identities can create a more inclusive and supportive campus environment.

**Peer Education Initiatives:** Empowering students to become peer educators or advocates for diversity and inclusion can promote open dialogue, challenge stereotypes, and create a sense of belonging for all students.

Creating Safe Spaces: Designating safe spaces on campus where students can express themselves freely, seek support, and engage in meaningful dialogue fosters a sense of community and belonging among students from diverse backgrounds.

## Conclusion

The New Education Policy (NEP) marks a significant shift towards holistic development and mental well-being of students. Recognizing that education is not merely about imparting information but also about nurturing the body and mind to their fullest potential, the NEP emphasizes the importance of addressing students' mental health needs. This entails active involvement and participation of schools at various levels, from state to block.

School counseling is highlighted as a crucial aspect of promoting not only intellectual but also personal and psychological development. Given the vulnerability of children, especially during puberty, creating an atmosphere of understanding and openness is essential for their mental fitness. Psychological problems among students, such as gadget addiction, depression, anxiety, and relationship issues, are on the rise, necessitating the presence of qualified counselors within schools.

Providing mental health services within school premises ensures easy access to help for students in a safe and comfortable environment. It's crucial to prioritize students' needs as human beings first and foremost, acknowledging their daily struggles with emotions, insecurities, and anxieties. Qualified counsellors play a vital role in understanding students' problems and guiding them towards rational solutions, equipping them with tools to navigate challenges both in school and beyond.

Inclusivity in classrooms is emphasized, with attention to socio-economic backgrounds and the specific needs of marginalized groups such as the girl child and queer individuals. Policy recommendations for NEP 2020 include integrating psychologists into schools, accommodating diverse identities in classrooms, sensitizing teachers and students to health conditions and trauma, ensuring accessibility for students with disabilities, and providing essential facilities such as clean toilets and sanitary resources for girls. These measures aim to create a supportive and inclusive learning environment that promotes the overall well-being of all students.

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## Chapter-7

# National Education Policy 2020: Emphasis on Integration of Mental Health and Education – A Review

Dr. K. Uma Rani

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### Abstract

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. The New Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities – both the ‘foundational capacities’ of literacy and numeracy and ‘higher order’ cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. The entire education system is currently being reconfigured to support and foster learning, in order to achieve the critical targets and goals of the 2030 Agenda for Sustainable Development.

In addition, there is an increase in demand for humanities and art to meet the local and global need of the country, as India moves towards becoming a developed country as well as among the three largest economies in the world imposing a heightened need for multidisciplinary learning. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. Today's educational system is dynamic and highly complex. There is no single learning approach that works for everyone. For this reason, psychologists specializing in the field of education are focused on identifying and studying learning methods to better understand how people absorb and retain new information.

**Keywords:** National Educational policy 2020, mental health, holistic education

## **Introduction**

The National Education Policy (NEP), 2020 envisions the ‘aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills’ such as communication, cooperation, team work and resilience. It puts forth that learning that nurtures the development of such competencies among students would enable building character in them. Mental health and well-being of students provide the foundational base for imparting holistic development and nurture in student’s qualities/life skills that assist them in their growth, self-preservation, and sustainable development.

### **National educational policy 2020 and mental health:**

NEP 2020 has addressed physical and mental health issues by promoting community involvement in the school system and well-trained social workers and counselors. Psychologists working in this subfield examine how people learn in a variety of settings to identify approaches and strategies to make learning more effective. The National Education Policy (NEP) 2020 emphasizes the strengthening of mental health as an important aspect in school education and promotes education that inculcates and supports the development of such skills in students which will help them attain positive mental health and emotional well-being.

Schools are an important setting for not only imparting knowledge about different disciplines and facilitating cognitive development in students but also equipping them with such knowledge, skills, and competencies that will nurture their mental and emotional well-being. Among school-going students, a state of well-being facilitates them to deal with everyday stressors and challenges such as peer pressure, bullying, discrimination, stress and anxiety related to academic aspects etc.

Mental health has long been a neglected aspect of public health and school education in India. Stigma, lack of awareness, and limited access to mental health services have contributed to a significant mental health crisis in the country. Health and education are strongly interconnected. While healthy individuals are more likely to have better education outcomes, right education can improve the health status of a household. The recently released National Education Policy 2020 (NEP) proposes to bring a paradigm shift in Indian education. In doing so, it recognizes the need for proper nourishment and good health to aid optimal learning, and proposes certain health-related interventions.

It is important to understand that mental well-being is interlinked with all aspects of health — physical, social, emotional and any compromise in one aspect necessarily has an impact on all other. NEP 2020 states “Children are unable to learn optimally when they are undernourished or unwell. Hence, the nutrition and health (including mental health) need to be addressed through healthy meals and the

introduction of well-trained social workers, counselors, and community involvement into the schooling system". World Health Organization (WHO) European Ministerial Conference on Mental Health in 2005 endorsed the statement "No health without mental health". Endorsement of this statement reiterates that the role of mental health is intrinsic and indispensable. Mental health is a state of well-being in which a person is able to cope with the stresses of daily life, continues to be productive and contributes to their community.

### **Integration of mental health with sports:**

The National Education Policy 2020 of India recognizes the importance of mental health in the overall well-being and development of students and emphasizes the need for a holistic approach to education that includes attention to mental health. The policy states that mental health and emotional well-being are critical components of holistic development, and schools should ensure that they are integrated into the curriculum. "The development of capacities that promote student wellness such as fitness, good health, psycho-social well-being and sound ethical grounding are also critical for high-quality learning" (NEP-2020). Multi disciplinarily and holistic education are part of the key principles of the NEP. Along with subjects like the sciences and social sciences, the curriculum must contain courses that make education well-rounded, useful and fulfilling, including games, sports and fitness.

At the school level, the NEP proposes sports-integration, or utilizing physical activities in pedagogical practices, to increase the students' cognitive abilities, while promoting their physical and psychological well-being. Sports-integrated learning will help students achieve fitness levels envisaged in the Fit India movement, and adopt fitness as a lifelong attitude. It will also develop their skills like collaboration, self-initiative, teamwork and responsibility.

The NEP also proposes other ways to increase school students' exposure to sports and other activities. It offers increased flexibility and choice of subjects, allowing students to choose physical education as part of the curriculum. The Policy also proposes 'bagless' days to allow students to engage in local vocational and other activities, such as sports and gardening. The NEP further encourages formation of clubs, including for sports, yoga, health and well-being, at the levels of schools, school complexes, districts and beyond.

Higher education institutions will also have departments in subjects like sports, art and music, to provide a multidisciplinary and stimulating environment. Credits will be given for such subjects in undergraduate programmes. For adult education; the policy proposes development of an education curriculum framework. Along with basic literacy, numeracy and education, the framework will include critical life skills



(including healthcare and awareness, childcare and education, and family welfare); and continuing education (including sports and recreation).

### **Healthy learning environments:**

The NEP proposes some other measures for promoting physical and mental health. This includes regular health check-ups in schools, especially for 100% immunization, and health monitoring through health cards. Health check-ups and growth monitoring under Anganwadi system will be extended to Preparatory Class students. The NEP also recommends reducing the weight of school bags and textbooks. For mental and emotional health of children, the NEP proposes introduction of social workers, counselors and community involvement into the schooling system. For implementation of some of these reforms, the NEP proposes the concept of school complexes, which will involve sharing of resources like teachers, counselors and sports equipment and facilities.

### **Health education in NEP:**

Noting the importance of health education in Educational Institutions, the NEP includes health and nutrition, physical education, fitness, wellness, sports, sanitation and hygiene as some of the key subjects, skills and capacities that must be learned by everyone. Accordingly, the NEP proposes the inclusion of training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid, and detrimental effects of alcohol, tobacco and other drugs, as part of the school curriculum. Considering the increasing prevalence of non-communicable diseases and intake of poor diets, this is an important reform that may lead to behavior change towards healthier habits.

### **Addressing critical health challenges:**

Taking a forward-looking approach, the NEP highlights the need to develop an education system that enables India to address its key challenges, including in health. This will require high-quality studies in science, social sciences and humanities, interdisciplinary research, and other advancements in the education system. India should also focus on cutting-edge areas, such as artificial intelligence, big data and genomic studies. These studies can have important applications in critical areas, including health.

The NEP further notes the need to improve professional education in certain fields, including agriculture and healthcare. Agriculture education should be able to develop professionals who can address issues such as food sufficiency and declining land productivity. Healthcare education should be re-envisioned to make the programmes more useful, and to focus on preventive healthcare and community medicine.

Although providing a healthy environment to a child can include other aspects, the NEP takes a step towards integrating education and health to enable children to learn and grow as healthy individuals. Being a policy document, it merely provides a framework, leaving a lot to implementation. While implementation can be challenging, it can go a long way in improving both education and health of the children of our country.

### **More holistic and multidisciplinary education:**

The NEP 2020 claims that, a holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field. The NEP 2020 envisions one large multidisciplinary Higher Education Institution (HEI) in or near every district, by 2030. Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education.

As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

### **Conclusion**

The goal of India's NEP 2020 is to reach a Gross Enrollment Ratio (GER) of 50 per cent by 2035. In this situation, the University Grants Commission's 2018 proposal to establish a 'Students Counseling System' with teachers serving as counsellors may not be sufficient to manage students' rising quantity and complex mental health requirements. In short, specialists are needed for a grass-roots level implementation. In conclusion, mental health problems are common among college students and can have long-term detrimental effects on one's personal, social, academic, and professional outcomes if not appropriately addressed. As more students join higher education institutions, this is a top public health issue for India. The best course of action is to provide structured, evidence-based mental health services in all higher education institutions across the country, including the ones in tier 2 and 3 cities. One also needs to add punishments in the NEP for institutions that fail to adhere to the minimum mental health infrastructure required and introduce workshops and training sessions for parents and teachers to increase awareness regarding mental health.

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## Chapter-8

# Prospects of vocational courses in Indian academics

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### Introduction

Over the past decade, vocational education and training (VET) in India has garnered significant attention from various stakeholders. Countries and international organizations involved in foreign aid and economic development have been actively working in the field to promote skill development through various means and initiatives (Cabral, 2019). Concurrently, the Indian government has demonstrated significant enthusiasm for enhancing skills through formal vocational education and training (VET) (Cabral, 2019) to harness the immense potential of a youthful and continuously expanding population. The government advocates for the continued expansion of an economy that has demonstrated remarkable growth rates following liberalization in the 1990s. However, despite being frequently hailed as one of the most promising countries among the five major emerging economies in terms of economic growth, India faces significant challenges in addressing poverty, infrastructure, and education. On the one hand, India's young and rising population has the potential to drive progress and prosperity, but it may also pose a threat to economic and societal cohesiveness if the country fails to skill its labor force and give chances for respectable work. Every year, around 12-13 million young people leave school to pursue vocational education, training, or employment (Pilz, 2021). However, whereas 59% of the population is between the ages of 15 and 54, a skilled worker shortage is obvious (Cabral, 2019). A significant investment in formal vocational training and education is thought to be necessary to address the problem of 'skilling' a large portion of the population (Cabral, 2019), but the system does not meet the needs of either employers or students, is of poor quality (Zickafoose, 2024), and has serious quantitative issues (Pilz, 2021). Starting in 2004, the Government of India (GoI) has undertaken various steps to reform the formal VET sector, addressing both quantitative and qualitative difficulties. Although a skill development policy was implemented in 2009, efforts to improve the system failed

to meet the government's goal of increasing the percentage of skilled personnel from 2% in 2007 to 50% by 2022 (Zickafoose, 2024). Currently, less than 3% of the population has formal VET.

## **Formal Education and Training in India**

The Indian education and training system incorporates various stakeholders and institutions. Currently, India has 1.5 million schools with about 260 million students (Bremner, 2023). In 2009, the Government of India established the Right of Children to Free and Compulsory Education Act (RTE), which guarantees free education to all children aged 6 to 14. Major improvements were made since 1990s, in which India's average years of schooling remain 6.5 years, significantly lower than in other emerging economies such as China (Bremner, 2023). The RTE covers elementary education up to grade 8, whereas secondary education may include school-based VET held within institutes (Cabral, 2019). However, despite the fact that education and training are clearly on the government's agenda, progress is slow or stalled (Bremner, 2023). There are significant differences between rural and urban regions as well as among federal states. There are significant issues with basic numeracy and literacy skills. Because of the problems indicated for public schools, parents who can afford tuition fees send their children to private schools, which account for 31% of the total (Vincent, 2023). 903 universities and 39,050 colleges offer academic degrees, with an additional 10,011 institutions offering non-academic diplomas. One-fourth (25.8%) of India's relevant age group (18-23) is enrolled in higher education. Academic degree-granting courses are obviously preferred in Indian society (Vincent, 2023).

## **Governance in Education and Training**

In the Indian education and training system, there is a clear separation between vocational education and vocational training. Vocational education is a component of the higher education system, with vocational courses beginning in secondary or upper secondary school and colleges offering vocational certificates. A further distinction is drawn between technical and vocational education, with polytechnic colleges providing the former. The division of education and training also includes a distinct separation of responsibility among government agencies. At the national level, vocational education is overseen by the Ministry of Education (MoE), followed by the All India Council for Technical Education (AICTE), which manages the many vocational education institutes (Abdullah, 2021). The AICTE focuses on quality assurance, planning, and regulation of technical education standards. These include institute recognition and accreditation, as well as college curriculum and syllabus development (Vincent, 2023). Similar authorities oversee vocational education at the state level, with departments labelled differently by state. The MSDE1 is responsible for vocational training, as are a number of other authorities and bodies at the national and

state levels. The Directorate General of Training is the MSDE's primary authority for vocational training at the national level, directly administering central institutes such as the Advanced Training Institute (ATI) and presiding over the National Council for Vocational Training (NCVT) (Abdullah, 2021). Both agencies are in charge of learning content and curriculum. At the state level, officials oversee the day-to-day operation of institutions in accordance with national principles. The states are in charge of implementing quality improvement and assurance programs, administering examinations, and distributing additional teacher training (Abdullah, 2021). The complexity of educational governance in India is exacerbated by a huge number of additional ministries that are involved in vocational training programs and initiatives in one way or another, often ineffectively, through parallel schemes.

### **Vocational Education and Training**

Vocational training can begin in grade 9 and continue through post-secondary education, depending on the course type and level (International Centre for Technical and Vocational Education and Training (Unni, 2016). It does not refer to higher education, but rather to certificate-level training in a variety of artisan skills. Entry criteria vary by course. However, all courses require satisfactory completion of grade 8, with the exception of those schemes aimed at the informal sector (Unni, 2016). There are two major systems for apprenticeship training: the Craftsman Training Scheme (CTS) and the Apprentices Act (Bremner, 2023)

### **The Craftsman Training Scheme**

The most prominent scheme in terms of the number of seats for industrial trade training is the CTS, which was launched by the GoI in 1950 (Bremner, 2023). Courses are offered at public or private Industrial Training Institutes (ITI), with training lasting 6-24 months depending on the occupation and course. There are currently 13,912 ITIs with a total capacity of approximately 2,960,000 seats (Agrawal, 2017). There are 11,751 privately sponsored and operated ITIs (Schneider,2023), the majority of which are accredited by the NCVT (Bremner, 2023). Courses include 126 jobs, with 73 classified as technical and 48 as non-technical. The CTS program prioritizes practical education, accounting for 70% of overall training. Entrance requirements vary per occupation, ranging from successful completion of grade 8 to grade 12. Students who pass the exam at the end of the course may get a National Trade Certificate from the NCVT (Schneider,2023). Teachers at ITIs get one-year training under the Crafts Instructor Training Scheme (CITS) at 12 ATIs as well as additional NCVT-affiliated ITIs and training centers (Bremner, 2023). While the number of ITIs has expanded in recent years, there are still insufficient seats to match the need for skill training. Both public and private ITIs have significant hurdles in terms of teacher certification and provision, equipment, learning content, and curriculum design (Schneider,2023). These problems



lead to overall low training quality and a lack of employability among students (Bremner, 2023).

### **Apprenticeship Training**

The Apprentices Act provides for apprenticeship training through several systems. It employs a dual training strategy, combining institutional and workplace training. The Apprenticeship Training Scheme (ATS) provides training in a variety of crafts and enterprises, including government-designated vocations and 'optional trades' offered by employers under specified conditions (Brown,2023). The initiative, launched in 1961 under the Apprentices Act, was designed to satisfy business demands and structure informal instruction according to specific norms. The primary purpose was to engage employers in VET and use industrial workplace settings for practical training, as institutional training was deemed insufficient to produce the full range of practical skills required (Brown,2023). The legal regulations for apprenticeship training have been updated several times to ensure that the program meets the needs of stakeholders (Schneider,2023), with the most recent amendment taking place in 2014. Students can attend the programme at the age of 14 or after successfully completing classes 8-12, depending on the type of instruction provided (Agrawal, 2017). Schemes address two distinct types of apprentices:

### **Polytechnic Colleges**

Polytechnic colleges provide formal technical vocational education leading to a diploma, and they play an important role in Indian vocational education being the largest set of institutions after ITIs. They are located in the upper and post-secondary sectors and provide tertiary vocational education (Ogema,2021) as well as diploma programs on a variety of subjects. As part of the higher education sector, they are supervised by the Ministry of Education and recognized by the AICTE. State Departments of Technical Education (Ogema,2021) administer final exams and issue diplomas (Schneider,2023). Diploma holders are often hired for shop-floor positions due to their practical and theoretical job-related skills (Bremner, 2023), which are essential for supervisory roles. Courses are available full- or part-time, and entrance requires completion of grades 10-12 (Billett,2022) or a lower secondary vocational education program (Mehrotra, 2016), depending on the type of course. Diploma programmes typically last three years, however some may last four, and post- and advanced diplomas last one or two years. The AICTE currently recognizes 3,239 polytechnic colleges (Mehrotra, 2016), with over 70% being private or primarily private with government financing. There are also private universities that are not AICTE-accredited and frequently have severe difficulties with educational quality, as well as excessive tuition rates. They have no quantitative importance to the system (Billett,2022).

## **Policies and Initiatives—Skill Agenda for the Better.**

The liberalisation of the economy in the 1990s resulted in the growth of new sectors such as the service and information technology industries, while manufacturing and engineering lost importance, shifting the demand for skilled workers from traditional trades to new occupational qualifications (Mahajan, 2019 ). The traditional vocational training system primarily focused on conventional trades and isolated skill sets (Billett,2022). It became clear that the government needed to take action to address the country's qualitative and quantitative issues. The Government of India began developing measures to modernize formal VET in 2006, partly in collaboration with the private sector, which resulted in the implementation of the first National Policy on Skill Development in 2009 (Mehrotra, 2016), with VET being regarded as an essential area during the Eleventh Plan's five-year development period. The first National Policy on Skill Development was followed by various initiatives and programmes such as the National Skills Qualification Framework (NSQF), the Apprentices Amendment Act, and the establishment of the MSDE, which took over the responsibilities of the former Ministry of Labour and Employment. The initial policy was reissued in 2015 as the National Policy on Skill Development and Entrepreneurship (Billett,2022), as part of the Skill India Initiative. Skill India includes many plans and programmes with the goal of training 400 million people by 2022 (Mehrotra, 2016), which is a little reduction from the previous goal of 500 million. The following section examines a few projects that are part of the government's skills development policies.

### **Fostering Private–Public Partnerships**

Within the goal of significantly increasing the share of formally skilled workers in a short period of time (Seeber,2022), a key goal of the first skill agenda was to enhance private sector participation in formal VET. To that end, the NSDC, a public-private collaboration, was established. It monitors Sector Skill Councils and NCVT-affiliated training centres, which are overseen by the MSDE. The organization's primary responsibilities include coordinating private sector involvement in VET and developing Sector Skill Councils. The corporation contributes to curriculum creation and trainer qualification, and it serves as the government's information system .

### **National Skill Qualification Framework**

In 2009, the World Bank assisted in the development of the National Vocational Qualification Framework, which followed the National Policy on Skill Development (Seeber,2022). Its primary goal was to facilitate international comparability of India's vocational and educational degrees, as well as to encourage the recognition of skills and knowledge gained in informal contexts (Seeber,2022). Furthermore, the framework was created to structure and integrate the diverse variety of certifications and plans across

states and VET providers in India (Regel, 2019). The MHRD established a National Vocational Education Qualification Framework to integrate and recognize vocational qualifications and incorporate pre-vocational content into secondary and higher education (Regel, 2019).

### **Upgrading of ITIs**

With the early initiatives at skill development, the government began to focus on the quality of ITIs. For this, 500 ITIs were to be converted into so-called Centres of Excellence (CoE), with government and World Bank assistance under the Vocational Training Improvement Project (VTIP). The project aimed to professionalize and further train ITI instructors, engage industry, and upgrade infrastructure, tools, and equipment (Ramasamy, 2021). Furthermore, the training format was changed to a one-year broad-based program followed by modules. In order to revamp the training strategy, 21 industrial sectors were identified, and new curricula and learning content were produced based on employer requirements.

### **Schemes Targeting Informal Settings**

More than 90% of the Indian working population works in the informal sector, which accounts for around 60% of the country's economic production (Billett, 2022). The government has developed many projects to improve skill development in informal settings, primarily in the form of short-term courses to give basic skills or increase employability for persons who lack or have limited basic education. Informal training in India may be subsidized and organized by the federal government or states, but it does not fall under the recognized general education or occupational training and education systems (Agrawal, 2017). There are numerous schemes maintained by various ministries and states that can be overwhelming. Such initiatives target rural areas and underserved people through self-employment programs (Cabral, 2019). The Skill Development Scheme (SDI) was introduced as part of the new skill agenda in 2007. It offered short-term courses that, in some cases, resulted in an NCVT-recognised certificate (Agrawal, 2017).

### **Main Prospects and Challenges**

VET's low standing in India is a significant systemic issue. General education, particularly intellectual education, is highly valued in Indian society, reflecting a trend across Asia (Cabral, 2019). Education is regarded as a privilege reserved for the upper castes in Indian society, whereas manual labor remains stigmatized (Agrawal, 2017). During British colonialism, the Anglo-Saxon model of academic education emphasized general education while ignoring existing indigenous apprenticeship patterns, which may have been used to establish further vocational training models.

## Conclusion

Despite the fact that the Indian vocational education and training (VET) system has been the focus of extensive efforts to modernize it for more than a decade, it continues to confront significant obstacles in both the quantitative and qualitative domains. The above analysis of the primary pillars of the system, policies, problems, and probable possibilities is not thorough; however, it demonstrates that in order to build the system, it is necessary to take a holistic approach. There is a lack of leadership and political goals, as well as a concentration solely on quantity, which is unhelpful to the creation of an effective vocational education and training system that is sustainable. Ineffectiveness and complexity of programs and initiatives are both increased by the convoluted system of governance, which contributes to the problem. This predicament is made much more difficult by the fact that the states have complete autonomy over the administration and policy of education. Frequently, schemes are based on projects, have a limited amount of time, and do not contribute to the development and transformation of a sustainable nature. The significant efforts that have been made to strengthen the system, as well as the initial accomplishments that have been achieved in important areas, should not be ignored, despite the fact that the system continues to face problems and weaknesses. It is necessary to further enhance accessibility to education and, consequently, vocational education and training (VET), which includes the formalization of informal learning. In order to strengthen and grow vocational education and training in India, one of the most important factors is to increase the system's acceptance and status. It is vital to improve the quality of vocational education and training (VET) in order to boost the appeal of VET and the demand for its provision. This is true even though cultural attitudes toward the topic may change gradually. There is still a lot of uncertainty regarding the role that the private sector will play in the future; nonetheless, it is believed that a more significant involvement from both employers and industry would be good. Last but not least, proper teacher training and provision, in addition to decent working conditions for the profession, is an essential component for the expansion and improvement of the quality of training programmes. It is necessary to plan initiatives on a long-term basis since it is necessary to take a layered strategy in order to improve particular aspects of the system.

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## Chapter-9

# New Evaluation Methods under National Education Policy 2020-A Study

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### Abstract

The New Education Policy of India (2020) strives to deliver high-quality education tailored to the Indian context, fostering an 'Atma Nirbhar Bharat' or self-reliant India. However, ensuring quality and instilling values in education presents numerous challenges for the evaluation system, which is perhaps the most complex and extensively researched aspect of higher education. This system grapples with factors such as quality assurance, timeliness, and the psychological dynamics among management, teachers, and students.

The evaluation system encompasses a diverse array of tests and methodologies across institutions, each facing its own set of unseen variables. Even among institutions implementing similar evaluation frameworks, disparities persist. With many institutions gaining autonomy, maintaining educational standards through the evaluation process becomes increasingly challenging. In order to cultivate a truly indigenous and vibrant knowledge society as envisioned by the NEP-2020, it is imperative to address the necessary changes in the evaluation system and understand its impact on the broader education landscape. Real-life examples can shed light on these changes and their implications.

**Key words:** learning outcomes, Assessment, Students,

## **Introduction**

The necessity of an assessment system within any educational framework is paramount as it significantly influences learning outcomes and provides guidance for improvement. An integral component of educational policy in India, the National Education Policy (NEP) 2020, emphasizes the importance of reforming assessment practices. This essay aims to analyze the assessment reforms outlined in the NEP 2020, examining their objectives, operational mechanisms, and potential impacts on students, educators, and the broader educational landscape.

The NEP 2020 recognizes the imperative for assessment reform by proposing the establishment of the National Assessment Centre PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic development). This center is envisioned to establish benchmarks and prescribe standards aimed at enhancing the efficacy of the educational system. The government has sought the assistance of global consultants in setting up this center, anticipating a transformation in education grounded in empirical research, pedagogical theory, and practical application.

The term "PARAKH," as understood in Hindi, embodies several connotations including recognition, discovery, exploration, suitability testing, virtue identification, and more. In this context, educational institutions are urged to transition from conventional modes of assessment reliant on formal, paper-based examinations to approaches centered on fostering a passion for learning over mere academic rigor. This shift emphasizes the importance of evaluating students based on their existing knowledge and skills rather than focusing solely on deficits. Moreover, it necessitates a corresponding diversification of assessment tools alongside pedagogical methodologies.

In essence, the NEP 2020's assessment reforms signify a departure from traditional assessment paradigms towards a more holistic, student-centric approach that prioritizes comprehensive development and genuine understanding over rote memorization and examination performance.

## **Objectives of the Study**

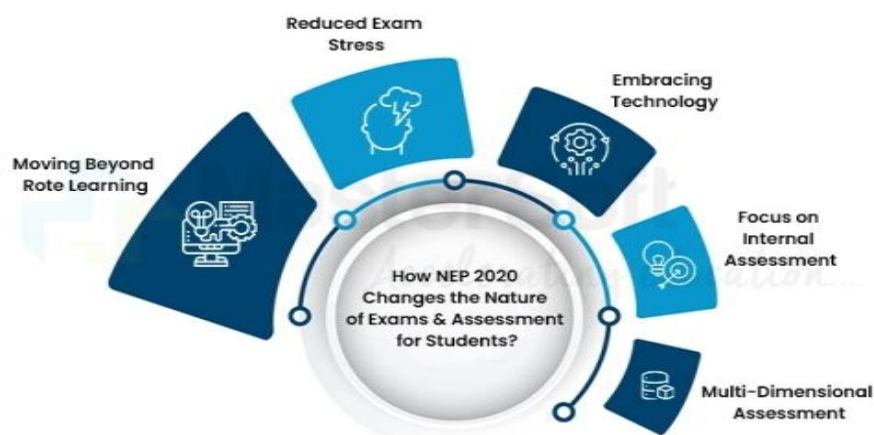
1. To understand objectives of Assessment Reforms in NEP 2020.
2. To find challenges in its implementation.
3. To know the mechanisms of Assessment in NEP 2020

**Methodology:** Secondary data are used from books, journals, articles and websites.

## **Review of literature:**

P. S. Aithal & Shubhrajyotsna Aithal analyze various policies introduced in the higher education system, comparing them with the existing system and discussing the

anticipated innovations and impacts of NEP 2020 on Indian higher education. Hemakumar G and Vijay D Joshi explore the evolution of new educational policies nationwide, addressing significant issues within previous policies that urgently require rectification to enhance the competitiveness of young minds in the global knowledge economy. Amlesh Kumar and Laxmidhar Behera address longstanding concerns regarding the academic quality and relevance of examinations in the Indian education system, aiming to analyze reforms geared towards fostering excellence and quality in higher education.



**NEP 2020 has brought about a significant transformation in the conventional examination system by:**

- ❖ Providing support to students who may be underperforming compared to their peers.
- ❖ Equipping teachers with the necessary skills and techniques to tailor learning activities and practical experiences according to students' individual abilities and needs, utilizing the school's curriculum and instructional methods.
- ❖ Emphasizing the importance of professional training for instructors to effectively nurture students' general competencies such as collaboration, problem-solving, student management, communication, self-learning, self-management, creativity, critical thinking, and use of information technology.
- ❖ Implementing tailored instructional courses with intensive remedial support to assist students in consolidating their foundational knowledge across various subjects, mastering learning processes, enhancing confidence, and improving learning efficiency.
- ❖ Incorporating remedial education to foster positive attitudes and values in students, laying the groundwork for lifelong learning, and preparing them for future educational pursuits and the workforce.



**Moving Beyond Rote Learning:** NEP 2020 heralds a significant departure from rote learning towards a competency-based approach, placing paramount importance on conceptual comprehension, analytical prowess, and critical thinking skills. The policy advocates for a deeper understanding of subjects, fostering a genuine passion for learning beyond mere attainment of high scores, diverging from traditional assessment methods that often prioritize memorization and regurgitation of information.

**Reduced Exam Stress:** Addressing the longstanding issue of exam-related stress prevalent in the Indian educational system, NEP 2020 introduces a more flexible and modular examination structure aimed at alleviating this burden. Encouraging the implementation of frequent formative online assessments focused on continuous monitoring of students' progress, the policy aims to mitigate the weight of challenging summative assessments. By reducing apprehension associated with examinations, students are afforded the opportunity to delve deeper into their subjects, thus facilitating a more comprehensive learning journey.

**Embracing Technology:** NEP 2020 acknowledges the transformative potential of technology in education and advocates for its integration into assessment practices. The policy encourages the adoption of innovative assessment methodologies, including online examination systems facilitated by technology. Embracing online examinations, computer-based assessments, AI-driven online proctoring, and adaptive testing, technology not only enhances the assessment process in terms of accuracy and consistency but also equips students with essential skills for navigating a digital society.

**Focus On Internal Assessment:** Moreover, NEP 2020 underscores the significance of internal assessment conducted by teachers in evaluating student performance. Recognizing the invaluable insights teachers bring to the assessment process through their active involvement in students' learning journeys, the policy emphasizes the importance of teacher-led internal evaluations. Integrating internal assessments with external evaluations allows for a more comprehensive evaluation of a student's overall.

**Multi-Dimensional Assessment:** NEP 2020 underscores the significance of a multi-dimensional assessment system, recognizing the limitations of traditional tests in providing a comprehensive understanding of a student's academic capabilities. Traditional examinations often prioritize singular assessments, failing to capture the entirety of a student's academic potential.

To address this, the policy advocates for the adoption of a comprehensive evaluation framework encompassing various assessment techniques such as group discussions, portfolios, project work, presentations, and practical demonstrations. By embracing this multifaceted approach, students are afforded the opportunity to showcase their diverse abilities, creativity, and breadth of skills beyond the confines of a traditional written examination

**The establishment of PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) as a standard-setting entity under the Ministry of Human Resource Development (MHRD) is designed to achieve several objectives:**

- ❖ Setting benchmarks, regulations, and standards for student assessment.
- ❖ Monitoring the nation's progress towards educational objectives.
- ❖ Facilitating and promoting the adoption of assessment practices aligned with NEP 2020 among school boards.
- ❖ Conducting the National Achievement Survey (NAS) and overseeing the State Achievement Survey (SAS).
- ❖ Providing guidance to school boards based on the latest research findings and assessment trends, while fostering collaboration among boards.
- ❖ Encouraging schools to incorporate values such as respect, cooperation, and sharing into their report cards.
- ❖ Emphasizing competency and learning outcomes in evaluations.
- ❖ Offering practice tests through the students' app to familiarize pupils with online assessments.
- ❖ Providing students with access to both objective and subjective practice exams for board examinations, along with comprehensive solutions.
- ❖ Facilitating access to online assessments through the students' app.

**The establishment of the National Testing Agency (NTA) aims to achieve several key objectives:**

- ❖ Administering high-quality common aptitude examinations in various fields such as science, languages, humanities, and the arts, conducted at least twice annually. These examinations will also include a rigorous common aptitude test.
- ❖ Serving as a reputable, knowledgeable, and independent testing organization for undergraduate and graduate admissions, as well as fellowship programs in higher education.
- ❖ The implementation of these standardized entrance examinations by institutions, instead of creating their own, would significantly alleviate the burden on students, colleges, and the overall educational system.

- ❖ Each university and institution retains the autonomy to decide whether to utilize the NTA exams for their admission processes.

### **Significant changes in the nature of board examinations encompass:**

- ❖ Introduction of a broader range of subjects.
- ❖ Implementation of a "best-of-two attempts" system, allowing students to take one main test and another for improvement.
- ❖ Emphasis on assessing core competencies rather than solely focusing on rote memorization.
- ❖ Provision of the option to select subject levels based on individual interests, such as choosing between standard and higher levels in mathematics.
- ❖ Consideration of a semester or modular system to alleviate academic pressure.
- ❖ Potential restructuring of certain subject question papers to include two parts: one comprising multiple-choice questions (MCQs) and the other featuring descriptive questions.
- ❖ Adoption of a continuous assessment approach to monitor student learning progress throughout the academic year, with examinations conducted in grades 3, 5, and 8, moving away from the traditional end-of-year assessments in classes 10 and 12.

### **Changes in the Nature of the Report Cards**

The transformation in the nature of report cards entails the adoption of a comprehensive, 360-degree, multidimensional assessment framework designed to capture each learner's unique attributes across affective, cognitive, and psychomotor domains, along with their overall progress.

In addition to teacher evaluations, the report cards will encompass the child's advancements in project- and inquiry-based learning, as well as incorporate peer and self-assessments, quizzes, role plays, group projects, portfolios, and similar assessments.

To actively engage parents in their children's educational journey, the report cards will be complemented by parent-teacher conferences, facilitating a collaborative approach to student development.

### **The implementation of new assessment practices as outlined in NEP 2020 involves several key measures:**

- ❖ Formulating updated assessment guidelines tailored for each educational stage.

- ❖ Strengthening teachers' competencies in conducting "assessment as learning" and "assessment for learning."
- ❖ Cultivating a culture of formative and adaptive assessment within classrooms.
- ❖ Developing question banks designed for competency-based tests focusing on higher-order skills.
- ❖ Enhancing the capacity of paper moderators and setters to align with new assessment patterns.
- ❖ Revamping school-based assessment report cards to provide parents with comprehensive insights into their children's progress.
- ❖ Establishing assessment patterns and evaluation methods for administering state census tests in grades 3, 5, and 8.
- ❖ Devising strategies to alleviate examination-related workload by reviewing policy recommendations in collaboration with assessment boards.
- ❖ Mandating all states and Union Territories to develop IT-based tracking systems for monitoring students' academic progress from grades 1 through 12.
- ❖ Reframing compartment exams as "Improvement exams," enhancing their rigor, and reducing their stakes, as directed by CBSE and other Boards of Assessment (BoAs).
- ❖ Harmonizing norms, standards, and guidelines for assessment and evaluation across all Boards of Assessment (BoAs) for secondary education, aligning with the principles of NCF 2020

## Conclusion

The National Education Policy 2020 heralds a significant revolution in the Indian education landscape, prioritizing critical thinking, holistic development, and competency-based learning. Through NEP 2020, there is a concerted effort to cultivate an educational ecosystem that is more inclusive and centered around the learner by reforming the nature of assessments and evaluations.

By shifting away from rote memorization towards a comprehensive assessment framework, educators are empowered to facilitate deeper understanding of subjects, foster creativity, and instill vital life skills in students. While implementing these principles may present challenges, the potential long-term benefits they offer for both individuals and society justify the endeavor.

NEP 2020 paves the way for a future where assessments accurately reflect students' capabilities, enabling them to thrive and contribute meaningfully in a constantly evolving world.

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## Chapter-10

# Implementation of the academic bank of credits in the New Education Policy, 2020

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### Abstract

In 2020, India launched the Academic Bank of Credits (ABC) as a component of the New Education Policy. The goal of the government's new initiative was to lower the cost and increase access to education throughout the nation. The purpose of the ABC plan is to encourage students to earn credit points by finishing activities or courses across a range of subject areas. Credits granted by the Registered Higher Education Institutions (HEIs) for courses taken therein must be deposited by ABCs into the students' Academic Bank Accounts (ABAs). The validity of these credits will follow regular criteria and standards.

In accordance with these rules, ABC is responsible for registering HEIs, ensuring the opening, closing, and validation of ABA, and ensuring that student credit is verified, accumulated, transferred or redeemed. Credit transfer and accumulation will also be applied to courses taken online by students through national programs like SWAYAM, NPTEL, V-Lab, etc., or from any designated university. Institutions of Eminence or Institutions of National Importance, as well as universities and autonomous colleges that are accredited by the NBA for at least three programs with a minimum score of 675 or the top 100 National Institutional Ranking Framework (NIRF) or those Indian HEIs appearing in the top 1000 world ranking of Quacquarelli Symonds (QS)/Times Higher Education (THE) are eligible to register with ABCs. Validity of accreditation and ranking status is required at the time of ABCs registration.

**Keywords:** Academic Bank of Credits (ABC), Higher Educational Institutions (HEIs), Credits, Universities, Autonomous colleges

## **Introduction**

In 2020, India launched the Academic Bank of Credits (ABC) as a component of the New Education Policy. The goal of the government's new initiative was to lower the cost and increase access to education throughout the nation. The purpose of the ABC plan is to encourage students to earn credit points by finishing activities or courses across a range of subject areas. Any accredited university may accept the obtained credits toward further education. This program's primary advantage is in its encouragement of students to select a diverse array of courses and activities, as opposed to focusing just on one. With the aid of Academic Bank of Credits, they can investigate new areas and acquire the information and abilities needed to support their future professional endeavours. Academic Bank of Credits helps them keep up with the rapidly changing and fiercely competitive technology industry.

Giving students more freedom in the length and rate of their study is another benefit of the ABC curriculum. It implies that students have the option to enroll in more classes and activities faster or to take their time and finish them at their own speed. Students are able to study and comprehend things more effectively as well as finish courses faster because to this.

Students that enroll in additional classes and activities are likewise encouraged and rewarded by the ABC program. This offers them an advantage over their colleagues and enables them to diversify their knowledge and talents. As a result, students can be motivated to learn more and earn more credit points by participating in the ABC program. Additionally, the ABC program saves students time and effort by removing the requirement for them to apply for individual degrees or courses. Students can use their accumulated credit points under the ABC scheme to attend further courses at no additional cost or to pursue a higher degree. They can now use the credits they've earned from previously completed courses to pursue more education or further studies, rather than having to apply for specific programs on a regular basis.

## **The ABCs' Objectives**

1. To encourage a more inter-disciplinary approach to higher education and to emphasize student centricity with learner-friendly practices nationwide.
2. To give students the freedom to choose the courses or combinations of courses that best fit their learning style and aptitude.
3. To give students the freedom to select their own study pace, including the accompanying expenses and schedule.
4. To give students the option to customize their degrees or add certain courses or specializations in place of following a single university's or independent college's rigorous, regularly mandated degree program.

5. To allow students to complete their degrees at their own pace by allowing mobility between different fields and HEIs for a degree, diploma, or postgraduate diploma.
6. To facilitate, practically, the distributed and mixed nature of educational activities by integrating them across campuses, universities, or autonomous colleges with greater mobility.
7. To support all students, both full-time and part-time, in their pursuit of a lifetime of learning.
8. To satiate students' curiosity, provide them the flexibility to select and alter their academic paths, make connections between various subject areas, and assist them in gaining the necessary groundwork and building blocks to fulfil their life objectives.

### **Functions of ABCs**

Credits granted by the Registered Higher Education Institutions (HEIs) for courses taken therein must be deposited by ABCs into the students' Academic Bank Accounts (ABAs). The validity of these credits will follow regular criteria and standards. In accordance with these rules, ABC is responsible for registering HEIs, ensuring the opening, closing, and validation of ABA, and ensuring that student credit is verified, accumulated, transferred, or redeemed. Credit transfer and accumulation will also be applied to courses taken online by students through national programs like SWAYAM, NPTEL, V-Lab, etc., or from any designated university.

The purposes of ABC are not restricted to remote learning or passive modes; they will also encompass credits earned through theory or practical coursework, as well as a variety of current and future teaching approaches. The Registered HEI will determine the norms regarding the curriculum, including content and transactions, educational technologies used, timings, evaluation techniques, and attendance. These norms must align with the overall framework and thought of comprehensive, cross-disciplinary learning under NEP, 2020.

The period of validity for credits acquired and deposited with ABC is seven years, or as long as determined by the credit-awarding and accepting HEI, for the purpose of redeeming a degree, diploma, PG diploma, or certificate. All HE programs offered by the UGC, AICTE, and NCTE will be included in ABCs; credits from professional study programs in other fields may be added with permission from the Central Government and the relevant professional standards organization.

Additionally, ABCs will help with the credit-recognition and redemption process. Students may choose, based on their personal preferences, to enroll in any courses that do not fall under a specific subject area but still count toward the required number of credits for a UG degree from a Registered HEI. The UGC may specify which UG degrees are eligible to be awarded by HEIs.



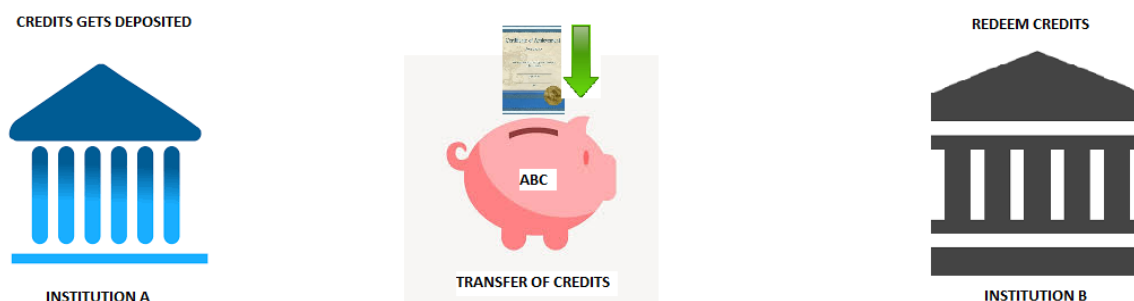
Students may elect to take additional courses according to their capability beyond the curriculum required for the degree program at Registered HEIs. These credits will be accumulated in each student's individual ABC Account, which is where all academic credits earned by the student from course(s) are deposited for the purpose of awarding degrees, diplomas, certificates, etc. Credits earned through skill-courses at Registered Higher Education Institutions (HEIs) that offer programs leading to a Vocational Degree or Diploma, Post-Graduate Diploma or Certificate, or Certificate are also eligible to be accrued and redeemed through the ABCs.

### **ABCs Implementation Plan**

The current Regulations relating to course registration, requirements, acceptance for inter-disciplinary and multi-disciplinary courses, credits to be offered to such courses, credits – transfers and acceptance from other HEIs, nature of grades to be awarded, etc. must be amended by Registered HEIs with the consent of their regulatory bodies.

Using courses chosen by the student from among those provided by one or more of the Registered HEIs, Registered HEIs will motivate students to create their own degrees. As long as the student completes the necessary number of credits in the core subject area in which they are enrolled and at least 50% of the credits from the degree, diploma, or certificate awarding HEI. In addition, students who get flexibility under ABCs are only allowed to enroll in the courses that best suit their needs and interests in order to earn credits—not the full course of study.

When it comes to using ABCs' services for credit definition, accumulation, transfer, and redemption, as well as for opening, closing, and validating student ABAs, every Registered HEI is required to offer advice and counseling to any student who wishes to open an ABA with them. Student credits are to be deposited in the appropriate ABA with ABC and are valid for a maximum of seven years, as stipulated by the credit issuing institutions.



As long as a credit is used to obtain the specified academic credential, the corresponding student's ABA will be permanently deducted from that credit. The candidate must meet the requirements for both the total number of credits required and

the type of credits that the Registered HEI has approved in order for the student to be eligible to receive a degree, diploma, or certificate from the HEI. A student's earned credits cannot be redeemed or utilized toward the fulfillment of any other official academic requirements.

### **HEI's eligibility requirements for registration with ABCS**

Institutions of Eminence or Institutions of National Importance, as well as universities and autonomous colleges that are accredited by the NBA for at least three programs with a minimum score of 675 or the top 100 National Institutional Ranking Framework (NIRF) or those Indian HEIs appearing in the top 1000 world ranking of Quacquarelli Symonds (QS)/Times Higher Education (THE) are eligible to register with ABCs. Validity of accreditation and ranking status is required at the time of ABCs registration.

HEIs must get permission from their separate statutory bodies, including the Academic Council, the Syndicate, the Board of Management, and the Governing/Executive Council, before registering with ABCs. It will be necessary for these schools to admit students not only to full degree programs but also to individual courses. These institutions may offer more seats in these course(s), provided that the professional standard-setting bodies give their prior consent.

With the consent of its regulatory authorities, the Registered HEI may establish temporary seats for courses that do not fall under the scope of any professional standard setter, provided that the necessary infrastructure is available. Additionally, these establishments could provide a certain course only for the ABCs Scheme's benefit.

In accordance with the relevant UGC Regulations, Statutes, or Ordinances of the HEI, a Registered Higher Education Institution (HEI) must have the necessary educational infrastructure, including audio-visual facilities, e-resources, virtual classrooms and studios, etc., and in particular, high bandwidth internet connectivity to support Online and Distance Learning (ODL) courses and programs.

A webpage detailing the ABCs facility, a list of all Registered HEIs, instructions for students to use the facility more efficiently, and a link to the ABCs website must be posted on the website of each Registered institution.

### **Conclusion**

Every student will have the option to open a digitally unique Academic Bank Account with Academic Bank of Credits, and each account holder will have a personalized ID and access to Standard Operating Procedures (SOP). Only credits earned by enrolling in courses at accredited higher education institutions during or after the academic year 2021–2022 are available for redemption, transfer, and accrual through

the Academic Bank of Credits. The UGC may give the ABCs any administrative and financial support it sees fit in order to further the goals of the ABCs.

Depending on how many credits a student is enrolled in, a Registered HEI may set its course charge. In order to be registered under these regulations as an eligible institution, the HEI must pay a fee, which will be decided with the prior consent of the UGC or the Central Government, as applicable. The concerned university's or autonomous college's IQAC, or any other mechanism selected by the Registered HEI, will design the quality assurance plan for the implementation of ABCs. Each year, every Registered HEI is required to provide all ABC facts as well as the actions done for quality assurance, maintenance, and improvement.

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## Chapter-11

# New Education Policy-2020 – Sustain the values in Education system – Role of Stakeholders

Shaik Shabana Azmi, V. Appala Naidu

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### Abstract

In any country education is an important and essential to grow the human beings and economy. Education provides knowledge, skills, livelihood and creativity in their respective fields. Human value education is deep rooted in our Indian Philosophy. The Vedas and Upanishads are the major source of inspiration for human value education. Since from ancient times the incorporation of value education was practiced among the children beginning from the Guru Kul period, it was continued after the independence in the Indian educational system by concentrating the value education as an additional subject in the regular curriculum of the children. The main objective of having human value education in educational institution is to instil moral, ethical and values among the children to develop them as a good future citizen (Lakshmi and Paul, 2018). To sustain the values in education system in any country stakeholders are played a crucial role. Teacher's role is more important than other stakeholders to sustain the values among students, family, society and in the country. In this chapter, to attempt to study the role of teacher to sustain values in education system is the main aim.

**Keywords:** New Education Policy-2020, Sustainability, Values, Stakeholders

## Introduction

The primary definition of 'values' is the criteria by which anything (an idea, a person, an action, etc.) is evaluated for merit. Education provides several benefits, including the development of virtues such as "wisdom, humanism, respect, positive thinking, motivation, decision making, appreciation", and so on. It's important to keep in mind that the term "values" in the context of education refers only to the good information one picks up along the way.

Education is an important tool to Socio-economic development of the Country. Education provides personality development and holistic growth of people. Education is an important investment for development of human life. The National Education Policy-2020 envisions an India centred education system by incorporating its tradition, culture, values, and ethos to transform the country into an equitable, sustainable, and vibrant knowledge society. The NEP-2020 is developed by considering the wide and deep historical heritage of the country and the contributions of many scholars to different subjects as the founding stone to build high quality multi-disciplinary liberal education at both school and higher & professional education level. With the objective to increase the gross enrolment ratio (GER) of school education enrolment and higher & professional education enrolment to increase from 28% and 05% to 50% and 20% respectively by 2030, by means of radical changes in the existing education policies and governance systems by introducing accountability in each stakeholder.

Values are essential for human to lead a happy and productive life. Values form the core of educational goals and objectives. Building values is an integral factor in the process of internalization of values because an individual can only give what one has within (Reimers and Chung, 2019). Value education is a process of teaching and learning about the ideals that a society considers them to be important. Values are the forces that govern behaviour at the core of the personality. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values (NEP, 2020). Values are the forces that govern behaviour at the core of the personality. Behavioural dispositions of the individual are governed by value-orientations, attitudinal dispositions, and belief systems with specific reference and relevance to broader social context of the individual. A value orientation is essential for the planning of a good future for mankind. It is a matter of experience that mankind reacts to human behaviour sometimes with approval and sometimes with disapproval. The kind of behaviour approved by the people is called moral behaviour and the kind of behaviour disapproved by the people is called immoral behaviour. An individual can develop moral behaviour only when he understands what is good and what is evil, what is right and what is wrong. This consciousness of right and wrong, good and evil is called moral values. Moral development is an important dimension of education of the child (Mohan and Subashini, 2016).

To sustain the values in education system, teachers need to be highly competent with commitment, devotion and dedication towards their professional duties. They should not only provide teaching services to the students but also create opportunities for them to learn, to know, to creatively think, to act and to grow. Besides these, the teachers should inspire the students, instil human values in them, from their character, refine their brain and heart, and discipline their spirit. Day by day, increasing tendencies of violence and conflict and rising factionist behaviour in school and in society are some of the consequences which reflect lack of importance to the role of attitudes, beliefs, human relations and values in life. Later, realize the situation, and concentrate on equal recognition of teacher's competency in non-cognitive and cognitive areas.

NEP 2020 also highlights the role of stakeholders for successful implementation of inclusive education. By conducting various FGD, Meeting and providing grievances redressal mechanism, it was collected various stakeholders' perception and opinions towards the nep 2020 before and after implementation 2020 also ensures the role and responsibilities of every stakeholder by including them in the school complex activities (NEP,2020 Part 1, Section -6.11).

### **Objective of the study**

To assess the role and responsibility of various stakeholders of education towards the sustainability of values in Education in the country

The National Education Policy (NEP) - 2020 of India emphasizes several core values that are intended to guide the educational system toward holistic development and a more inclusive society. Some of the key values enshrined in the NEP-2020 include:

1. **Inclusivity and Equity:** The NEP-2020 promotes equal access to quality education for all, regardless of gender, socio-economic background, caste, religion, or physical abilities. It aims to eliminate disparities in education and ensure equitable opportunities for learning and development.
2. **Quality and Excellence:** The policy emphasizes the importance of providing highquality education at all levels. It seeks to enhance the learning outcomes, improve the competency of teachers, and promote excellence in educational institutions through robust academic standards and effective evaluation mechanisms.
3. **Holistic Development:** The NEP-2020 recognizes the need to nurture the overall development of students, including their cognitive, social, emotional, and physical well-being. It encourages a holistic approach that focuses on knowledge, skills, values, ethics, and character building.
4. **Multilingualism and Cultural Diversity:** The policy recognizes the rich linguistic and cultural diversity of India and encourages the preservation and promotion of

different languages and cultures. It promotes multilingual education and the integration of local knowledge and traditions into the curriculum.

5. **Ethical and Moral Values:** The NEP-2020 places a strong emphasis on fostering ethical values, moral character, and social responsibility among students. It seeks to inculcate values such as honesty, compassion, integrity, respect for others, and a sense of social justice.
6. **Environmental Consciousness:** The policy recognizes the urgent need to address environmental challenges and instils environmental consciousness and sustainability values in education. It promotes environmental education, conservation practices, and the integration of environmental issues into the curriculum.
7. **Digital Literacy and Technology Integration:** The NEP-2020 acknowledges the significance of digital literacy and technology in the modern world. It encourages the integration of technology in teaching and learning processes to enhance access, engagement, and innovation in education.
8. **Critical Thinking and Creativity:** The policy emphasizes the development of critical thinking, problem-solving, and creativity among students. It aims to nurture a spirit of inquiry, analytical skills, and the ability to think independently and creatively.
9. **Lifelong Learning:** The NEP-2020 recognizes the importance of lifelong learning and the need for continuous skill development throughout an individual's life. It promotes a flexible and multidisciplinary approach to education that prepares students for future challenges and adaptability.
10. **Global Citizenship:** The policy encourages students to develop a global outlook, cross-cultural understanding, and a sense of global citizenship. It promotes the internationalization of education, global collaborations, and exposure to diverse perspectives and experiences.

These values serve as guiding principles to shape the education system and promote holistic development, inclusivity, and societal progress as envisioned by the National Education Policy - 2020.

**Role of Stakeholders to sustain values in Education system:** To sustain the values in education system number of stakeholders are responsible to achieve the goals in the country. Indian government framed various types of goal to achieve value based education system in the country like Sustainable development Goals. In education system, Teachers, Family, society, Non-Government organizations and Government Institutions are the stakeholders in any country.

### **Role of Teacher**

Ancient India was rich in its spiritual and intellectual attainments, unselfishness sacrifice and renunciation are important components of India culture. Respect for women and looking up other women as their mothers are the Nobel characteristics of our culture. The ulterior objective of education was to equip the child of spiritual and

moral life and to show the right way of living. As a result of scientific and technological development, man has shifted his way of living from spiritual to materialistic approach. The concept of 'PURUSHARTHA' (Dharma, Artha, Kama and Moksha) emphasized the right way of living. Ancient highest value 'Dharma' has been totally ignored in modern times. This is a shift from 'Dharma' to 'Democracy' and 'Moksha' to one's mundane life goal. It is the right time to make an attempt to bring out synthesis between the past and present values. Now we are creating generation of youth who are neither Indian nor western, with the result that they find themselves caught in a dilemma. We are building a purely economic society which seeks security in money and not in concern for social harmony and social being. The dominant impulse of today is not only the greed of riches and desire for luxuries living but also desire for power by fair or foul means. Now this is the big challenge before us to revivify our country and all sections of our society by inculcation of ethical, social and spiritual values. The inculcation of values is by no means a simple matter. There is no magic formula, technique or strategy for this. It is not a time bound affair. It is a lifelong quest. In inculcating values all environmental factors such as home, school, peer group, community, the media and society have to play a vital role. Home takes the highest position in the hierarchy followed by school. In school the teacher has the most important role to play. It is the teacher who is the guide, friend and philosopher and the first interaction of children, after the parents, is with the teacher. This is well known and understood. "The teacher is the role model for the child and what they imbibe gets multiplied subsequently in the society." Teachers are the main instruments to inculcate values through different subject contents. The teacher should understand the values inherent in the content and should know the skills needed to inculcate those values among learners which would be possible through teacher's education programmes. But the products of the present day teachers education programmes are not adequately equipped to foster values education in schools. It is a hard reality that our teacher education is isolated. All this calls for a deliberate thrust on values in our education and more intense and concerted educational action for the cultivation of values thus it must be ensured that right kind of environment is created in schools as well as in society for inculcating values in students. In this context nobody can deny the crucial role of school. All values can be developed directly in directly through education imparted in schools.

### **Role of School**

If values are to be inculcated in students, then the school personnel must exemplify values that are expected of students. National values, such as patriotism and national integration, and moral values such as duty, sincerity, honesty, faithfulness, respect for elders, compassion, and values like discipline, punctuality etc. must be asserted through different activities e.g., celebration of Independent Day and Republic Day, patriotic songs, talks on national integration and patriotism and so on. Honesty



and faithfulness are the prerequisites for progress of any society. Therefore, a teacher must exemplify these two important qualities in order to inspire the students to be honest and faithful to their duties. The analysis of textbooks of elementary classes suggests that different kinds of values are already in the books and they could be developed in students if values are emphasized in proper contexts. Literature is replete with examples of values, and other subjects contribute to this end. What is needed is that values must get due importance in our day-to-day life and they must be emphasized wherever and whenever appropriate. Students ought to be encouraged to do some good work every day and each student may narrated such experiences to others. The kind of practice will inspire other students also to follow values in their everyday lives. It is not enough that students are instructed all the time what values they should observe, rather, a teacher should develop analytical and critical thinking in students to accept or reject things on the basis of reason. This kind of reasoning will enable students to choose values voluntarily that are for the happiness and progress of individuals and of society. A teacher must tell students about cultural heritage of India, which had its glorious past.

### Role of Family

Family is the first school where good habits and values are nurtured in a child. The foundation laid in the formative years of a child play a significant role in determining the personality of a child and making him/her a good citizen. It is the family where a child learns different values, such as love, sharing, living together, tolerance, respecting elders, obedience, discipline, faithfulness, sincerity, honesty, kindness, etc. Therefore, parents must ensure that right values are developed in children. Parents must also volunteer themselves to initiating such efforts that could contribute to the process of inculcating values in society. The parents/guardians may do the following to inculcate values in children:

1. Love the child to inculcate the feeling of love, Promote the feeling of love through toys, and guide the child to share things with others
2. Promote the value of living together through plays, teach the value on respecting elders and develop the feeling of kindness in a child through your actions.
3. Tell stories that promote different values in children, Promote tolerance through plays, and develop the habits of discipline and obedience.
4. Promote honesty, sincerity and faithfulness through your action and create congenial environment at home for promotion of values.

Although parents and teachers are mainly responsible for laying foundation of values in children that make them good citizens, their faith in inculcating values in children is indispensable, yet the task of inculcating values, will not be easy unless society as a whole resolves to bring about change to make *society for all*, and voluntary efforts are initiated to practice values in day-to-day life

## **Role of Society:**

It will be unrealistic to expect from a teacher to bring about the change if the society does not follow a set of values that are expected of a teacher. Thus it must be ensured that right kind of the environment is some suggestions are presented here for society to inculcate values in individual indirectly.

1. Try to maintain the essential unity of all religious, and the brotherhood of the family of man and Community should empower group culture and its identities spread over groups to safe guard their identities and uniqueness. Community should arrange education to all to attain equality as a developed one.
2. To help students to realize one self and their role in the community. Created in schools as well as in society for inculcating values in students, It should promote individual to achieve the fundamental needs, and rights.
3. To help students to analyse ones environment and socio political surrounding, and make them capable to safeguard their valuable culture and artistic talents.
4. The community should take in charge of this entire education by means of designing formulating and regulating its own system of education and Community openly guides the layman to realize himself as well his atmosphere, and it should help to find out one's abilities and capabilities.
5. It should encounter the courage to acquire one's rights in all aspects, and help to resist from atrocities and exploitations.
6. It should provide guidance to enrich one's life by using available things and help to the next generation off springs for a better tomorrow.

Since culture and values differ from Country to Country and from time to time and changing times effect culture and values. We have to plan as to how to imbibe desired values in India and strengthen the culture. In this changing world, a new education is unavoidable. The formulation of human values and strengthening the democracy would be the real civilization of tomorrow. Respecting human values, accepting equality of all would be the slogans for tomorrow.

## **Conclusion**

Value based education gives the holistic development of the children in any country. To sustain the growth and development values based education played a crucial and key role in the country.

To maintain sustainability of values in education numbers of stakeholders are responsible in the country. Values are not taught but caught. The students are able to follow the teachers by observing his behaviour. The values are filtered from teacher to teach. Thus, the teachers are to be trained in the methods of dealing with value and Co-curricular activities. Orientation in value education should be integral part of both pre-service and in-service training of the teachers. In conclusion the NEP 2020 recognizes

the crucial role of education in promoting ethical, human, and constitutional values among youth. The policy proposes significant reforms in the education system that focus on integrating values –based learning into the core curriculum, training teachers, and promoting experimental learning. By doing so, the NEP 2020 aims to create responsible and ethical citizens who can contribute positively to society.

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## Chapter-12

# Implementation of NEP-2020– Prospects and Challenges in Higher education Institutes of Andhra Pradesh – A study

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### Abstract

Education is pivotal tool for Economic and social development of the Nation. Education is just like a weapon to remove the hurdles in the family and society. Through education proper implementation and interpretation of policies will be possible and future generations also benefitted. It leads to establish a strong economic and social development in the country. National education policy -2020 is the holistic reform in the education across all levels and stages of education in India. The new education policy made reforms in primary, secondary and Higher education in single policy system. New education policy-2020 is an evolution in the education sector. This new policy is tried to increase access, equity, and inclusion as one of the key changes. Universalization of the education is one of the aims in the NEP-2020. This chapter is attempting to analyse the prospects and challenges of NEP -2020 of Higher education institutions in Andhra Pradesh state. This study is based on secondary data. Available literature on the related topic is referred in the study research. The development of the learning procedure and methods will improve the student's strengths to face the future challenges in their lives. The Andhra Pradesh State also implemented this new education policy-2020. In the implementation process many of infrastructural and technical bottlenecks in Andhra Pradesh and the all higher educational institutions are facing various challenges regarding smooth implementation of policy. The present study aims to highlight the prospects and challenges faced by the Higher Education Institutions in Andhra Pradesh after implementation of the policy.

**Keywords: Implementation, Prospects, Challenges and Higher education**

## **Introduction**

Education is a virtue which stays with an individual throughout the life. Collectively, educated masses are the think tankers, growth drivers as well as the conscience keepers of any nation. India has made remarkable progress in the higher education landscape over the last two decade and still has lot more to achieve in terms of overall enrolment as well as in its quality. The New Education Policy (NEP) 2020 plans to completely restructure the educational sector and realise the goal of universal access to education for all young students in India. It aims to transform the Indian education system completely from conventional to modern approach through diversification and integration approach. The policy envisions equity, inclusiveness and quality of education envisaged to transform the current education system in Andhra Pradesh with the rest of the other States in India. However, there is a complex terrain regarding the opportunities and difficulties for its implementation in Andhra Pradesh's higher education institutions (HEIs), a state with a distinct socio-cultural setting. The State is characterized by numerous impending factors such as geographical exclusion, infrastructural bottlenecks, manpower, technological factors etc., which makes it more difficult to realise the vision of achieving high growth rate economically and socially. It is also arguably agreed that the Andhra Pradesh Universities considered the urgency and the importance of the NEP and introduced the new system, at undergraduate level, just to be in line with the other States in India and not lag behind others. Though the NEP is indispensable for the country's education system to catch up with the rest of the world, the move has been made in haste, especially for a state like Andhra Pradesh. In the State, most of the higher education institutions (HEIs) are facing acute shortage of physical infrastructure and manpower. Another issue being faced at present is changing the mind-set of both the students and teachers to adapt to the new system coterminous with limited infrastructure and facilities are adding a burden to the HEIs in the State.

## **Objective of the study**

The Andhra Pradesh higher education Institutes have implemented the NEP 2020 at the undergraduate level. Despite numerous limitations and shortfalls in terms of physical infrastructure and manpower, the four years undergraduate program was introduced merely because the State must be in line with the rest of the States in India. This study makes an attempt to highlight the prospects of NEP 2020 in the higher education institutions (HEIs) in Andhra Pradesh and also capture the practical problems face by the HEIs in Andhra Pradesh post introduction of NEP 2020. The main objective of the study is to study theoretical based challenges & opportunities in NEP- 2020.

## **Research Methodology**

This is completely a theoretical research study using secondary data through websites, government blogs, published papers & freely available online content. This

study is descriptive in nature. This study is descriptive in nature. The study is based on secondary data gathered from various sources including government portals, websites, local dailies, publications, journals, bulletins, and other publications. The content of the study has been broken down into four sections-Introduction, prospects of NEP-2020, Challenges faced by the HEIs and conclusion. The inferences and conclusions were drawn from the analysis of the data.

### **NEP 2020-PROSPECTS to Andhra Pradesh:**

The NEP 2020 aims to transform the higher education system from conventional to more action and result oriented learning system in the HEIs. In a small state (After bifurcation) Andhra Pradesh like various limitations, a successful implementation of the new NEP will completely transform the education system. The State has a huge potential to realise various goals such as increase in enrolment and retention ratio, enhance technology integration, promote entrepreneurship and employment opportunities, research and innovation, etc. Following are the major prospects that the new NEP can achieve and contribute to the people in the State.

1. NEP 2020 places a strong emphasis on developing students' critical thinking, creativity, and practical abilities in addition to their academic knowledge. This is consistent with State's goal of developing a world class educational hub. The State has a huge potential for human resource development and this NEP 2020 will provide a window to harness this potential. With cooperation from various stakeholders such as the government, public and the parents, the new NEP is expected to realise its goal of academic excellence.
2. In keeping with Andhra Pradesh's various communities, the strategy places a strong focus on subject flexibility. It enables students to pursue courses that are in line with their interests and professional goals, resulting in a more customized educational experience. A much-needed platform for the students in the State has been incorporated in the NEP 2020. For instance, multiple entry and exit in the undergraduate level will provide an opportunity for the economically weaker students to exit and continue and complete their studies even at a later stage after some gaps.
3. The new NEP 2020 acknowledges the significance of skill development. The policy's emphasis on including skill-enhancing courses can improve employability and match education with local requirements in Andhra Pradesh, where vocational skills are highly valued. This will also open a new window for many fresh graduates to pursue entrepreneurship as their career in life and lessen the burden on the State government for unemployment issues. Many HEIs in the State have embarked on the path of skilling their students with vocational courses and the outcome of this skilling courses will be visible within few years from now on.

4. In keeping with the Naga's cultural richness, NEP 2020 promotes an interdisciplinary approach. It promotes the incorporation of regional viewpoints, guaranteeing that education is more inclusive and pertinent to the socioeconomic environment of the State. This approach is going to benefit large sections of the people in the State especially the weaker sections of the society.

5. The New Education Paradigm places an emphasis on education that takes a comprehensive and multidisciplinary approach. It presents the possibility of transitioning away from a curriculum that is strict and compartmentalized toward one that is more flexible and inclusive. Such a system would encourage students to explore a variety of disciplines and develop a wide range of abilities. Students could benefit from increased creativity, critical thinking, and the ability to solve problems if they were taught using this method.

6. The NEP acknowledges the significance of early childhood education and seeks to guarantee that all children are able to acquire the fundamental literacy and numeracy skills they need to succeed in life. This emphasis on education during the early childhood years presents an opportunity to establish a solid educational foundation and enhance the learning results achieved during later stages of formal education.

7 With the goal of bridging the gap between education and employability, the New Economic Program (NEP) lays a strong focus on both vocational education and skill development. It presents the possibility of incorporating vocational training and the development of practical skills into the educational program, thereby preparing students for the labor market and encouraging them to pursue entrepreneurial endeavours.

8. The National Education Policy (NEP) recognizes the important role that technology plays in education and encourages educators to use it into their pedagogical practices. This presents an opportunity to harness digital technologies, online resources, and e-learning platforms in order to improve students' accessibility, engagement, and the degree to which they may tailor their educational experiences. In addition to this, it makes it possible to learn remotely and provides access to high-quality education in places with inadequate infrastructure.

9. The NEP acknowledges the significant contribution that teachers make to the educational system. It presents the possibility of making investments in comprehensive teacher training programs, fostering continuing professional development, and enhancing instructional abilities. Teachers who have received adequate training are better able to efficiently integrate new curricula, adopt innovative teaching approaches, and provide students with a quality education.

10. The National Education Policy (NEP) promotes a culture of curiosity, experimentation, and evidence-based approaches in order to foster research and innovation in the field of education. This presents an opportunity.

## **Challenges of Nep-2020 the Implementation in Andhra Pradesh:**

As the NEP 2020 comes into effect, the HEIs in the State are facing various challenges for the effective implementation of the new policy. Linguistic diversity, infrastructure and connectivity issues, digital gaps and unreliable power supply in remote areas are hindering smooth implementation of NEP in the State. The NEP mandates various stakeholders for continuous engagement of teachers, parents and government to achieve the NEP's desire goal but logistical and resource constraints pose a big hurdle in the effective implementation of the policy. Major challenges being faced by the Nagaland's HEIs post implementation of new NEP 2020 were highlighted below.

1. The various indigenous communities of Nagaland each have their own distinct cultural identity. The task of modifying NEP to these unique cultures while upholding national standards calls for significant thought and community involvement. The unique socio-political condition of the State, marked by a history of insurgency and political instability, raises concerns about the smooth implementation of the policy and its sustainability in the long run. For now, it is the responsibility of the stakeholders to ensure that the NEP 2020 is adapted to the specific needs of people.
2. Nagaland's HEIs have a lot of infrastructure constraints. Putting NEP ideas into practice, such as creating interdisciplinary institutions, requires huge infrastructure investments that could be limited by budgetary constraints. Even prior to the implementation of the new policy in HEIs in Nagaland, the HEIs especially those public HEIs were facing shortage of facilities such as classrooms, labs, subject specialist faculty, etc. This burden has become more acute after the implementation of the NEP 2020 in HEIs in Nagaland. The stakeholders should give careful thoughts on the issue and act on priority basis to lighten the stress level on the HEIs in the State.
3. The new NEP emphasizes how important teachers are to the educational ecology. Andhra Pradesh is struggling with teacher shortages especially in specific fields. There are many obstacles in the way of addressing this deficit and offering sufficient training that is in line with NEP's mission. Maintaining adequate teacher-student ratio ensures optimum teaching and learning capacity in educational institutions. This issue is more acute in the HEIs located in less advantage areas in the State.
4. The policy promotes the use of regional tongues as a teaching medium. In Nagaland, where English is frequently the primary language, including local languages into the curriculum without sacrificing academic standards is a challenging task. The diversity of culture and language place another challenge to the stakeholders for effective implementation of the new policy. Due to resource constraints, the issue becomes more acute in the HEIs in Nagaland.



5. It is observed that the Nagaland University has introduced the NEP 2020 at the undergraduate level without drawing out a robust implementation strategy. This is obvious from the fact that many colleges or departments of different discipline in the State's colleges are still facing difficulties to fully understand and need further guidance from the university regarding certain syllabus contents or course modalities or examination and evaluation patterns. These issues have already been raised by the State's teaching association ANGCTA (All Nagaland College Teachers Association) to the University for rectifying the existing ambiguity in the new policy. The University needs to relook at the existing framework of the system and give more clear and precise guidelines for effective implementation of the NEP 2020 in the HEIs in the State.

6. The new education policy emphasised on digital education and e-learning platform. Although the new approach is likely to benefit every student and teaching community in one way or the other, yet a large section of the students and teachers will be affected. This is because, not all students have equal access to digital tools, internet facilities or resources require for online learning. Internet accessibility for online learning for most of the students in rural areas of the State still remains a long cherish dream for many students in the State. This issue has been faced in the past as evident from the experience during Covid-19 lockdown periods. Another drawback observed from the practical point of view is that many teaching faculty in HEIs in the State, especially those senior faculty members who are on the verge of retirement from service and who lack proper knowledge of digital education are finding it quite difficult to adapt with the new techniques as introduced in the NEP 2020. Thus, it is pertinent to keep these issues in the minds of the policy makers for effective implementation and to realize the goal and objective of the inclusive education.

## **Conclusion**

The NEP has the potential to completely transform the educational system in India, providing future generations with the information and abilities essential for both individual development and the advancement of the nation as a whole. The current education system in India has a number of problems that need to be fixed, including a lack of inclusion and equity, a lack of skill development and employability, a lack of holistic development, a lack of integration of technology in education, and a lack of teacher empowerment. These problems necessitate the creation of a new education policy in India. Students will be better prepared to succeed in today's fast-paced and more interconnected world as a result of the initiatives that will be implemented as part of the New Education Paradigm (NEP). The New Education Policy 2020 that was discussed and recommended the previous year has not yet been put into action. It is an audacious goal to revitalize the education system in India by adopting a more contemporary perspective. Regardless of how beneficial something may appear to be, the actual execution of any policy carries its own weight and significance. If a policy is not well implemented, on the one hand, it has the potential to be an enormous failure;

on the other hand, if it is implemented well, it has the potential to be an enormous success. With unique culture, there is a dynamic interplay between local realities and national objectives about the opportunities and challenges of implementing NEP 2020 in Nagaland's HEIs. Although Nagaland's values are in line with the policy's holistic approach, cooperative efforts are needed to overcome infrastructure, teacher training, and cultural adaption problems. The long cherish dream of the people for accessibility, equity, quality, affordable and accountability in the field of education in Nagaland could be realise soon with cooperation from various stakeholders and transform Nagaland into a vibrant knowledge society.

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## Chapter-13

# New Education Policy-2020- Skilling Youth for Future Development

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### Abstract

Education process itself is a skill based learning system. In any education system a number of skills are involved. Skill development is a basic part of our daily life without skill development we can't develop our selves. The New Education Policy announced by government of India (NEP-2020) was a welcoming change and fresh news amidst all the negativities surrounding. The announcement of (NEP-2020) was purely unexpected by many the changes the (NEP-2020) has recommended where something that many educationist never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on national educational policy and skill development. This paper also outlines the silent features of new education policy and skill development and analysis how they affect the existing education system. The present research is conducted to study the role of stakeholders in skill based development of students and the suggested skills required by the students to learn. The present study aims to identify the role of NEP 2020 in student skill development. The paper also makes a study on perspectives of different stakeholders for skill enhancement. With special reference to NEP 2020 the study will focus on the idea of vocational education to promote skill enhancement to the students.

Keywords: Skill development, Vocational Education, New Educational policy, Stakeholders

## Introduction

NEP 2020 is a major reform in the field of education introduced by Government of India which transforms the education from result or grade based education to skill based education. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. It has been crafted to make the country Atmanirbhar Bharat accordingly with the vision of making the youth atmanirbhar through skill-based education. Skills may change people's lives and increase the economic productivity of both individuals and society as a whole. People with lower skill levels are more likely to struggle because they are more likely to be unemployed or to be locked in low skill, low income positions. Since they give people the ability to do acceptable employment and enhance their wellbeing, skills can have a profound impact on social behaviour. Skills and knowledge are the driving forces of economic growth and social development for any country. In fact, investment made in skills can make countries to invest in social welfare programmes. Lack of the appropriate skills in the workforce can have serious negative impacts on people, societies, and countries. The key that unlocks equitable opportunity for the disadvantaged and underprivileged segments of society can be skilled. The neglected and underprivileged segments of society can move up to the social ladder with equal access to education, training, and work. As India moves progressively towards becoming a 'knowledge

Economy' it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment. In today's rapidly evolving job market, employers seek candidates with not only academic knowledge but also practical skills that align with industry requirements. While they are working research in this area can provide insights into the types of skills that are in demand and how skill development opportunities can bridge the gap between education and employment.

Education and Skill development sector develops fairly an imperious to suitable this enormous manpower resource. The private education institutions play an important to fulfilling the demand of industry when the public education is not supply the efficient and leaves a significant shortfall. India has biggest majority of the youngest working age group between 15 to 59 years which is creating of more than 65% of total population. The higher education sector, private institutions, colleges and universities apart from the Industrial Training, Professional courses and vocational education are playing a crucial role in the Education and Skill development scenery. Skill development is more related to in the framework of industry concerned with training that provide immediate employment.

## Review of Literature

Ankita Rajput and Dr. Gautam Prasad (2023) 'Role of Nep 2020: Shaping The Skill Development Education Toward Self Reliant India' found that , NEP 2020 for higher education in organizing multidisciplinary activities for promoting students' learning capacity for becoming self-reliant.

Geddam (2022) stated that it develop a comprehensive understanding of NEP 2020 philosophy and ideology intended for national development, researchers look at the conceptual, socio-political, and philosophical (logical, values-based) objectives of India's educational policy from the pre-British, British, and post-Independent India periods. The study assumes that the philosophy (logical, morals) behind NEP 2020 was to realize all human potential, create a fair and just society, and advance national progress. Access, equity, quality, affordability, and accountability are the main principles of NEP 2020.

Arun et al. (2022) concentrated on how college students in India regarded NEP, 2020's challenges, including the overburdening of the curriculum, the lack of infrastructure and transportation options, the emphasis on regional languages, and the disparity in manpower and educational quality between rural and urban areas. Out of 120 respondents, 45 (37.50%) agreed with the statement "Overburden of syllabus," followed by 64 (53.33%) who agreed with the statement "Universal access to education," while 11 (09.16%) respondents disagreed, according to the study's findings.

Shukla et al. (2022) investigates the functions of a holistic approach and multidisciplinary education for a variety of professional options concerning its implementation in NEP 2020 for student placement and orientation to the needs of the stakeholders. The talks in the focus groups highlighted the fact that many schools have a strong system of career counselling to meet the objectives mentioned in NEP 2020. To stabilize student's psychological and emotional wellness as their transition from high school to colleges or universities, the experts also advocated for the need for robust career counselling at the institutional or university level.

Jain et al. (2021) explores the Status of National Education Policy 2020 Indians Perspective. It is evident that NEP 2020 gives Indian home scholars and foreign colleges both a new start to work with and opens up new opportunities. Increased literacy rates and a fast desire to break out of the comfortable melancholy are both necessary for the new policy to be successful. It also helps to facilitate more participation of international colleges.

Devi & Cheluvaraju (2020) comprehend National Education Policy 2020 to examine its impact on the management and commerce disciplines and assess how the education policy prior to NEP 2020 and NEP 2020 performed. The study improved our understanding of how NEP 2020 will affect business and management stakeholders

more generally. The shortcomings of the education policy prior to NEP 2020, which were impeding the development of the Indian economy and preventing young people from attaining their aspirations, have been highlighted by a comparison study between prior education policy and NEP 2020.

Kalyani (2020) examines National Education Policy 2020 and its impacts on the stakeholders. He also attempted to raise an understanding of National Education Policy 2020 and its potential future effects by posing a series of queries on all the available social networking sites and examining the responses. Since students can now select their subject combinations, they will essentially learn what they want to learn. Focus has shifted in the educational system from what the system wants students to study to what the students want to learn based on their preferences and choices.

Paul Benell (2020), "Opportunities for Rural Youth" according to this study, cooperation between the public and commercial sectors as well as a multi-sector approach are particularly important for helping rural youngsters find work. The International Fund for Agricultural Development plays a significant part in creating jobs and revenue. The importance of the role that policy development and implementation play was also emphasised. Vocational education helps.

**Arora & Chhadwani (2019)** conducted a study on "Analysing the impact of skill India as a tool for reshaping Indian economy" for analysing the essence and impact of skill India mission in reshaping the economy of the country. The study concluded that to enhance the momentum proper implementation of the Skill India Mission is required. The government has set an ambitious target of skilling around 400 million people by 2022, but it has been seen that the pace is much slower and the training/skilling to job/placement transition rate is not meeting expectation. In its first phase, the target was to train 2.4 million but only 1.97 million people were trained. There is acute shortage of trained workers in India with just 2.3% of workforce having formal skill training compared to South Korea (96%), Japan (80%), Germany (75%), United Kingdom (68%), and United States of America (52%). This emphasizes an immediate focus on skilling people and effective implementation of the entire process of skill India Mission.

Tauffiqu Ahamad, Ambalika Sinha & Rajesh Kumar Shastri, ( 2016) has inscribed on research paper its efforts to demonstrate the prominence on "Women Empowerment through Skills Development & Vocational Education". This research paper is an effort to understand the essential mechanism of Vocational Education and training programme. It supports to develop the farming or non-farming production activities that increase the incomes of rural peoples. A skills development initiative is a crucial to enlightening the domestic production of the country, employability and creating the opportunities for women to increase the income-earning capacity and similarly for improving the sustainable growth and rural livelihoods.

Gupta, ( 2016) in the recent research has highlighted on “Study of Women Empowerment through Skill Development & Vocational Education in India”. The present studied is focused on the problems, issues, challenges faced by women entrepreneurs, how to overcome them with skill development policies of Indian government for and problems faced by them while pursuing the same.

Nandini N. & HaseenTaj,(2014) in his research opined on the topic “Inclusive Education: Key Role of Teachers for its Success”. The current study introduced that the Inclusion in education is an approach to educate students with special educational needs. The process of creating an inclusive system is more difficult. Factors such as lack of available funding, administrative and policy level support, and trained personnel pose challenges that can slow down progress. Education is the systematic and deliberate process that equips the learner with knowledge, attainment of skills, values and attitudes which enables them to participate effectively in all spheres of life.

### **Skill Development System in India:**

India has progressively developed as a knowledge-based economy due to the great quantity of skilful, elastic and capable manpower resources. Though, there is a prerequisite to promote improve and endow the manpower resources to make certain the nation's international competitiveness. The economic growth and social development for any nation is depend upon the good skills and knowledge. Indian has enjoyed the popular “demographic dividend” of young population with the distinctive aspect. It can be educated to build a skilled workforce in the immediate forthcoming. In India a well-developed and mature sector is Education. Primary education, Secondary education and Higher education area concrete system which offers an educational infrastructure of the country. The Indian constitutions have made a provision for free and compulsory education between 5 to 14 for every children and it has the basic fundamental right.

Indian history show that the Vocational education in schools has been given high priority since National Educational Policy 1986 and Centrally Sponsored Scheme of vocationalisation of secondary education was launched in 1988. Considering various bottlenecks. For India, which is moving through demographic dividend' and wants to achieve tag of 'knowledge based economy', it then becomes all the more important to invest in improving skills and invest in technologies complementing the respective skills suitable for emerging economic environment. Even those who are trained are not able to secure employment. Policy approach to skill development is supply driven and less attention is paid to demand side factors ( (Singh, 2003); (Mehrotra, 2014); (Berman, Somnathan, & Tan, 2005). To understand the same, it is important to note what is the meaning of the abstract term 'skill' and analyse link between education, skill and unemployment. 'Skill' means any marketable expertise however acquired, irrespective of whether marketed or not, or whether the intention is to market it or not (NSSO,



2013). Skill is broadly defined as a learned ability of an individual to carry out a set of pre-determined task (Srivastava, 2008).

### **Objectives of the study:**

- To assess the importance of the New Education Policy 2020 and skill development among youth
- To study the skills required by the learners and the role of stakeholders in skill-based development of students.

**Need of the study:** At present every job requires some sort of skills. Some skills acquire through training and some skills are through their education. Skills are learned through vocational education in general. Combination of skill development and education industry is playing a crucial role for skilling the peoples and assists to take on wings. A skill development initiative is a backbone to remain a phantasm condition sustained out in segregation over and done with centres only. It has to be revealed in schools along with academics. In the current scenario of globalization, there is gap have been seen in supply and demand of manpower resources so that the skilled and multi-skilled labours demand has enlarged. Therefore, developing countries such as India presenting a vital obligatory for fame of the skill development training programme. Approximately 90% of employment opportunities have need of job-related skills. Simply 20% of the youth get employed who having graduates degree. The rest of the youth have possessed a graduate degree but they are incapable to get appropriate job due to the absence of employable skills.

### **Methodology:**

The present study is foremost based on secondary information. The study drafting and analysis is based on the conclusion of numerous research paper which help in preparing the current research work. So, secondary data have been taken from different research reports, journals, research papers and websites.

### **NEP-2020 and Skill Development Education**

National education policy NEP 2020, one of the first policies of the 21st century, was approved by the Union Cabinet of India replacing the previous 1986 policy on 29th June 2020. The NEP proposes the change in curricular structure from 10+2 structure of general education to 5+3+3+4 structure. The policy also recognizes the importance of soft skills such as communication, teamwork, problem solving, decision making, and analytical thinking as imperative life skills. It propagated experiential and skill-based learning. Rather than emphasizing rote-learning and heavy-content, NEP focuses on holistic learning of the students. It includes creative and multidisciplinary curricula such as sports and fitness, languages and cultures, art, and craft. It recognizes life skills such as communication, cooperation, and teamwork. The policy aims to remove social status

hierarchy and integrate vocational education programmes with mainstream education. Vocational education should begin at an early stage in middle and secondary schools and smoothly progress to higher education so that quality can be maintained.

### **Stakeholders for Skill development among students**

NEP 2020 emphasises holistic education throughout all schools and higher education institutions and recognises the need of providing students with vocational training. Few policies emphasized integration of vocational education, creation of a hybrid vocational ecosystem, integration of vocational education into higher education and increasing market orientation of vocational education. There is key consideration for various stakeholders are:

**Students:** The students must have some sort of considerations while they are learning skills based education. Especially, a) multiple exit and entry points so that students can seek their career through vocational education. b) Promotion of inclusivity and diversity to build nation's capacity.

**Teachers:** Teachers need training in those particular courses. These training courses are enhance their skills and ability to work a) increase the demand for trained vocational instructors- NEP can dates the adequate number of teachers in schools across the subjects particularly for vocational education. Schools will also be hiring locals from the community who are experts in vocational subjects. b) Increased supply of quality trained instructors **Education Technology** (Educated technical) players: a) Opportunities will be given to the educated technical players to collaborate with the schools for imparting courses that will teach them basic skills. b) Educated technical players will also be collaborating with higher education institutes offering vocational programs which will also offer joint degree or certificate programmes. c) Players will also have the chance to assist with technological tools and language-appropriate materials.

**Higher Education Institutes:** Technical based higher education Institutes like IIT, Polytechnic institutes and Industries: to collaborate with higher education institutes and schools.

### **Conclusion:**

Education, skill development and vocational training and lifetime knowledge are fundamental mainstays of student holistic development, Teachers professional competencies, employability, employment of workforces and sustainable development of the country. India will have look at formulating the workforce according to international prospects. Therefore, that it can operate its premium situation as the manpower resource reservoir. Particular the vibrant labour markets it moreover imperative the workforce acquires and prepares itself as speedily as probable. There is a

demand to interconnect between the formal education structure and work necessities, combining the stimulating situation interrelated to the skill gap.

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## Chapter-14

# New Education Policy-2020 and Women Empowerment through Education

**Ravi Kiran Cheepu & Bhavya Banala**

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### **Abstract**

Women Empowerment means to make women independent so that they can take their important decisions of life by themselves. Empowerment is a multi-dimensional process which explains the identity, authority, responsibility and power of an individual or group to make choices and transforms those choices into outcomes. Women empowerment refers to the emancipation of women from all the spheres like economic, political, social, gender-based discrimination. Empowerment is the ability to make choices and transform all those choices in to proper outcomes and desired actions. An educated, self-dependent, self-motivated and decision-making woman is an empowered woman. Empowering women and making them independent needs to be done for humankind to progress. Women should have equal rights and opportunities to participate in education economics and politics. They should influence each other and boost the economic growth of the country. The most curial step is women empowerment is education. Thus, women must understand the value of self-worth. This paper reflects the present position of women and importance of education in future building of women. After attain education then they will get status in society.

**Keywords:** New Education Policy, Empowerment, Education, Women rights

## Introduction

Women empowerment implies to the creation of an environment where women can be capable of taking their own decisions for their personal benefits as well as for the society. Education is the key factor which leads to the enlightenment in every one's life. "Education is the first step for Empowerment - Malala". Education is an important powerful tool which reduces inequality and also controls population. Education enables women to face so many challenges. Education can bring changes in the position of women in their family and in the outer world because when women are educated and empowered, they can guide their children, family members, society indeed. Empowerment of women brings equal rights, status, opportunity and freedom to their personal benefits as well as for the society. Empowering women are self-dependent and they enhancing their position in the power of structure of the society ( Dr.Madana V. 2014). Ritu Ajbani in her article (31st March,201`9) was reported that education is milestone of women empowerment because it enables them to riposte to challenges, to resist their traditional role and change their life. According to the Government reports, women's rights, gender discriminations are encountering some barriers till 21st century. Even beyond the literacy rate, as per the Global Gender Gap Index 2020, this present paper reveals the relevant adversity that Indian women are still undergoing. But the holistic education and optimism of the new schemes and policies introduced by the Government ensures the desirable and diversified outcomes in future for women. In the New Education Policy, Women empowerment can be achieved through their education and research activity in the country.

There were two revisions to the National Educational Policy between its initial 1986 draft and its 1992 revision. It is now necessary to examine the Policy due to the developments that have taken place since then. Following the NEP of 1986, the first education policy of the twenty-first century, the NEP 2020, follows at 34 years younger. On July 29, 2020, the NEP 2020 was approved by the Union Cabinet of India. This policy, which is seen as a ground breaking move by the Indian government, lays out the goals and objectives for the future education system in India. By making K-12 and higher education more comprehensive, adaptable, multidisciplinary, relevant to the needs of the modern world, and focused on fostering the development of each student's individual strengths. Recent announcements have focused on expanding access to high-quality. A number of factors, including the pandemic, Education 4.0, NEP 2020, increasing student demands, and new technology, may influence education. Education 4.0, NEP 2020, and other similar initiatives may cause changes in the educational landscape in the years to come, the current epidemic, growing student needs, and modern technologies. The contemporary social context, societal age divides, new student profiles, and massive technology advances have prompted HEIs to reimagine and remodel the higher education ecosystem to make it more accessible and inclusive. NEP 2020 strives to inspire the necessary confidence for the call for a self-sufficient

nation to be a success. It must be confident in its ability to use India's unique assets and massive resources, which are frequently misunderstood as liabilities in the form of a rapidly growing population.

**Need of the Study:** Now-a-days India's new infrastructure is based on education, health, technology as well as policies. By providing right education to women, it ensures gender quality and women empowerment. It could bring other desirable outcomes in the society. In this considerable situation, researcher has been conducted of this present study.

**Objective of the Study:** The main objective of the study is to study the role of education in Women empowerment and gender equality in education to empower women.

**Methodology:** The present study is descriptive and analytical in nature. The study is based on the collection of data from secondary sources like various published and unpublished books, records, research journals, magazines, newspaper articles, and various websites. Analysis and examination of the data led to the inferences and conclusions

**Role of Education and Women Empowerment:** Women Empowerment itself elaborates the access to education, political rights, social rights, economic rights, judicial strength, freedom and decision making power and the other rights that taken as equal for women. According to the definition provided by the U N O, "Women's Empowerment" has five components-

1. Women's sense of self-choice.
2. Right to have and to determine choices
3. Right to have access to the opportunities and resources.
4. Right to have power to control their own lives, both within and outside the home.
5. Ability to influence the direction of social change. Present age is based on "Knowledge Century Era"- and knowledge is an asset to the progress.

### **International Journals of Multidisciplinary Research (RAIJMR)**

It is clear from the above discussion that education of women is the most powerful tool to change the position in society. Women education in India has been a need of the hour as education is a foundation stone for the empowerment of women. Education also brings a reduction in inequalities, and functions as a means of improving their status within the family and develops the concept of participation. The empowerment strengthens the innate ability by way of acquiring knowledge, power and experiences (Hashemi Schuler and Riley 1996) Women are the most important factor of every society Empowering woman has become the focus of considerable discussion and attention all over the world. Education, as means of increasing self-

respect and dignity among women. It's time to realize that women empowerment is only possible if all the girls right from the primary level are to be literate. Many government schemes for strengthening of girls such as Kasturba Gandhi Balika vidyalaya, Mahila Samakhya programme, education for women equality, Meena Manch for U.P (a forum for adolescent girl to discuss their own issues) can be able to reach through informal education. Many informative programmes are telecasted by the media such as 'meena ki kahani' which is very encouraging the young girls. Through informal education women are able to know their strength and weakness and are making aware their rights and duties. Only informal education cannot be able to make women empowered. School is a very important area of socialization and it can be an important promoter of gender equality.

### **NEP-2020 and Women Empowerment:**

The National Education Policy (NEP) 2020, introduced by the Government of India, encompasses several provisions and objectives aimed at promoting gender equality and empowerment within the education system. The policy recognizes the importance of addressing gender disparities and ensuring equal opportunities for all individuals, regardless of their gender. Here is an overview of the key provisions and objectives of the NEP 2020 related to gender equality and empowerment:

- (1) The NEP 2020 emphasizes the need for inclusive education, ensuring that girls and boys from all social and economic backgrounds have equal access to quality education. It advocates for the creation of an inclusive and safe learning environment that promotes gender equality, diversity, and the elimination of gender-based discrimination.
- (2) The policy emphasizes the development of a gender-sensitive curriculum that challenges gender stereotypes, promotes gender equality, and addresses the specific needs and interests of girls and boys. It aims to incorporate diverse perspectives, experiences, and contributions of women and men in various academic disciplines.
- (3) The NEP 2020 recognizes the prevalence of gender-based violence within educational institutions and aims to create a safe and secure environment for all students. It advocates for strict implementation of anti-harassment policies and the establishment of mechanisms to address and prevent gender-based violence in schools and colleges.
- (4) The policy emphasizes the empowerment of women in education leadership roles, including at the administrative and managerial levels. It encourages the appointment of women in decision-making positions and supports capacity-building programs to enhance women's participation and representation in educational institutions.
- (5) The NEP 2020 recognizes the existing gender gaps in educational attainment and seeks to bridge these gaps. It emphasizes the provision of necessary support systems,

scholarships, and mentorship programs to encourage girls' enrolment and retention in schools and higher education institutions.

(6) The policy recognizes the importance of skill development and entrepreneurship in promoting gender equality and empowerment. It promotes the integration of vocational education, skill training, and entrepreneurship programs, ensuring equal access and opportunities for girls and women to develop their skills and participate in economic activities.

**Empowering Women in Education:** The policy's emphasis on women's empowerment in education leadership roles can help create role models and mentors for students. By increasing the representation of women in decision-making positions, the NEP 2020 can inspire and empower future generations, promoting gender equality within the education system and beyond. The NEP 2020's emphasis on inclusive education and creating a safe learning environment is a commendable strength. By promoting gender equality and diversity, the policy recognizes the importance of providing equal opportunities to all students, irrespective of their gender. The policy's focus on developing a gender-sensitive curriculum is a positive step towards challenging gender stereotypes and promoting equality. By incorporating diverse perspectives and experiences, the NEP 2020 aims to provide a more inclusive educational experience for all students. The NEP 2020's recognition of the need for women's empowerment in education leadership is a crucial strength. By encouraging the appointment of women in decision-making positions, the policy aims to foster greater gender representation and equitable decision-making processes in educational institutions.

The NEP 2020 has the potential to contribute to improved gender parity in education by addressing systemic barriers and biases. By providing equal opportunities and support systems, the policy can contribute to increased enrolment, retention, and educational attainment among girls and women. The gender-sensitive curriculum and inclusive educational environment promoted by the NEP 2020 have the potential to challenge traditional gender stereotypes. This can foster a more equitable learning environment, enabling students to develop critical thinking skills and reject discriminatory practices.

The policy's emphasis on women's empowerment in education leadership roles can help create role models and mentors for students. By increasing the representation of women in decision-making positions, the NEP 2020 can inspire and empower future generations, promoting gender equality within the education system and beyond.

## **Conclusion**

Thus, education can be a great instrument in changing the personality of the women through making them sensitize about their strength Women empowerment is boon for growth and development of women. Women are the largest untapped



reservoir of talent is the world. Let us empower them and encourage them to get quality education. The research conducted on promoting gender equality and empowerment through the National Education Policy (NEP) 2020 provides valuable insights into the strengths, limitations, and potential impact of the policy. The findings shed light on various aspects of the NEP 2020 and offer recommendations for enhancing its effectiveness in addressing gender disparities in education. Here is a summary of the key research findings and their implications. Studies emphasize the positive impact of women's empowerment in education leadership roles.

The NEP 2020's emphasis on promoting women's representation in decision-making positions is laudable. However, research recommends further initiatives such as mentorship programs, professional development opportunities, and networking platforms to enhance women's participation and influence in educational leadership. These efforts can contribute to more equitable and inclusive education systems.

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## Chapter-15

# **New education Policy-2020-Opinion of Younger Generation on Multilingualism– a study in Visakhapatnam city Andhra Pradesh**

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### **Abstract**

With the introduction of New Educational Policy-2020, there has been a vital shift in the Indian education system. The New educational Policy-2020 in India focuses its attention on the interaction between languages and the medium of instruction for teaching and learning. The NEP – 2020 of India is at the very core a paradigm shifts in the country's education framework with a focus placed in multilingualism promotion. Multilingualism refers to speaking more than one language competently. Generally, there are both the official and unofficial multilingualism practices. Benefits of multilingualism practices in education include the creation and appreciation of cultural awareness, adds academic and educational value, enhances creativity, adjustment in society and appreciation of local languages. The term multilingualism which is the focus of this article is derived from two Latin words namely “multi” that means many and “lingua” that means language. Thus, multilingualism is referred to as the ability of a speaker to express himself or herself in several languages with equal and native like proficiency. However, it has been realised in both the written and verbal communicative practices that proficiency in one language usually tends to dominate in a multilingual set up as compared to the others. Multilingualism can also be regarded as the co-existence of several languages within a society. These several languages can be official or unofficial, native or foreign and national or international. Multilingualism is an integral feature of India, essential for the success of the democratic, ideological and fiscal system of the country. Human are divided into three categories based on their language skills. Monolingual, Bilingual and Multilingual. Someone who knows only one language is called Monolingual. Those who are able to use two languages are bilingual; multilingual

is a person who is able to speak more than two languages. The main aim of this study is to assess the impact of multilingual approach to education on young learners in India. This Study based on primary data and secondary data.

**Keywords:** Multilingualism, Impact, Regional Language, mother tongue

## **Introduction**

The new educational policy-2020 focus on establishing the interconnection between languages and the medium of instruction for teaching and learning. Language is an essential pre-requisite for human communication. Human beings need a language for communicating each other. The National educational Policy-2020, a version of the Union cabinet of India that is dated July, 2020, argues that languages are important in teaching and makes several recommendations around the way you teach ancient languages, foreign languages and Indian Sign Language. India is a great land, where many languages prevail, the 22 official languages and the regional ones. Multilingualism as a key factor in the National Educational Policy (NEP) promoted by Government of India in 2020 is one of the key educational reform measures. In addition to the implementation of many languages one World policy NEP-2020 has introduced multiple methods that lead to multiple languages in schools. The National Education Policy-2020 three- language formula impels that the home/mother-tongue/local communication language should be used until grade-5 but preferably grade-8 and beyond. Three-language formula promotes multilingualism and national unity. This method essentially is designed to help students to achieve fluency in their mother tongue, English and even another Indian language. The idea of multilingualism according to the NEP-2020 has the potential to bring about the greater social integration as well as make everyone equal in the Indian classroom.

The term multilingualism is derived from two Latin words namely “multi” that means many and “lingua” that means language. Multilingualism, as the name states, is the ability of a speaker to express him-/herself in several languages with equal and native-like proficiency. (Bussmann, 1996). Multilingualism is understood as the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives. In this context, a language is defined neutrally as a variant which a group ascribes to itself for use as its habitual code of communication. This includes regional languages, dialects, and sign languages. In addition, the term multilingualism is used for referring to the co-existence of different language communities in one geographical or geo-political area or political entity. (Directorate-General for Education, Youth, Sport and Culture (European Commission), 2007).

## **NEP 2020 and multi-linguicism**

The NEP 2020 has reconfigured the curriculum and pedagogy of school education to 5 + 3 + 3 + 4 design with an aim to make them responsive and relevant to the developmental needs and interests of learners at different stages of their development. However, it will not be necessary to make any parallel changes to the physical infrastructure. The policy aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

### **Multilingualism**

- a. Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother-tongue/local language. Thereafter, the home/local language shall continue to be taught as a language wherever possible by both public and private schools.
- b. There will be a major effort from both the Central and State governments to invest in large numbers of language teachers in all regional languages around the country. Especially states from different regions of India, may enter bilateral agreements to employ teachers in large numbers from each other, to satisfy the three language formula in their respective states, and also to encourage the study of Indian languages across the country.
- c. Students whose medium of instruction is the local/home language will begin to learn science and mathematics, bilingually in Grade 6 so that by the end of Grade 9 they can speak about science and other subjects both in their home language and English.

### **Review of Literature:**

In this world, language is a necessary for human communication. People need language to communicate with others. As per Jendra (Jendra, 2010, p. 1) language is used only by humans for communication. It means that mostly humans cannot communicate with another without language. So, it must be difficult for human to interact with another. Language will be unusable if it is not applied or used by human in their society. Therefore, it shows that language and civilization is complementary to each other. Janet Holmes specifies that sociolinguistics is the study of the relationship between language and civilization.

All humans use a language to communicate with each other, many of them to use more than one language for communication. An individual who speaks two languages for the purpose of communication is termed as bilingual. (Jendra, 2010, p. 68). Anyone can be bilingual; based on the capability of using two languages. At times people are unaware that they are bilingual even though they do communicate with more than one language every day. Hence, everyone can be bilingual.

Multilingualism is considered a skill, when people are able to speak more than two languages to interact with other (Chaer and Agustine, 2004:85). In a way students learning English are one of the multilingual communities. A Multilingual community is one that has more than two languages to speak and to communicate each other. While Holmes (2013:76) defines that multilingualism is a skill to use more than two languages in communication for certain purpose.

There are certain aspects determining if a person can be bilingual or multilingual, such as Nationalism, Mobilization, Culture, Education, or Religion. Mobilization can create a need for bilingual condition when an immigrant has to interact with native, they will learn the native language. Nationalism movement demonstrates a requirement of a national language to bond a whole nation together.

People have a choice of language when they communicate with each other, in their day-to-day life. According to Grosjean (1982:127) the day-to-day communication with other, people are constantly changing the variety of language they use. Human beings are not for a particular language for their communication as some people may not comprehend their language. So, many people choose to use a certain language for their communication to make the receiver comprehend what their message.

Annamalai (2004), movie highlighted the issues through which students from low-income family faced while they tried to get be educated in the English language education system.

As Jhingarn (2005) wondered, actively using the mother tongue in primary school academic lifts learning outcomes and lowers drop-outs. There was also line of sight to the part that English plays in national education which this was the subject of much debate for too.

Graddol (2010) underlined that English in India is not only a powerful tool of global competitiveness, but it also become a door leading to social mobility

Agnihotri (2014) says about the discrimination of minority languages and privileging of English and some regional ones.

Jhingarn (2015) even stresses on the importance of the professional development of teachers and equitable resources to support the instruction in the multilingual setting.

Randhawa (2019) pinpointed the place of Indian sign language in education as a measure of balance which will lead to the equalization of opportunities for deaf students.

### **Objectives of the study:**

1. To study about the Multilingualism concepts, advantages and disadvantages.

2. To observe the opinions of Multilingualism approach to education on younger generation in Visakhapatnam city.

### **Methodology of the study:**

**Data Collection:** This study used primary data (Data collected through structured questionnaire) and secondary data (Books, reports, journals, News Papers and websites).

**Sample size:** The sample size of the respondents were 170 out of which 150 responses were answered to all questions, so only 150 were considered to confirm as study respondents.

**Area of the study:** The research study was limited to Visakhapatnam city and suburbs only.

### **Advantages and Dis advantages of Multilingualism:**

#### **Advantages:**

1. **Development of Analytical Skills:** One of the key advantages of acquiring a new language is Improved Analytical Skills which has a positive result on one's psychological wellbeing. Studies show that the inception of Alzheimer's and other mental illness can be delayed by learning a new language. It also improves the capabilities of the brain as it learns to distinguish and differentiate between diverse language structures, which enhances its problem-solving ability. Students who are bilingual perform better on homogenous assessments than their monolingual peers. Language learning augments one's retaining power, the studies also illustrate that people knowing two languages are better at recalling instructions and data. The reason being, learning a language comprises of remembering terminology and grammatical structures. Experts say these efforts will definitely enhance the inclusive retention as they reinforce the psychological capacities.
2. **Multilingualism improves individual life.** Visiting foreign countries can be more pleasant if one knows the language and there is no linguistic barrier. Learning a second language helps to bond and mingle with people from across the world. It helps to understand the social variances and why those differences occur. One can also learn the significance of appreciating different cultures. It encourages harmony and develops open-mindedness, crucial in multi ethnic cultures.
3. **Professional successes:** Learning a new language can be beneficial for a person's professional success. Acquiring a new language is important for working in a corporation dealing with global customers, or if one wants to expand their business overseas. Knowing the language of the market one wants to operate aids in building and sustaining healthy associations with consumers.

### Disadvantages:

Sometimes learning a new language also gives negative effect on person's life. And multilingualism can be a problem at Higher Education Level in India due to lack of Common National Language. Prominence given to Hindi is opposed by non-Hindi speakers. There is a dearth of Scientific and Technological Educational Resources in Regional Languages. Learners with education in Regional Languages will not be able work in any other state or country. Children of parents with transferable jobs will have difficult time coping with different regional language medium schools. Job opportunities in MNCs will be difficult for Graduates with Regional Language Education. The choice to encourage regional language in Higher Education will restrict the hiring decisions of the Leading Institutes. They will be obligated to contemplate language expertise as a main condition as opposed to subject matter proficiency. They will have to stop employing candidates from the international talent pool for teaching. Moreover, a regional language focus would not be effective in Leading Institutes like IIT or IIM where learners from across the country apply.

**Analysis of the study:** Simple Percentage method was used in the analysis.

**Table-1 Survey Results**

Question	Yes	No	May be	Total
1. Support of the Multilingual approach to Education	57%	36%	7%	100
	Monolingual	Bilingual	Multilingual	Total
2. Type of Language speakers	31%	40%	39%	100
3. Reason for not implementing teaching in Regional Languages in HEIs	Insufficient staff	Dearth of infrastructure	Perception of respondents	Demand for International Language
	59%	64%	47%	60%
4. Most spoken Languages in Visakhapatnam city By native speakers	Most Spoken Languages in Visakhapatnam city		Percentages %	
	Telugu		44%	
	Bengali		8%	
	Hindi		7%	
	Marathi		7%	
	Guajarati		5%	
	Kannada		4%	

	Tamil	6%
	Urdu	4%
	Others	15%
	Total	100%

Source: Primary data

The above table show that the Telugu is considered as the dominant language of the research area (Visakhapatnam city), though the Hindi is considered as the dominant language of India. Multi language formula is most useful for younger generation in the country for their better future purpose. Now a days youngsters are leaning minimum 2to 3 languages in addition to mother language.

## Conclusion

Language, which is being given more and more importance in the National Education Policy 2020, is believed to be a means of knowledge, preserving cultural heritage, and building international competitiveness. The policy's guideline about media of instruction, classical languages, foreign languages, and Indian Sign Language makes use of research evidence and simultaneously celebrate India's linguistic variety and supply students with the language skills which are need of the hour today. Nevertheless, for these recommendations to be fruitful, it is necessary to handle several challenges, like teacher training, curriculum improvement, and resource allocation. In this regard, Stakeholders such as policymakers, educators, and language communities will have to work together to make sure that the language policy promotes equity and inclusiveness no matter the ethnicity of the students. National Education Policy 2020 is a milestone in the journey of India in making multilingual environment a norm in education.

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## Chapter-16

# NEP-2020 –Access and Scope of Digital Education in Rural India – A study

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### Abstract

The era of 21st century is often regarded as an era of technology. Technology, today, plays a very important role in our life. It is seen as a basis of growth of an economy. An economy which is poor in technology can never grow in today's scenario. This is because technology makes our work much easier and less time consuming. The impact of technology can be felt in every possible field one such field is Education. Education is a nation building process and digital education is the progressive education for building a healthy rural India. India is moving towards a global knowledge super power in which educational technology, digital initiatives and virtual classrooms play their prominent roles in rural and remote India. Hence, digital education and virtual learning need to be the essential prerequisites of most of the rural development programmes. The Central government along with State Governments has been constantly working towards socio-educational reforms through diverse programmes of digital education after implementation of New Educational Policy. The main aim of this paper is to assess the access and scope of Digital education in rural India, after implementing the NEP-2020. It is based on purely secondary data.

**Keywords:** Digital education, new educational Policy, Educational Technology. Rural India

## Introduction

Indian economy's growth prospective lies in adoption of digitalisation technologies for empowering rural sector. New Education Policy is a high light in Indian education system and with a vision to transform India into a digitally empowered society and knowledge economy enables its citizen to access and avail the government services electronically and with ease-of-use. E-Learning has become a powerful tool in the field of education and technology, offering the ability to bridge educational gaps and support the overall growth of rural areas in India. This article examines the convergence of E-Learning and rural development, elucidating the difficulties encountered by rural areas and the potential advantages offered by digital education. The existence of the digital divide has significantly impeded rural development, resulting in unequal access to high-quality education. E-Learning platforms possess the capacity to surmount geographical limitations and furnish instructional materials to distant regions, so enabling individuals in rural communities. This study analyzes the present status of E-Learning efforts in India, with a focus on their influence on skill acquisition, vocational education, and overall knowledge enrichment among rural communities. The research highlights the importance of adopting a thorough and all-encompassing strategy for implementing E-Learning in rural India, taking into account the varied language and cultural environment. Furthermore, it examines the capacity of mobile technology to provide educational material, considering the prevalent presence of smartphones in these regions.

Education is a fundamental aspect of societal progress, and in today's day, the incorporation of technology into educational methods has completely transformed conventional educational models. Within the expansive and varied terrain of India, the difficulties related to delivering high-quality education to rural communities have consistently been a central topic of discussion. The digital gap, marked by restricted availability of educational materials, has prolonged socio-economic inequalities between urban and rural regions. Nevertheless, the rise of E-Learning has emerged as a promising opportunity to bridge this divide and promote rural development by harnessing the potential of technology. Rural regions in India encounter a variety of complex obstacles, including insufficient infrastructure, poor educational resources, and a shortage of competent instructors. These problems impede the comprehensive development of individuals and communities by limiting educational possibilities. E-Learning, which refers to the utilization of electronic technologies for accessing educational curriculum beyond conventional classrooms, has the capacity to greatly alter the educational environment in rural India. The implementation of digital education in rural communities goes beyond granting access to academic material; it signifies a fundamental change in the manner in which individuals gain knowledge, abilities, and information. This article seeks to analyze the complex correlation between E-Learning and rural development, by assessing the existing status of digital education

efforts, their influence on skill improvement, and the prospective socio-economic consequences.

Digital education means digital learning. It is a type of learning that is supported by digital technology or by instructional practice that makes effective use of digital technology. Digital learning occurs across all learning areas and domains. It gives win-win opportunities for all, at one side School, colleges and institution finds the rapid rise in enrolments and added revenue because of digital education, and on other side students view this as a flexible and alternate option allowing them to study as per their convenient time and pace (Gonda and Gupta .2017).

## **Review of Literature**

Jinal Jani and Garish Tere (2015). Digital India programme introduced by government of India is important for the development of digital education in the country. Digital India drive is a project initiated by Government of India for creation of digital empowered society across the country. It will help in mobilizing the capability of information technology across government departments and helps in delivering the different governments programs and services. Digital India will help in creating job, providing high speed internet and digital locker system and so forth. Digital India has three important components namely digital infrastructures creation, digital delivering services and resources and digital education.

Shikha Dua et al., (2015). They have discussed the different issues, trends and challenges of digital education in India and suggested the empowering Innovative classroom model for learning. The future trend of digital education includes digitalized classroom, video based learning, and game based learning and so forth. They have pointed out different challenges of digital education India and suggested measures to overcome these challenges. Constant reforms required in schools and teacher for the development of digital education in India.

Himakshi Goswami (2016). The study highlighted the different opportunities and challenges of digital India programme in India. Digital India programme introduced by government of India will help in transforming country into a digitally empowered economy. This will help government of India to integrate the Government Departments with the people of India. The main purpose of this programme is to reduce the paper work and help in providing different Government services electronically to citizens. It describes the different opportunities of the programme for the people of the country. India is having different languages, culture, and customs, food habits, laws and traditions. The purpose of digital India programme is to integrate whole country digitally but languages would be the main challenges in the implementation of such programme.

Jayesh M. Patel (2017). There are many web based tools which can be used in the classroom for digital education like twitter, Glogster, Prezi, Diigo, Dropbox, and Moodle. Teachers and students are interested in web based digital learning but because of lack of knowledge they are not initiating the same. Web based tools will make the learning interesting and students will get motivated which normal classroom cannot do. Currently the teacher centric approaches are making learning boring even for interesting chapters , use of digital technology makes even boring content interesting and joyful. The concept of child centred approach will be fulfilled only with the help of digital technology.

Gopal, D.H. Jagadeesh (2018), rumoured the extent of relationship between emotional intelligence and burnout among teacher educators. The author disclosed that to scale back the teachers` burnout and to boost the amount of the teachers` engagement, Emotional intelligence is vital in terms of teaching profession, since it might predict a much better angle toward work and a lower probability to expertise burnout the link of expertise and age of a private on the amount of emotional intelligence. Author found perception and therefore the level of emotional intelligence in an exceedingly person on the idea of his/her cohort and gender. Results of the Z-test shows that respondents take age teams differ in emotional intelligence except between age teams of 25-35 and on top of fifty five and all over those females have higher emotional intelligence than males.

Lyons, A. C., & Kass-Hanna, J. (2021). The research paper focuses on measures of digital literacy on traditional methods. Address the challenges associated with the traditional methods of measuring associations. Devices used for usage of digital literacy among citizens. The focuses on financial literacy and digital financial literacy which bring combination of both digital literacy and financial literacy among peoples life. The paper used multidimensional test for measuring the respondents.

Gautam, R. S., Rastogi, S., Rawal, A., Bhimavarapu, V. M., Kanoujiya, J., & Rastogi, S. (2022). The study is focuses on financial services provided by various banks and fin- tech companies. Technology bring new changes in banking services like online service, credit cards ATM, KCC etc. the paper focuses on Kisan credit cards and ATM cards how positively associated with knowledge towards financial literacy. Study finds that government focus on policy formulation of digital technology usage which will bring transformation of traditional methods to modernization of financial methods and both urban and rural people get benefit from digital technologies.

Esh, M. (2022). The study is based on library information science (LIS) usage among students usage of life. It focus on global literacy framework indicators like information and data literacy, communication and collaboration, digital content creation, safety and problem solving. Which will effectively build the digital literacy among the students which helps in their daily life. The study is case study based on

literacy proficiency literacy knowledge, digital skills of students of library and information science, university of north Bengal. The finds that average proficiency in usage of technology and they are nourished with advanced technical skills among students.

Gautam, R. S., & Kanoujiya, J. A. G. J. E. E. V. A. N. (2022). The article is based on regional development and digital literacy. It taken 29 states and 2 union territories three years fiscal data for analysis of data. It used panel data analysis method for the study. RRBs bring advanced technologies in their operations which will boost rural people to know the digital operation of banks. People also know how to use of advance technology in their life. It reveals that government and RRBs have create infrastructure in rural areas which will automatically bring developmental activities in rural area.

Li, M., & Yu, Z. (2022). The study is focus on teacher's digital literacy on teaching and learning impact on students during COVID-19 medical emergency. It compare the traditional teaching methods and modern methods of leaning for career advancement of students. It is taken three elements teachers digital literacy, career satisfaction and professional skills, which will bring new changes in teaching and learning process. During medical emergency teachers are realized the importance of technology in teaching learning process. Innovative measures for active learning of students without teacher's presets in classroom. COVID-19 bring new perceptions in teaching field like learn from home, MOOC courses, online learning, development of online educational platforms, development of edu-tech companies.

### **Need of the study:**

In India, there is a need for Digital Initiatives for Strengthening Rural Education and adequate utilization of technologies may serve to solve certain issues while leveraging interactive educational systems. The rural areas can be provided with digital teaching devices, high-end lectures over video calls, smart boards etc., with the aid of public-private collaboration. Schools with one instructor will perform immersive lectures through several locations using interactive digital media platforms. This aims to counter the shortage of instructors in such schools as well. Once technology gets introduced in rural areas, teachers will eventually get acclimated by their usage. Interactive learning through digitisation will make learning more exciting and interactive in schools, which will also help to curb down the drop-out rates.

### **Objectives of the study:**

1. To assess the access and scope of Digital education in rural India
2. To study related terminologies of Digital education in Rural India

**Methodology:** The study is based on secondary data, collected from research projects reports, Journals, magazines, Books, newspapers and websites.

## **Analysis**

Generally, digital education is considered as a type of education and learning that is “accompanied by technology or by instructional practice that makes effective use of technology. It encompasses the application of a wide spectrum of practices including blended and virtual learning”.

Digital technology has boosted the march for global knowledge and use of digital super power. There is use of digital technology as well as information communication technology (ICT) in diverse aspects of modern progressive education. Formal face-to-face traditional education system has been seriously affected with the outbreak of COVID-19 virus and for which digital education and virtual learning are strengthening their strong effects.

## **Access and Scope of Digital Technology in Education in rural areas:**

India has evolved into an “information intensive society” over the last ten years, and there is an increasing need to adopt technology in the field of education. According to the policy, one of the core principles guiding the education system would be the ‘extensive use of technology in teaching and learning, removing language barriers, increasing access, and education planning and management. As per the provision of the Right of Children to Free and Compulsory Education Act, 2009 and its subsequent Amendments, it is important to ensure equity in education with equal access to quality teaching and learning along with innovative use of resources. In the period of COVID, educational development of rural India, students, teachers, parents and community members are open to access the varied interventions of digital education and virtual learning. Further the Government expanded the scope of digital education and virtual learning by highlighting the importance of e-learning, the government given much priority through infrastructure, finance and social development in the country.

In order to supply quality education within the rural place the technological development exposes new potentialities and learning ways that are continually being challenged within the academic system. Thus it's essential to develop digital emotional intelligence with the offered digital technologies. Some lecturers feel that technology will erase their role, however indeed technology will ne'er scale back the role of an educator. Thus digital emotional intelligence and digital technologies must be leveraged to make a much better impact within the academic institutes of Rural Republic of India.

## Affordable Digital Tools for Rural College

**1. Lecture rooms:** There are differing types of various advances as of currently will use in rustic lecture rooms to urge to the net administrations. as an example,

- a) **Class Website:** a straightforward technique to point out your understudy's work is to create a website page supposed for category. Once a web site page is planned, specialists will post prep assignments, understudy work, adages, question and answer contests, therefore considerably a lot of.
- b) **Blogs:** It allows the understudies to stay up a running discourse, as an example, a diary, musings, thoughts and assignments that to boot accommodate understudy remark and reflection.
- c) Wikis are a lot of gathering focused to modify numerous people from the gathering to change a solitary report and build an extremely communitarian and cautiously altered completed item.
- d) **Wireless schoolroom mouthpieces:** Uproarious lecture rooms are every day by day event and with the help of amplifiers, understudies will hear their educators all the a lot of plainly. The advantage for instructors is that they nevermore lose their voice by the day's finish.
- e) **Interactive Whiteboards:** Associate in nursing intelligent whiteboard that offers contact management of laptop applications. This upgrade the involvement within the schoolroom by demonstrating no matter is often on a laptop screen. This guides in visual learning, likewise because it is intelligent, therefore the understudies will draw, compose, or management photos on the intuitive whiteboard.

## The disparity in access to digital technology in rural India

The digital gap in India pertains to the socio-economic and geographical discrepancies in the availability and utilization of information and communication technologies (ICT), namely the internet. This division is evident in multiple ways and disproportionately affects certain sectors of the community. The digital gap in India is influenced by various significant dimensions:

- 1. The urban-rural split is characterized by major disparities in internet infrastructure, connectivity, and availability to digital devices, which pose significant problems for rural areas and contribute to a pronounced digital divide between urban and rural populations.
- 2. Regional Disparities: Discrepancies in digital infrastructure and accessibility are present among various states and regions, with certain places experiencing superior connectivity and technological penetration compared to others.
- 3. 2 .Income disparities pose a significant obstacle, since persons with lower incomes may struggle to afford the cost of purchasing gadgets and subscribing to internet services.

4. Educational Disparity: The financial burden of schooling and the level of proficiency in using digital tools can create a divide, wherein individuals with advanced educational qualifications are more inclined to possess and utilize digital technologies to their advantage.
5. 3.The age-based digital divide can arise as older generations have difficulties in adjusting to digital technologies.
6. Gender Disparities: Gender-related disparities in digital literacy and access are present, with women, especially those residing in rural regions, encountering supplementary socio-cultural obstacles.
7. Remote and rural places sometimes suffer from inadequate internet infrastructure, leading to subpar or non-existent access. Insufficient and unpredictable electricity supply in specific areas can further hinder internet access. The Digital India Program endeavors to narrow the gap in digital access, but has ongoing difficulties in executing and extending its reach, particularly in rural regions. The accessibility and extensive use of smartphones have enhanced availability, although discrepancies in device possession still persist. Limited availability of personal computers in certain places can impede engagement in digital activities.

### **Scope of Digital Learning in Rural areas in India:**

The Government of India taking number of initiatives to strengthen the digital learning in rural areas in recent times. It is needless to repeat that “lives in her villages” and ‘real India is rural India’. Further, the Kothari Commission is worth mentioning for highlighting ‘the destiny of India is being built in her classrooms’. It indicates that the need of the nation building process by strengthening rural India through diverse interventions of Digital India , including Digital Education. The Government has initiative to support the comprehensive remote learning initiatives for people in rural India. The following steps taken by the Government:

1. Digital Infrastructure for knowledge Sharing (DIKSHA) was launched in 2017 by Government of India as a national platform for school education to address the challenge of remote learning especially in rural areas.
2. As an integral part of Digital India campaign, the ePathsala mobile app is designed for bridging the digital divide of rural India by facilitating the students, teachers and parents.
3. Swayam Prabha channels is also access to digital education through TV and swayam Prabha DTH channels support and reach those who do not have access to the internet. MHRD are open for people of rural India for accessing remote digital learning.
4. Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDISHA) scheme aims at empowering the citizens of India particularly rural India (Gramin Bharat) by training them to access and accelerate the Digital India.



## Conclusion

Education is a nation-building process and digital education is the progressive education for building a healthy rural India. India is moving towards a global knowledge super power in which educational technology, digital initiatives and virtual classrooms play prominent roles especially for the people of rural and remote India. Hence, digital education and virtual learning need to be the essential prerequisites of most of the rural development programmes.

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## Chapter-17

# **New Education Policy-2020- Disciplinary curriculum approaches of Interdisciplinary, Multidisciplinary and Trans Disciplinary in Higher Education Institutes in India – A Theoretical Framework**

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### **Abstract**

NEP 2020 has given the importance of the development of 21<sup>st</sup> century skills which includes-communication, life skills, career skills, discussion, debate, laborious specialization and many others across the fields of study such as-arts, humanities, social sciences, languages, technical, professional and vocational fields. The policy also recommended incorporating the same approach in the undergraduate level of education in the long run cutting across the disciplines. Interdisciplinary, multidisciplinary and trans disciplinary approach in curriculum implies to make the learners understand the reality from different angles so that joint effort could be made to resolve such issues within a shorter period of time. These approaches also direct a person to look at things differently and how things might have some connection with some other aspects which might not be the area of the person under which he/she belongs. Interdisciplinary, multidisciplinary and trans disciplinary approach is not only limited to the curriculum, rather it's the way of research approach now, by which some of the deep-rooted social issues are being solved. The International Bureau of Education (IBE-UNESCO) specifies three major types of contemporary approaches to curriculum integration such as Multidisciplinary, Interdisciplinary and Trans disciplinary Approaches in Education. Multidisciplinary Approach is a whole or comprehensive method that covers an idea, topic, or content by integrating divergent knowledge domains. It is a very strong and relevant way of teaching that crosses the boundaries of a discipline or curriculum to enhance or develop the area and depth of the learning experience. It is an approach of

curriculum integration that focuses primarily on the different disciplines and the diverse perspectives while illustrating a topic, theme or issue. The strength of multidisciplinary is the convergence on the same theme, through multiple fields of knowledge with a form called divergent thinking.

The interdisciplinary Approach is the method of bringing together the knowledge of two different disciplines and implementing into a child's learning. Here, the integration of two different subjects happens which makes a hybrid content or topic or subject in order to enrich the students' learning experiences. The Trans disciplinary curriculum is the method of removing the boundaries of different subjects and integrating them to create or construct complete and new sets of knowledge to fulfil the aspiration of the new societal phenomenon. Whereas Interdisciplinary Approaches are characterized by an explicit formulation of a uniform, discipline transcending terminology or common methodology a Trans disciplinary approach goes one step further. It is based on common theoretical understanding and must be accompanied by a mutual interpretation of disciplinary epistemologies. In this a trans disciplinary field has a homogenized theory or model pool. The main objective of the study is to explore the disciplinary approaches of the curriculum in higher education in India.

**Keywords: Interdisciplinary, multidisciplinary, Trans disciplinary, curriculum**

## **Introduction**

The traditional approach in education, to a greater extent built on compartmentalization of the knowledge into various disciplines which contributes to a single disciplinary approach. In fact, this approach has a lot of limitations in terms of finding effective and potential solutions related to any domain of studies. The New Educational Policy 2020 has given due importance to collaborative approaches in the Higher Educational system. National Education Policy 2020 is a progressive and futuristic document aimed to transform higher education by making it more inclusive, holistic, and multidisciplinary in nature.

A holistic and multidisciplinary learning is a unique educational approach that allows pupils to learn and explore different courses or curricula from different areas of study. A holistic and multidisciplinary approach in education is indispensable for developing well-rounded individuals that possess multifaceted functional capacities. A well identified set of skills and values is needed to develop holistic individuals at different stages of learning to meet the emerging challenges and needs of the modern era. In this regard, NEP 2020 rightly remarks that education is fundamental for achieving full human potential. A quality higher education must prepare the students for more productive and satisfying lives. The NEP-2020 has recommended a Multidisciplinary Approach to teaching learning and research for both secondary and higher education stages. The term multidisciplinary has been used in many places in the policy document.

One has to critically examine the reason behind it. The multidisciplinary method represents the most efficacious way of managing knowledge allowing the practice and evaluation of students' technical and nontechnical skills. Multidisciplinary should not be seen as a method as opposed to disciplinary as the two or more disciplines can be integrated into a new concept or approach. In addition multidisciplinary can be a real social experiment in which students and teachers join into different levels of organization and make proper interaction. Multidisciplinary approach identifies a problem, brings various disciplines together, collaborate with stake holders and provides solution to the problem. In this approach ample opportunities are provided to think on a common problem and on its solution. It does not confine to a particular solution, rather provides opportunity for critical examination and diversified thinking. Basically interdisciplinary approach may be considered as a subset of multidisciplinary approach. When combination of two disciplines or two thought processes are intimately mixed leading to a completely new concept then that becomes interdisciplinary approach.

### **Objective of the study:**

To study the disciplinary curricular approaches ( Interdisciplinary, Multi-disciplinary and Trans Disciplinary) in higher education Institutes in India with reference to new educational Policy -2020

**Methodology:** The study is purely based on secondary data sources collected from various reports, Journals, Books, Magazines, research papers, Government Reports.

**Interdisciplinary Approach:** The interdisciplinary approach has become an important and challenging technique in the in the modern curriculum. The interdisciplinary approach synthesizes more than one discipline and creates teams of teachers and students that enrich the overall educational experience. Many researchers find many advantages, as well as disadvantages, of interdisciplinary studies. Student education has suffered the inferior pedagogy of traditional methodologies that concentrate specifically on only one discipline. The interdisciplinary approach provides many benefits that develop into much needed lifelong learning skills that are essential to a student's future learning. In this approach the concepts, practices and analytical framework of two or more disciplines are integrated for finding solutions of various problems related to discipline. These related disciplines are integrated to form a new field of study for solving higher end problems pertaining to the discipline. For example, Bioinformatics combines molecular biology with computer science. Educational Psychology is an interdisciplinary field of study which combines Education with Psychology. Here, it studies the problems in Education with the help of theories and practices in Psychology to give authentic and effective solutions. This approach led to the development of various new fields of study which are more of an applied and functional nature. Here collaboration and connection are sought between and among disciplines rather than

shared themes. An interdisciplinary approach sets an ecosystem of working together of various disciplines in solving a common problem.

### **Advantages of Interdisciplinary Curriculum Approach**

1. Deeper understanding about the world around.
2. Improves higher order thinking skills and promotes liberal arts skills.
3. Develops a spirit of mutual respect that developed between faculty and students.
4. Improves learner's mastery of content
5. It helps in acquiring different perspectives and develops the capacity to understand multiple viewpoints on a given topic.
6. Improves their motivation to learn.
7. Allow students to have a more relevant, less fragmented and stimulating experience.
8. Enable the learner to see all sides of the story.
9. Develop more receptivity to new ideas.

### **Multidisciplinary Curricular Approach:**

**Multi-disciplinary Education** is a unique educational approach that allows students to learn and explore distinct subjects or curricula from various disciplines. There is no *rigid separation* in disciplines. The curriculum would enable students to develop a holistic understanding of the subject approaches in terms of similarities and differences between them. Varied academic disciplines in the curriculum are included to help in nurturing the ability to critically think and have solutions to problems that are not easily acquired from everyday experience. When taught and appropriately assessed, the varied disciplines, including humanities, social sciences, science, mathematics, languages, and the arts, help develop the ability to think critically and creatively. The student needs to be able to reflect on and apply approaches they learn in academic disciplines and become effective, critical and creative thinkers in everyday life in an interdisciplinary way.

In this approach, one tries to depict a holistic understanding of the issue or scenario through multiple disciplines. As in the interdisciplinary approach here we make use of the concepts and practices in various disciplines for a clear understanding of the situation, but do not contribute to a new field of study. A multidisciplinary approach makes an individual approach a problem through different perspectives with the help of allied disciplines.

The New Educational Policy 2020 insists on a Multidisciplinary approach in Higher Education to broaden the scope of Higher Education through diversified fields of study and ensure flexibility and autonomy to the learner in the selection of the field of study. For instance, to have a clear understanding of the Mullaperiyar issue between the states of Kerala and Tamil Nadu one must analyze it in various perspectives historical, political, sociological, technological, and geographical to have a complete understanding of the situation. Another instance is if we need to study a river, we could

approach it with a geographical perspective regarding its origin and various minerals deposited in its bank; we can learn about it with a historical perspective by studying the various civilizations that flourished on its bank. We can learn it from a biological perspective considering aquatic life and its possibilities. We can approach it through literature by citing the poems and plays where this river is a character. Hence, multidisciplinary approaches broaden the thought process of the scholars and bring clarity to all issues and events.

However, multiple disciplinary approaches can be implemented at an institutional level in many ways providing open courses from varied disciplines under institutions CBCS system, providing vocational programs in various fields of study, offering courses of a program can by faculty from various disciplines, including multidisciplinary courses as electives, promoting students to select electives provided by other departments, teaching a subject in multidisciplinary perspectives, and fostering community engagement in various activities, to name a few.

The close association between the various disciplines in a multidisciplinary scenario will lead to the integration of information, perspectives, and concepts from two or more disciplines of specialized knowledge for an advanced understanding of a scenario or solve problems whose solutions are beyond the scope of a single discipline. Hence this type of association will lead to an interdisciplinary approach to education.

### **Advantages of multidisciplinary approach**

1. The multidisciplinary approach in education provides more holistic understanding of the world and enhances the student's personality and character building process. The rare and necessary social values and ethics will be adopted by the students through this method of teaching.
2. This method emphasizes the importance of collaboration and integration of knowledge and information. It helps to create twenty-first century individual by incorporating and integrating new ideas and concepts.
3. This approach is very much relevant in present day global system and enhances the scope of employability and jobs for students within the country and in abroad. This method helps student to work as managerial way and enhances the managerial and corporative skills and techniques. They can easily synthesize different ideas and thoughts collected from different sources;
4. Students learn different skills of evaluation and assessment through this approach. By studying different logical methods and approaches, students can easily choose their desired subjects. This, it enhances logical thinking and analysing power in them.
5. It motivates the students as it linked with practical knowledge, given authentic purposes of the learning. It helps students to draw conclusion from the divergent field of knowledge and subjects.

### **Disadvantages of multidisciplinary approach**

1. One of the benefits of a multidisciplinary approach in education is more holistic.
2. New perspectives will make a student more well-rounded (and professional).
3. Multidisciplinary learning is a tangible way of comprehending the world, not just an educational ideology.
4. Hopefully, any education route you take emphasizes the importance of collaboration.
5. The benefits of a multidisciplinary approach in education are clear. By melding together subjects, you're connecting the brightest minds.
6. Collaborating with people across disciplines results in a more harmonious, integrated approach to learning.
7. Multidisciplinary learning programs may not be very common, but that's part of what makes them special.
8. This approach is followed in foreign universities and academic institutions where there is abundant scope for faculty improvement and orientation. These institutions have well equipped with infrastructural facilities to adjust with the teaching-learning process.
9. There is a necessity to mass aware and to grow consensus about this approach among the stakeholders of teacher education program

There is a necessity to mass aware and to grow consensus about this approach among the stakeholders of teacher education programme.

### **Challenges in Implementation of Multidisciplinary Education:**

- a. It is a monumental task to open universities every week in India, where there are approximately 1,000 universities. One of the policy's stated objectives is to double the Gross Enrolment Ratio in Higher Education by 2035. This will require us to open one new university every week for the next 15 years. It is unquestionably a tremendous challenge to open one university each week on a consistent basis.
- b. The National Education Policy 2020 intends to reintegrate 2 crore children who are not currently enrolled in schools. The figures are just as startling when it comes to reforms to our educational system. Regardless of how you look at it, in order to accomplish this in 15 years, approximately 50 schools must be established each week.
- c. In school education, the policy envisions a comprehensive structural re-design of the curriculum, which is a welcome step that will help to create a large pool of trained teachers. However, teachers who are trained in and comprehend the pedagogical requirements are necessary for the effective delivery of this curriculum. Teachers and parents alike will need to make significant mental shifts as a result of many of the curriculum changes.
- d. From a funding standpoint, this is not a challenge for the faint of heart in the Covid era. Funding is a significant challenge. The National Education Policy 2020

proposes increasing education spending by approximately INR 2.5 lakh crores annually from 4.6% of GDP to 6%. This money will be well used to build schools and colleges all over the country, hire teachers and professors, and cover operational costs like giving schoolchildren free breakfast. The fact that this policy is implemented at a time when the economy has been harmed by Covid-19-related lockdowns, government tax collections are appallingly low, and the fiscal deficit was high prior to COVID-19 makes things difficult.

- e. The National Education Policy 2020's emphasis on inter-disciplinary learning is a welcome step in the direction of inter-disciplinary higher education, which calls for a cultural shift.

**Trans disciplinary Approach:** This approach implies a joint knowledge production with the help of experts from various sectors and disciplines. Here, collaboration happens across curricula to create a cohesive curriculum which is intended to solve multifaceted problems. Hence In the implementation of a Trans disciplinary program we could coordinate the stakeholders within and between departments. This promotes the requirement of cooperation and coordination between disciplines. For the same reason, in a trans disciplinary curriculum, we have a possibility of merging divergent knowledge bases to understand an issue and to reach potential solutions. Positively, in implementation of a trans disciplinary curriculum, we must identify collaborative partners and foster collaboration departmentally, institutionally, or even from industrial platforms. Naturally, in a trans disciplinary scenario, a sustained conversation across and beyond disciplinary boundaries are sorted for attainment of new shared ideas. This makes it evident that a trans disciplinary team is based on continuous collaboration among several disciplines by maintaining a protocol to ensure all elements of the ecosystem are included.

Trans-disciplinary is a holistic approach to curriculum integration, where disciplinary distinctions are not obvious, transdisciplinary techniques are used. It is the vehicle towards the solution of a complex problem in our society. It is that collaborative process where both specialise and synthesise approaches are combined to reach an appropriate solution which develops a new branch of knowledge to see the problem from its real perspectives. It is a developing step of research to find out the solution of a problem. Generally, to find an ultimate solution to a problem we must depend on this approach. In discipline, as we work within a single framework or we work on the root discipline it focuses the aspects of the problem from the disciplinary point of view only. Disciplinary approach provides information in a specific field developed by the professionals of that particular discipline. Members of a discipline always communicate within their own community. But, when we apply the multidisciplinary approach then the problem is seen from many or multiple perspectives and thus, many disciplines are involved. Here, the root discipline is involved with other disciplines to solve a particular problem. All the multidisciplinary researches work within their own disciplinary



boundaries, but at the end of the research it synthesises results from the other disciplinary perspectives. In the interdisciplinary approach where different kinds of knowledge and methodological approaches are combined and synthesised, and on the basis of it new discipline or a new body of knowledge emerged. It relates two or more disciplines to a new level by recognising that each discipline has an effect on the research output. And, by exceeding all these, trans-disciplinary is an approach where a new discipline is revealed transcending the boundaries of disciplinary perspectives. Rather than discipline-specific knowledge transdisciplinary education is based on real-world experiences. The barriers between traditional disciplines are dissolved with this method of curriculum integration that organizes teaching and learning around the construction of meaning in the context of real-world issues or themes. Beyond just teaching across disciplines using common themes, topics, or issues, transdisciplinary teaching method threads through different courses. Transdisciplinary necessitates collaboration between disciplines in order to produce a holistic curriculum in which students collaborate to overcome diverse challenges. For providing a holistic experience for students' cognitive, social, emotional, and physical development a transdisciplinary approach is used (Amaliyah, Sapriya & Maryani, 2017). Scheme for Trans-disciplinary Research for India's Developing Economy (STRIDE) was approved by UGC in 2019. Under the scheme large numbers of proposals across disciplines have been approved.

### **Advantages of Trans-disciplinary Curriculum Approach**

The holistic trans-disciplinary approach provides a comprehensive perspective on life, which has as support the problematical question, the heuristic and search, the research, the insight into various levels of knowledge and reality, as a link between abstract and concrete dimension of experience. Invitation to reflection, to find answers, trans-disciplinarity is a way of intrusion of the ineffable because "the best way to answer a question without an answer is to incessantly keep to yourself the question. Thus, it can feed from all the answers" (Nicolescu, 2007, pp.34), states Basarab Nicolescu.

The trans-disciplinary methodology is a way to facilitate referral and understanding of the relationship between the laws of nature and the human ones, between the humanist and the exact sciences, between people, cultures, faiths, which emphasizes the incompatibility with the mere acquisition of knowledge, but transfers and flexibility of thinking, ease in making relevant choices and rigor in finding solutions to the problems of life which in turn are just trans-disciplinary. Through the trans-disciplinary methodology, the child / human being is understood as a whole and is thus addressed consequently, without a reduction to unfavourable and unproductive fragmentation

1. Transdisciplinary approach enables the students to develop divergent thinking and creativity.
2. More meaning and understanding is seen among students in what they learn.

3. National Education Policy 2020: The Road Ahead
4. High level of motivation is attained by students in this approach.
5. It aids in the formation of these linkages by bringing together ideas from many areas and describing them in a practical, easy-to-understand manner.
6. A variety of teaching strategies, such as those described in the pyramid, to assist pupils retain their teachings, can be used by teachers with transdisciplinary learning.

## Conclusion

The NEP 2020's vision of a holistic and multidisciplinary education system holds the potential to better prepare students for a complex, interconnected world. However, its effective implementation across India requires addressing challenges around curriculum reform, flexibility, digital access, teacher development, and resource constraints. With the right planning and efforts, this approach can help develop well-rounded, creative graduates equipped to face the future. A multidisciplinary education can help students develop skills like collaboration, communication, problem-solving, and lifelong learning which are crucial for the 21st century. However, implementing it well requires focusing on skill-based learning outcomes, not just coverage of topics. While the benefits are clear, holistic education also requires more resources like qualified teachers, time, funding, and infrastructure. This raises challenges around scaling such initiatives across the country given existing resource constraints within the education system. Careful planning will be needed. Encourage interdisciplinary cooperation through projects including joint research endeavours, interdisciplinary conferences, and the sharing of instructional resources. This can facilitate the dismantling of departmental silos and foster a culture of collaboration inside the institution. Give multidisciplinary work credit for it: Construct evaluation and Professional standards that reward and recognize multidisciplinary work in research, instruction, and service. This acknowledgment may encourage academic staff to engage in multidisciplinary work and get over organizational obstacles.

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## Chapter-18

# New Educational Policy-2020 – Digitalization impact on Academic Libraries – A study

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### Abstract

New education Policy has given much priority to digital technology. Digitalisation is an essential and significant aspect of these policy at all educational levels, and the system's digitalisation process is accelerated by introducing flexibility and lifelong learning. Horspool and Lange (2012), conducted a study comparing face-to-face learning with online learning, students choose online courses to avoid scheduling issues and travel time. The process of enrolment, curriculum design, pedagogy, and evaluation will all be impacted by digitalisation, which will in turn alter individuals enrolled in the formal education system's educational development and knowledge acquisition processes. In the context of the social, cultural, and economic facets of human life in the future of India, this is extremely significant for the quality of life of individuals. According to Kryzhanovsky et al. (2021) examines the correlation to determine the interrelationships that exist between quality of life and digitalisation as well as the potential of the visualization matrix method to determine and monitor national trend in digitalisation in the context of quality of life. This study is designed to investigate the impact of NEP 2020 with digitalisation on quality of life and society. The finding shows that NEP 2020, with digitalisation, positively and significantly influences the quality of life. NEP 2020 policy is a popular education policy for educational reforms and for a better future of society but the expected implementation of the policy in the context of digitalisation, it would be very difficult, because it needs proper flexible lifelong education and training.

**Keywords:** New education policy-2020, Digitalization, Academic Library, Quality education

## Introduction

India has proven to be a global leader when it comes to ICT implementation and imbibing cutting-edge technologies in various sectors. The Digital India campaign has transformed and enabled the entire nation to become digitally enabled and moving towards a knowledge economy. Education plays an essential role and when integrated with technology makes the progress four folds. The relationship between technology and education is directly proportional and aids each other. Matching up with the on-going pace of technological developments requires trained and expert professional to gate keep these services and meet user needs. The use and integration of technology has improved several aspects of education system and evolved the methods for pedagogies.

The NEP-2020 places a strong emphasis on the role of technology, particularly disruptive technologies, in providing high-quality education to students, teachers, and youths while also addressing the triple challenge of skill, scale, speed. It is natural to conclude that implementing NEP-2020's vision of "Technology Use and Integration" in the educational system will aid India's transformation into a digitally empowered society and knowledge economy. India is a world leader in information and communication technologies as well as other cutting-edge fields like space exploration. The Digital India Campaign is assisting in the transformation of India as a digitally enabled society with a knowledge economy. While education will be vital in this transition, technology will also be critical in improving educational procedures and outcomes; thus, the interaction between technology and education at all levels is bidirectional.

The introduction to the digital era in libraries, created the need to computerize most of the operations. Technology has changed the way traditional librarians used to do work. Nowadays, librarians use technologies to acquire, catalogue, preserve, diffuse, and provide reference services and so on. This doesn't mean that traditional libraries will stop existing. Traditional libraries as buildings will continue to exist for many years and support the digital libraries. Thus, traditional libraries co-exist with digital libraries. This means that librarians play and will continue to play a significant role in libraries. It is important for librarians to keep a balance between their traditional role and the digital role.

### Objectives of the study:

1. To study the role of Libraries in New Education Policy -2020
2. To Study the impact of NEP-2020 on Libraries in Higher Education Institutes.

**Methodology:** This study is based on secondary data collected from various sources like Government reports, documents, journals, research articles, magazines etc.

## **National Education Policy 2020**

The National Education Policy 2020 is the first education policy of 21st century and addresses several developmental imperatives. It was launched on 29 July 2020 and claims to revamp all the aspects of India's current education system. A greater emphasis has been laid on cognitive learning and fostering the creative potential of learners. The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

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

## **Review of Literature**

Vagdal & Acharya (2023) study demonstrates the multifaceted role that academically oriented libraries play in supporting the NEP 2020 initiative. Libraries play an important role in supporting academic communities. They achieve this by providing quality information resources, promoting continuous education, facilitating research and innovation, creating opportunities for collaboration and networking, and improving digital literacy competencies. By doing so, libraries help achieve policy objectives and contribute to the overall development of the academic community.

Patil (2022) explores the importance of libraries and resources for implementing NEP 2020. Libraries are an essential component in the development of educational institutions and the successful implementation of new education policies. They not only serve as a repository of knowledge but also provide a means of communicating information to support the learning and research needs of users. Along with books and academic journals, libraries offer a wide range of digital resources that are of utmost

importance to students, faculty members, and researchers alike. These resources aid in the acquisition of knowledge and enable impactful research endeavours.

Azim & Ajahar (2022) presented a comparative analysis, examining the higher education systems of India and Japan. The findings indicate that libraries play a crucial role in fostering digital literacy, promoting research and innovation, ensuring inclusive access to information, enhancing learning experiences, and fostering collaboration and networking.

Singh & Srivastava, 2022 Digitization of education has encountered a set of challenges outlined within the framework of the NEP. These challenges impede the progress of online teaching and learning, which is a key focus of NEP 2020. The NEP aims to reform India's educational landscape by 2021, introducing a series of initiatives aimed at fostering digital learning and improving infrastructure prerequisites

Shrivastav & Shrivastav,( 2022), Digital technology has changed the education scenario by enhancing teaching, learning, research and governance

Saileela et al., (2020). Incorporating technology into education offers various benefits, including low cost, quick access, easiness, and flexibility In recent years higher, educational institutions have also experienced various important changes derived from technological and social trends toward digitisation

Milicevic, 2015, Ghemawat, (2017). Adoption of information technology by educational institutions is conceived as an interconnected environment enabling student digital learning (Chen & Wu, 2020). In this regard, NEP 2020 considers one of the principles which is "exclusive use of technology in teaching and learning. Sustainable education from the perspective of ICT considers social transformation, enabling students to transform themselves and the societies, in which they live (Cantwell,2020) & (Basel et al., 2017). Fu (2013) highlights the appropriate use of ICT, which efficiently raises people's, education quality. National education policy has done a stellar job of imbibing technology in education, in Indian context; this also connects what needs to be addressed for the proper implementation of the NEP 2020 (Chakraborty, 2022). In our education system in digital transformation, consider SWAYAM, SWAYAM PRABHA etc., which enhance teaching and learning capability.

### **Role of Libraries for Implementation of the National Education Policy 2020:**

Libraries play an essential role for the successful implementation of the National Education Policy 2020; the roles played are enlisted as follows-

1. Providing E-Resources in the form of e-books, journals, serial publications, web-based databases.
2. Digitalizing existing forms of resources such as books, audio,

and media tapes. 3. Ed Tech based solutions and start-ups. 4. Provide maker's space for creative idea sharing and interactions. 5. Responding to student's queries via AI based chat bots and reference systems. 6. Hosting teaching and learning sessions for learners. 7. Offering cyclic training programs for using technologies and access to digital learning resources. 8. Hosting digital literacy programs for learners to eradicate the existing digital divide. 9. Removing the barriers to time and space by offering solutions to users at any time and at any geographical location. 10. Meeting needs via DIKSHA platform by offering e-content creation and learning through portals such as SWAYAM. 11. Adopting disruptive technologies such as artificial intelligence, virtual reality in the education system. 12. Offering research support in core areas such as machine learning, natural language processing. 13. Training and capacity building programs for professional education and skill building. 14. Content creation, digital repository, and dissemination. 15. Setting up a suitable digital infrastructure for students. 16. Supporting the set up and deployment of virtual labs. 17. Supporting blended models of learning.

### **Challenges in higher education libraries to implement NEP-2020**

1. One of the main challenges faced by libraries is the need for better infrastructure. Many libraries lack the physical space, modern facilities, and technological resources required to meet the changing needs of students and faculty.
2. Digital pedagogy and the integration of technology into the education system is crucial and NEP 2020 highlights its significance. However, libraries face challenges in adapting to digital transformation.
3. Libraries need to effectively manage their allocation of resources by the objectives outlined in their policy document.
4. Libraries require trained staff with the necessary skills to effectively implement NEP 2020. Unfortunately, there is a shortage of skilled professionals in areas such as digital literacy, information literacy, and research support.
5. Engaging stakeholders, such as students, faculty, and administrators, is critical for the successful implementation of NEP 2020 in libraries.
6. To overcome these challenges, libraries should actively engage with stakeholders by conducting awareness campaigns, user surveys, and feedback mechanisms.
7. Along with these challenges, Government support also require to these Libraries in the State.

### **Conclusion:**

Technology breakthroughs and shifting library user needs are driving the continual transformation of today's libraries in a rapidly evolving digital world. Libraries assume a pivotal function in facilitating inclusive and equitable access to a comprehensive collection of diverse and high-quality informational resources encompassing literature, periodicals, databases, and digital assets, thereby aligning with



the stated objective of the NEP 2020. Libraries have the potential to facilitate the enhancement of digital literacy among both students and faculty through the provision of access to digital resources and the delivery of training on digital tools and technologies.

Academic libraries are always changing in the digital age to better serve the requirements of researchers, teachers, and students. Academic libraries' conventional function as book repository is changing as a result of the abundance of information available online to become centres for cooperation, information literacy, and support for research. In conclusion libraries have a challenging but positive future in a rapidly evolving digital environment. Libraries continue to be vital to society even in the digital age, despite concern about the digital age's influence on librarians and the obsolescence of traditional library services. Technology has integrated part in any academic institutions; libraries are mostly influenced and impacted by it. Digital libraries can save the time of users and provide facility to get his/her needed information from anywhere anytime round the clock. Therefore, it becomes essential to plan carefully while developing any digital library. Today we do consider digital library as a component of traditional library but in due course of time traditional libraries would be considered as a component of digital library. Traditional libraries put prominence on user's expectations similarity digital libraries do extend services by which are required by the end user. Earlier users were visiting to the libraries but now time has come that libraries need to reach to the end user. Free flow of information is one of the core objectives of digital library in any academic institute. Librarians should educate users about availability and accessibility of digital resources. India has many initiatives with respect to digital library.

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## Chapter-19

# New Education Policy -2020 – Provision to Quality education for all

Dr. E. Harini

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### Abstract

In any country, a well-defined and futuristic education policy is essential at school and college levels due to the reason that education leads to economic and social progress. NEP-2020 is an innovative and futuristic proposal with both positive and negative aspects, framed with the objective to provide a quality school education and higher education to everyone with an expectation of holistic & research-oriented progress. Being the first education policy of the 21st century, National Educational Policy (NEP-2020) India has a challenge and hence goal to lift the country as a developed country by supporting developmental imperatives according to 4th goal of United Nations Sustainable Development Goals (SDGs), which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. India believes that through this new national education policy 2020, it can achieve this goal at least by 2040 with equitable access to high-quality education to everyone irrespective of social and economic background. The main aim of this study is to explore the objective of the NEP-2020 is to provide quality education for all.

Keywords: Quality education, Holistic approach, Higher education, lifelong learning

## Introduction

The New Educational policy-2020 is a gift of God to the Indian students, Teachers and other stakeholders in the country. With the arrival of the NEP-2020, the paradigm shift in the teaching and learning process from the traditional teacher-centred to learner-centric approach, envisions to ensure the holistic development of students by accentuating their creative potential. The policy stresses on the core principle that education must develop not only the cognitive skills-both foundational skills of literacy and numeracy, and higher-order skills such as critical thinking and problem solving, but also social and emotional skills. To improve quality of education will succeeded only if it goes to mutual help and put steps to promote equity and inclusion. In any educational policy, learning should be holistic, integrated, inclusive, enjoyable and engaging. The New education Policy -2020 framed with the idea to encourage holistic development and skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving skills, ethics, social responsibility and digital literacy and the curriculum need to be transformed in the system.

The new policy proposes revamping of all aspects of the education structure, its regulation and governance, to create a new system that is aligned with the aspirational goals of the new century, while remaining consistent with India's traditions, culture and value systems.

**Objective of the study** is to describe the major feature of NEP-2020 – Provision to Quality education for all.

1. To study the major recommendations of new educational policy-2020 towards quality education for all
2. To observe the steps taken by the Government to improve the quality education in the country.

**Methodology:** The study is based on the secondary data collected from Journals, Government reports, research articles, Newspapers, Working papers and Books.

### **I- Major Recommendations of NEP-2020 for enhancing the quality education for all**

NEP-2020 envisages achieving equitable and inclusive quality education for all. It reaffirms the commitment of bridging up the social category gaps in access, participation and learning outcomes at all levels of education. The policy considers equity as an inclusive notion focusing on Socio-Economically Disadvantaged Groups and areas. Recognising the large intra-state variations, the policy recommends declaring the regions with large populations from the disadvantaged groups as Special Economic Zones, where all the schemes and policies can be implemented more effectively.

## **Enhancing Quality of School Education:**

The Samagra Shiksha Scheme was launched in before framing of NEP-2020 and it is centrally sponsored scheme for school education that sees learning as a continuum from pre-primary to higher secondary with focus on contextual, experiential and holistic learning. The Scheme of SSA focuses on improvement in quality of education by providing support for different interventions to all States and UTs.

1. NEP-2020, it recommends a new pedagogical and curricular structure of school education. For transforming Curricular & Pedagogical structure divided into 4 stages, these are Foundation stage, Preparatory stage, Middle stage and secondary stage.
2. Integration of Experiential Learning, play-based, Sports-integrated, art-integrated, storytelling, toy-based pedagogies at all the stages of school education.
3. Integration of Pre-vocational education into the curriculum from upper primary level onwards.
4. Strengthening and universalization of Early Child-hood Care and Education and Foundational Literacy and Numeracy.
5. In 21<sup>st</sup> century, the skills are improved through Development of National and State Curriculum Frameworks for Early Child Care Education, school education, Teacher Education and Adult Education.
6. Reform in Assessment and Examination creating Holistic Progress card.
7. Enhancing quality of Pre-service and in-service training of teachers.
8. Tracking Student Progress for Achieving Learning Outcomes.
9. National Professional Standards for Teachers and National Mission for Mentoring for teachers.
10. Provision of quality education and enhancing learning outcomes of students and bridging social and Gender gaps, ensuring equity and inclusion at all levels of school education.

## **Enhancing quality in Academic Research:**

In the NEP-2020, Quality Academic Research advocates lifelong learning and research to prevent humans from becoming out-dated in society in terms of knowledge, skills and experience needed to live comfortably. NEP-2020 is a comprehensive planning blueprint. At present there is a need of quality research in higher education. Despite the crucial necessity of research, according to the World development Indicators published by the World Bank, India spends only 0.69% of GDP on research, Where as Germany, USA, China and Japan spend 3%, 2.8%, 2% and 3.2% respectively, of their GDP on research. George rightly said that, challenges such as sanitation, quality education and healthcare, improved transportation, air quality, energy, and infrastructure will necessitate the implementation of approaches and solution through high-quality interdisciplinary research across fields, which must be done in India and

cannot simply be imported, the ability to conduct one's own research also allows a country to develop its own research.

Higher Education that incorporates research and innovation as a major component generates new intellectual property that may be used to develop new inventive solutions. According to Shukla, Amardeep, the NEP-2020 higher education plans shift the focus of higher education from information to new knowledge and innovation. The best teaching and learning processes at the higher education level occur in circumstances where there is a strong culture of research and knowledge development, conversely, most of the very best research occurs in environment where there is no strong culture of research and knowledge creation. Hence, the new educational policy-2020 envisions a comprehensive approach to increasing the quality and quantity of research in India.

## **II- To improve the quality education the role of Government**

1. The National Achievement Survey is conducted periodically to enable a health check on the education system, identify gaps in learning outcomes, and take remedial gaps.
2. A comprehensive 70 indicator-based matrix called Performance Grading Index (PDI) has been developed to grade the States against certain common benchmarks and provide them a roadmap for making improvements.
3. The Indian has been taking initiatives on, Teachers' training and capacity building, launched National Initiative for Proficiency in Reading with understanding and Numeracy (NIPUN Bharat) , Digital initiatives, PM eVidya, PM Poshan Shakti Nirman. Home based learning methods, Structured Assessment for Analysing Learning levels (SAFAL), Vidyanjali 2.0, School Quality Assessment and Accreditation for improve the quality education in the country.
4. A New National Research Foundation (NRF) proposed in the National Educational Policy 2020 has a goal to build and pervade the "Research culture" throughout our Higher Educational Institutes. The government established number of research funding agencies, like DST, DAE, DBT, ICAR, ICMR, ICHR, ICSSR and UGC, as well as private charitable groups will continue to fund research independently based on their objectives and requirements.

## **Conclusion**

The increased focus on improving overall quality of education by introducing new policy reforms like encouraging multilingualism, research, innovation, curriculum reforms technology-enabled teaching, innovative pedagogy and providing prevocational skills depict the Government's commitment towards transformation of school education, bridging the learning gaps and providing education to the last child

in the last mile. The Government has taken initiatives to improve quality in research in Indian Higher Education.

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## Chapter-20

# New Educational Policy -2020 – Importance of Quality Academic Research in Higher Education Institutes

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### Abstract

After India's independence, several changes were brought about in the Indian education system. National Education Policy (NEP) 2020 replaced the previous National Policy on Education, 1986. The NEP 2020 lays equal emphasis on teaching as well as research. The onset of the Covid-19 pandemic has also brought to the forefront the importance of collaborative research and research in general. In fact, the National Education Policy 2020 has strongly emphasized the importance of Research in academia. It highlights that Higher Education should intrinsically promote and involve active research. Research promotes critical and analytical thinking leading to new knowledge and better understanding of one's field of study. Further, the significance of research is compounded by the fact that it often leads to innovation which in turn contributes to a growing national economy. Research and Development is a crucial aspect of a country's progress in the new millennia and the NEP seeks to promote R & D by establishing a vital link for research between the government, higher educational institutions, research institutes and industries. As an impetus for Research, the NEP 2020 guarantees the establishment of a National Research Foundation to facilitate "merit-based but equitable" peer reviewed research funding. The NRF seeks to promote research and innovation in HEIs by setting up start-up incubation centres, technology development centres, centres in frontier areas of research, greater industry academic linkages, and interdisciplinary research including humanities and social sciences research. The NEP thus gives new dimension to research in HEIs as it promotes the culture of research and knowledge creation. The main aim of this study is to explore the importance of research with reference to the new educational policy-2020.

**Keywords:** New educational Policy, Quality academic Research, National Research Funding.



## Introduction

After India's independence, several changes were brought about in the Indian education system. National Education Policy (NEP) 2020 replaced the previous National Policy on Education, 1986. The National Education Policy (NEP) 2020 envisages the promotion of quality research within the Higher Education system. Research and innovation are important aspects of enhancing quality education in the Higher Education Institutions (HEIs). Societal challenges of our country can only be addressed by having a solid and vibrant higher education ecosystem with an emphasis on Research, innovation, and technology development. The integration of Research, Innovation and Technology Development is the foundation of Atma-Nirbhar Bharat (Self-reliant India). The establishment of the Research and Development Cell (RDC) in HEIs will enable the attainment of targets of Atma-Nirbhar Bharat and is expected to play a pivotal role in catalyzing multidisciplinary/transdisciplinary and translational research culture mandated in NEP 2020.

The importance of academic research is of utmost value to the society and is benefitted from quality and ethical research. The National Education Policy 2020 proposes to revise and revamp all aspects of the education scenario in the country to suit the aspirational targets of 21st century education. The policy lays out many principles that outlines this new era of education that not only focuses on development of cognitive capacities but also on development of social, ethical, and emotional capacities and dispositions. The main thrust of the NEP 2020 is a total revamping of curriculum, pedagogy, assessment and student support moving towards faculty and institutional autonomy. The policy aims to promote a multidisciplinary approach across the sciences, social sciences, arts, humanities and sports and encourages a multilingual classroom where local or Indian languages may be the chosen mediums for instructions in place of English. NEP 2020 outlines a holistic approach in education for undergraduate programs in vocational, professional and technical disciplines. Curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option. The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI. NEP envisions Higher Educational Institutions to evolve into multidisciplinary institutions of higher learning in accordance with twenty first century learning.

The research journey until now has not been an encouraging one for India barely spends 0.69% of GDP on research whereas Germany, USA, China and Japan are

spending 3%, 2.8% of GDP on research lots of research must be on health, sanitation prevention of blood storage but India is spending most of the amount on atomic energy and space research a balance must be a stricken to promote research for economic betterment also, along with the country's protection. HEI should setup incubation centres and technology development interdisciplinary research both in Science and Social Sciences will contribute to advancement of knowledge in a discipline but will also have intellectual productive growth in the both the learner and teacher because of their affective engagement, students must be made as strategy development contributors by promoting skills for employability and making them life-long learners and ideal citizens.

### **Review of Literature:**

Sunil Kumar(2020) and his colleagues presented a new instructional method that was intended to bring about significant changes in schools and advanced education. He has made it clear that filling the gap between the vision and the mission will require more than just the action plans and the strategy for carrying it out. As a result, taking the appropriate precautions is necessary to guarantee that the implementation will live up to expectations

Aithal (2020), et al further published a paper on "Analysis of the Indian National Education Policy 2020 toward Achieving its Objectives" in August of the year 2020. This paper highlighted various policies announced in the higher education system and compared them with the system that is currently being used. There is a discussion on the several innovations that have been implemented, as well as the expected effects that NEP 2020 would have on the higher education system in India. There are some recommendations made for improving the efficiency of its execution in the interest of reaching its goals

Jha, *et al.* (2020) offered their critiques of the flaws in the National Education Policy, which had been adopted by the union government on July 29th , 2020. After a lapse of thirty-four years since the publication of the nation's most recent educational policy document, NEP-2020 has finally been released. The essay drew attention to some of the pertinent considerations regarding the question of providing for universal education of a high level, providing equitable access to education, and increasing the push toward privatization

Suryavanshi, (2020) attempted to compare teacher education in Indian universities with that in Chinese universities. He came to the conclusion that faculty members and institutional leaders need autonomy in order to innovate and explore in their teaching, research, and service. In addition, the study recommended that educational institutions, such as universities, ought to have the individual autonomy that is envisaged by NEP-2020, which is unquestionably the appropriate move forward

### **Objectives of the study:**

The main objective is to study the importance of quality academic research in new education policy-2020.

### **Methodology:**

The study is purely based on the secondary data collected from the various Government reports, documents, Journals, research articles, Magazines, and other sources regarding topic. Research may be defined as a process of systematic enquiries that includes collection of data along with documentation of important and critical information. After that we use scientific procedures and principles to analyse and understand the available data or information. With the passage of time we assess the validity of the concerned hypotheses and gather the quality of knowledge and findings and with due process it is shared among the stakeholders.

### **Best Practices of Academic Research:**

Responsible conduct of research, and safeguarding ethics and academic integrity in scientific research is extremely crucial. Compromised publication ethics and deteriorating academic integrity are contaminating all domains of research. Unethical, deceptive practices in publishing have led to an increased number of dubious/predatory journals worldwide. In India, the percentage of research articles published in predatory journals is high. It is important to prevent academic misconduct, including plagiarism, in academic writing among student, faculty, researcher, and staff. The Indian academic community needs to ensure that the journals/conferences it chooses to publish follow standard ethical policies. Any attempt of compromised academic integrity should be challenged, questioned, and de-recognized at all levels. Unethical practices leading to a “pay and publish trash” culture need to be thwarted immediately. The UGC-CARE Reference List of Quality Journals is one step in this direction. The UGC, Indian Research Councils, Indian Science Academies as well as PSA office have published documents related to academic integrity and ethics.

UGC has to make academics and students familiar with research methodology. Publications arise from research. If the research is poor, the output is naturally poor. UGC needs to be vigilant about the quality of research supervision. How research guidance is undertaken today has to be rethought, more so in the fund-starved post-COVID dispensation. A balance between quantitative and qualitative evaluation is paramount. Implementation of both these yardsticks needs a high measure of honesty and integrity.

### **The NEP-2020 -Objectives of the Research:**

1. To promote research activity amongst students and teachers.

2. To help acquire more research based knowledge.
3. To open opportunities to collaborate with institutions, organisation, corporates in and outside the country.
4. To help develop analytical, practical and observational skills in the young minds to promote scientific research.
5. To create a capacity for innovation.
6. To develop and improve skills not restricted to book learning.
7. To promote the spirit of scientific enquiry among teachers and students.
8. To create awareness about the various Schemes and Sponsorships provided by the State and Central Government agencies for Major and Minor research projects for teachers.
9. To encourage students to participate and present their findings in scientific gatherings such as seminars, workshop, exhibitions national and international.
10. To facilitate learning outside the classroom through field work, study tour, projects among students.

NEP 2020 has finally realized the importance of research in the country's economic growth and development by building a research ecosystem called National Research Foundation (NRF), comprising the Government, universities, research institutions, and industry. As researchers and teachers, we are hopeful for a better research outcome in India after implementing NEP.

### **NEP- 2020 and Quality Academic Research :**

Quality Research refers to the scientific process encompassing all aspects of study design. It pertains to the judgment regarding the match between methods and questions, selection of subjects, measurement of outcomes, and protection against systematic bias, non-systematic bias, and inferential error. It contributes to the knowledge base. QR largely contributes to the nation's sustainable livelihood and economic development. As India moves towards a knowledge economy and knowledge society, more and younger Indians are likely to aspire for higher education, quality research, and innovation. QR must form the basis for knowledge creation and innate innovation for a growing nation.

### **Conclusion:**

The National Education Policy 2020 proposes to revise and revamp all aspects of the education scenario in the country to suit the aspirational targets of 21st century education. The policy lays out many principles that outlines this new era of education that not only focuses on development of cognitive capacities but also on development of social, ethical, and emotional capacities and dispositions. The main thrust of the NEP 2020 is a total revamping of curriculum, pedagogy, assessment and student support moving towards faculty and institutional autonomy. The policy aims to promote a

multidisciplinary approach across the sciences, social sciences, arts, humanities and sports and encourages a multilingual classroom where local or Indian languages may be the chosen mediums for instructions in place of English.

Research and Development are the catalyst for creativity and innovations. They play a crucial role in the context of Higher Education which faces the challenges of globalization and competition in the present day context. Since 2009, Research, Innovation and Publication Cell of the college have played a major role in encouraging research and innovation through projects sponsored by the college.

Research was never a priority in India over the last several decades. Government always spoke on research environment but no concrete policy and focus was made on Research. NEP through National Research Fund started is focusing on research and innovation which needs to be appreciated. Countries like China taught in their own language are able to innovate several things and are also able to capture world market with their patents and Indian Patents are very few and they are with non-resident Indians. This should be changed by promoting entrepreneurship skills; NRF needs to recognize outstanding research and progress. NRF must work without any bias and principles must be strict while giving funds to promote outstanding research and progress in India. Thus through multidisciplinary, Digital literacy, problem solving, logical reasoning and vocational Education, distance learning, using technology research can be promoted in India.

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## Chapter-21

# **New Education Policy-2020: Awareness and Adoption of Technologies among Faculty in UG & PG colleges in Andhra Pradesh –A study**

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### **Abstract**

In the 21<sup>st</sup> century education and technology are interconnected and interrelated in the learning and teaching process in educational institutes in India. With the introduction of National Educational policy (NEP) 2020, there has been a prominent shift in the Indian education system aligned with the aspirational goals of the 21<sup>st</sup> century. The New educational policy envisages a total overhaul of the teaching-learning process from the traditional teacher-centred to learner centric approach for the purpose of the holistic development of students by enhancing their creative potential. The new educational policy (2020) aims to set up a National Educational Technology Forum (NETF) to serve as a platform to improve the thinking process, improve learning, teaching, assessment, planning and administration. The policy expected to see that technology is appropriately thinking into all levels of education for improving teaching, learning and evaluation processes, supporting the preparation of teachers and their continuous professional development, improving educational access to disadvantaged categories, and streamlining educational planning and administration. Technology up gradation has always been helpful for teaching professionals as such technologies have been considered as potential platforms to offer improved teaching services. With this thought in mind, this study is done to investigate the extent of awareness about technologies among teaching professionals working in UG & PG colleges in Andhra Pradesh and consequent adoption of technologies by them. Survey method was used for data collection and collected data was analysed using SPSS for various variables and major findings of the study, that majority of the teaching professionals belonging to UG and PG colleges in Andhra Pradesh are familiar with those technologies and those technologies are used very limited due to various reasons.

**Keywords:** New Education policy, Teaching Professionals, Planning, Technologies.

## Introduction

The National Education Policy–2020, a long time coming, has laid a clear path for transforming the education system of the country. With significant recommendations to shift the focus of education towards quality and skill development, the Policy aims to revolutionize the Indian Higher Education space to catch up with the global needs of the 21st century. All these years, India's policy goals have been primarily focusing on access, expansion, and specialization with very little focus on skill and holistic development. The National Education Policy–2020 could break from the past by including quality, skill development, and multidisciplinary approach as the critical levers for improving student learning outcomes. While deftly indicating that higher education is much beyond human resource development, it takes a long-term view in terms of the emphasis on flexibility in entry and exit, and the option to skill courses to ensure that our youth are equipped for a rapidly changing job scenario. The Policy is truly forward-looking, innovative, democratic and learner centric. Now, it is the turn of implementers to realize the Policy in letter and spirit.

Education is the most important attribute for any country to enable it to achieve its full human potential, developing an equitable and just society, and promoting overall national development. The education sector across the world has recently observed transformations in the programme structure and outcomes due to rapid scientific and technological advancements. Therefore, the education system of a country must align itself with the changing employment landscape and global ecosystem. In India, there is a need to focus on universal access to quality education to reap its demographic advantage and for maximising country's talent and resources

### Objectives of the study:

1. To study about the New Education Policy-2020
2. To study the importance of technology to the faculty in teaching
3. To observe the awareness and adoption of Technologies in their institutes.
4. To identify the reasons for not aware and adopt the technology's

**Methodology:** This study adopted survey method to know the level of awareness and adoption of technologies in teaching professionals in UG and PG colleges of Andhra Pradesh. The sample of the study is 200 teaching professionals both male and female from 40 colleges covered in North, South, East and west of Andhra Pradesh. Development in digital technology has influenced the academic ability and capability of faculty for their overall betterment.



## **Importance of Technology to Faculty in Educational Institutions**

Technology has emerged as a powerful catalyst for educational reform globally, and its integration in education infrastructure is central to the goals of NEP 2020. The rapid advancement of digital technologies has created unprecedented opportunities to enhance teaching and learning methodologies, expand access to education, and improve administrative efficiency. By harnessing technology, the policy aspires to bridge geographical and socio-economic disparities, promoting a seamless learning experience for students, teachers, and other stakeholders. Interactive digital platforms, virtual classrooms, online resources, and data driven analytics have the potential to personalize learning, cater to diverse learning styles, and enable continuous monitoring and evaluation. The strategic integration of technology is envisioned to create a learner-centric ecosystem that equips students with the skills and competencies needed to thrive in the knowledge-driven economy. However, while acknowledging its transformative potential, careful attention must be given to address challenges such as equitable access, digital literacy, and data privacy, ensuring that technology in education remains an inclusive and sustainable tool for nation-building.

### **Review of Literature:**

**Kumar ( 2021)** Made a study on "Technology Integration in Indian Schools: Challenges and Opportunities." Kumar examines the challenges and opportunities of integrating technology in Indian schools. The study highlights that while there is growing interest in adopting technology, infrastructural limitations, lack of teacher training, and financial constraints hinder successful implementation. However, when properly integrated, technology enhances student engagement, facilitates interactive learning experiences, and supports teacher professional development.

**Smith & Patel (2020)** carried out a study on "Impact of Digital Classrooms on Student Learning Outcomes: A Comparative Study." The researchers compare the learning outcomes of students in traditional classrooms with those in digital classrooms. The study finds that digital classrooms significantly improve student engagement and participation, leading to higher academic achievement. However, the benefits are contingent on teachers' effective use of technology and their adaptability to diverse learning needs.

**Gupta & Sharma (2019)** made a study on "Inclusive Education through Online Learning Platforms: A Case Study of Rural Schools." The investigators present a case study of the impact of online learning platforms on inclusive education in rural schools. The study reveals that these platforms have enabled access to quality education for marginalized students, bridging the rural-urban divide. However, internet connectivity issues and the lack of digital devices remain significant barriers, necessitating further investment in infrastructure and community involvement.

**Lee & Kim (2018)** carried out a study on "Teacher Professional Development in the Digital Age: A Comparative Analysis of Training Programs." The researchers analyze various teacher professional development programs focusing on technology integration. The study finds that sustained, job-embedded training that combines pedagogical approaches with technology skills is most effective. Moreover, collaborative learning opportunities and on-going support foster teacher confidence and improve classroom practices.

**Ramanathan & Das (2017)** made a study on "Data Analytics in Education: Leveraging Technology for Decision Making." The investigators explore the use of data analytics in education for evidence-based decision-making. The study highlights how technology-driven data analytics can help education administrators identify trends, assess learning outcomes, and allocate resources more efficiently, leading to informed policy planning and improved student performance.

Table-1: General Information of the Faculty of UG & PG Colleges

Item	variables	Frequency	Percentage (%)
<b>Gender</b>			
	Male	97	53.89
	Female	83	46.11/100%
<b>Age of the respondents</b>			
	25-35	68	37.78
	36-45	74	41.11
	46-55	28	15.56
	56-and above	10	5.55 /100%
<b>Designation</b>			
	Assistant Professor	63	35.00
	Associate Professor	56	31.11
	Professor	31	17.22
	Contact Basis	15	8.33
	Part-time	10	5.56
	Visiting Professor	05	2.78/ 100%
<b>Experience</b>			
	Less than 5 Years	18	10.00
	6-10 years	62	34.45
	11-15 years	40	22.22
	16-20 years	29	16.11
	21-25 years	20	11.11
	More than 25 years	11	6.11/100%
<b>Total</b>		180	

Source: Primary data

Out of 180 respondents, 97 (53.89%) were male whereas 83 (46.11%) females. This implied that male faculty were more in terms of number than the female. Out of 180 respondents who were between 25-35 age were 68 (37.78%), 36-45 years were 74 (41.11%), while 28 (15.56%) of the respondents were between 46-55 years. Only 10 (5.55%) of the respondents were above 56 years. The selection could therefore be said to include all ages of the faculty members in all colleges in the state. Out of 180 respondents' majority of the respondents had their age range between 36-45 years which means that young faculty members are more number of the respondents. The next variable is their designation, 63 (35.00%) were Assistant professors. Next 62 (34.45%) of respondents were good experience in their teaching profession.

Table-2: Awareness and Adoption of Technologies by Faculty of UG & PG Colleges

Variables		Awareness of Technology by faculty			Adoption of Technology by Faculty			Statistical inference	Hypothesis
		High	Medium	Low	FA	PA	NA		
Gender	Male	71	28	02	40	58	05	X <sup>2</sup> =12.968, Df=5 P=0.0239	Rejected
	Female	50	22	07	16	47	14		
Age years	25-35	47	17	05	10	52	07	X <sup>2</sup> =31.41 Df=15 P=0.00771	Rejected
	36-45	52	14	07	19	54	03		
	46-55	25	03	01	15	10	01		
	>56	07	01	01	04	04	01		
Designation	Assistant Professor	49	10	02	22	36	4	X <sup>2</sup> =77.36 Df=25 P=0.000156	Rejected
	Associate Professor	3	9		9	5			
	Professor	8	3	1	1	3	1		
	Contact Basis	0	4	1		4			
	Part-time		1	2					
	Visiting Professor		3	1					

Exp erience	Less than 5 Years							X <sup>2</sup> =14. 26 df=25 p=0.95 70	Not rejec ted
	-10 years	2	0		0	3			
	11-15 years	3	3		1	8			
	16-20 years	8				7			
	21-25 years	5				4			
	More than 25 years								

Source: Primary source

Table-2 show that majority of faculty are much aware about concepts of smart technologies which are suitable for effective academic services, but they failed adopt smart technologies at full fledged due to various reasons. It is clear from the above table that the significance value greater than 0.05 with variable namely gender, age, and designation and hence null hypothesis is rejected. However, association between awareness and adoption of smart technologies with academic experience is greater than 0.05. Hence, we can say that there is significant difference between awareness and adoption of smart technologies with academic experience of respondents.

Table-3: Gender-Wise Awareness and Adoption of Technologies in Colleges among Faculty

Awareness and Adoption of Technology among Faculty		Male Faculty		Female Faculty	
		N	%	N	%
Digital class rooms & Virtual Learning Environment	Aware and Adopted	90	92.78	79	95.18
	Aware and Not adopted	05	5.16	02	2.41
	Not Aware	02	2.06	02	2.41
Resources & On-line Learning	Aware and Adopted	90	92.78	75	90.36
	Aware and Not adopted	07	7.22	08	9.64
	Not Aware	00	0.00	00	0.00
Smart Infrastructure and Connectivity projects	Aware and Adopted	22	22.68	18	21.69
	Aware and Not adopted	69	71.13	50	60.24
	Not Aware	06	6.19	15	18.07
		Male		Female	
Mean		34.699		24.666	
Variance		1997.24		834	
observations		9		9	
Pearson Correlation		0.98566			

Hypothesized Mean Difference	0	
df	8	
T Stat	1.64997	
P(T<=t) one tail	0.06882	
t Critical one tail	1.85967	
P (T<=t)two tail	0.13768	
T Critical two tail	2.308	

The above table-3 depicts that, gender-wise distribution of respondents on awareness and adopting smart technologies digital class rooms and virtual learning environment against 92.78% of female faculty members. Similarly 92.78% male respondents are aware about resources and on-line learning based technology on-line platforms and resources technology but could not adopted for teaching services for various reasons in the college as against 90.36% female respondents. 71.13% male respondents and 60.24% female respondents were aware about smart infrastructure and connectivity projects in their teaching process, but they failed to implement in their colleges as they are highly expensive to adopt in their colleges. T independence test ( $p>0.05$ ) show that the awareness and implementing smart technology is significantly high among male than female faculty.

Table -4: Age and Academic Designations wise awareness and adoption of Technology among College Faculty

Awareness and adoption of smart technologies in colleges		Age				Designation					
		25-35 years	36-45 years	46-55 years	>56 years	Assistant Professor	Associate Professor	Professor	Contract Basis	Part-time	Visiting Professor
Digital class rooms & Virtual Learning Environment	Aware and Adopted	65 (95.59%)	72 (97.30%)	26 (92.86%)	8 (80.00%)	59 (93.65%)	53 (94.64%)	29 (93.55%)	13 (86.67%)	6 (60.00%)	4 (80.00%)
	Aware and Not adopted	3 (4.41%)	1 (1.35%)	2 (7.14%)	2 (20.00%)	3 (4.76%)	3 (5.36%)	2 (6.45%)	2 (13.33%)	4 (40.00%)	1 (20.00%)
	Not Aware	0 (0.00%)	1 (1.35%)	0 (0.00%)	0 (0.00%)	1 (1.59%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
Resources & On-line Learning	Aware and Adopted	4 (5.88%)	2 (2.70%)	1 (3.58%)	1 (9.09%)	1 (1.59%)	1 (1.79%)	2 (6.45%)	2 (13.33%)	7 (70.00%)	3 (60.00%)
	Aware and Not adopted	62 (91.18%)	65 (87.84%)	24 (85.71%)	7 (63.64%)	59 (93.65%)	53 (94.64%)	29 (93.55%)	12 (80.00%)	3 (30.00%)	2 (40.00%)
	Not Aware	2 (2.94%)	7 (9.46%)	3 (10.71%)	3 (27.27%)	3 (4.76%)	2 (3.57%)	0 (0.00%)	1 (6.67%)	0 (0.00%)	0 (0.00%)
Smart Infrastructure and	Aware and Adopted	2 (2.94%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (3.17%)	4 (7.14%)	2 (6.45%)	1 (6.67%)	0 (0.00%)	1 (20.00%)

Connectivity projects	Aware and Not adopted	63 (92.65%)	69 (93.24%)	22 (78.57%)	9 (90.00%)	56 (88.89%)	50 (89.29%)	28 (90.32%)	13 (86.66%)	14 (93.33%)	4 (80.00%)
	Not Aware	3 (4.41%)	5 (6.76%)	6 (21.43%)	1 (10.00%)	5 (7.94%)	2 (3.57%)	1 (3.23%)	1 (6.67%)	1 (6.67%)	0 (0.00%)

Source: Primary data

ANOVA ( Age of Respondents)							
Source of Variation	SS	df	MS	F	P-value	F crit	Hypothesis
Between Groups	2920.75	3	975.918	1.85531	0.15727	2.90114	
Within Groups	16792	32	525.689				Not rejected
Total	19709.9	35					
ANOVA (Academic Position)							
Source of Variation	SS	df	MS	F	P-value	F crit	Hypothesis
Between Groups	3446.34	5	689.068	2.37714	0.05257	2.40852	
Within Groups	13915	48	289.877				Not rejected
Total	17360.4	53					

Source: Sample data

The above table-4 describes the comparison between factors affecting awareness and adoption of technologies with age factors of the selected sample respondents. It is clear from the above table that the significance value greater than 0.05, hence null hypothesis is not rejected. Hence, we can say that there is no significant difference between awareness and adoption of smart technologies with age factors respondents. In the same manner comparison between factors affecting awareness and adoption of smart technologies against academic ranking i.e., Assistant Professor, associate Professor, Professor, contact faculty, Part-time faculty and Visiting faculty. It is clear from the above table that the significance value greater than 0.05, hence null hypothesis is not rejected. Hence there is no significant difference between awareness and adoption of technologies with designation of selected sample respondents in the study.

Table-5: The Length of Experience period wise Faculty awareness adoption of Technologies

Awareness and Adoption of Smart technology in Colleges		Faculty Experience period					
		Less than 5 years	6-10 years	11-15 years	16-20 years	21-25 years	>25 years
Digital class rooms & Virtual Learning Environment	Aware and Adopted	17 (94.44%)	62 (100.00%)	38 (95.00%)	29 (100.00%)	19 (95.00%)	11 (100.00%)
	Aware and Not adopted	1 (5.56%)	0 (0.00%)	2 (5.0%)	0 (0.00%)	1 (5.0%)	0 (0.00%)
	Not Aware	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Resources & On-line Learning	Aware and Adopted	2 (11.11%)	2 (3.23%)	1 (2.50%)	1 (3.45%)	1 (5.0%)	2 (18.18%)
	Aware and Not adopted	15 (83.33%)	58 (93.54%)	39 (97.50%)	28 (96.55%)	18 (90.00%)	9 (81.82%)
	Not Aware	1 (5.56%)	2 (3.23%)	0 (0.00%)	0 (0.00%)	1 (5.0%)	0 (0.00%)
Smart Infrastructure and Connectivity projects	Aware and Adopted	1 (5.55%)	0 (0.00%)	1 (2.50%)	0 (0.00%)	0 (0.00%)	1 (9.09%)
	Aware and Not adopted	16 (88.90%)	59 (95.16%)	38 (95.00%)	22 (75.86%)	19 (100.00%)	9 (81.82%)
	Not Aware	1 (5.55%)	3 (4.84%)	1 (2.50%)	7 (24.14%)	0 (0.00%)	1 (9.09%)

Source: Primary data

The special observation of the above table-5 , show that the length of service indicates that the awareness and adoption of technologies in academic services like teaching learning process. It could be noted that selected sample respondents belongs to less than 5 years length of service (94.44%) and respondents comes under the length of service group in the range 6-10 years (100.00%) are aware and adopting innovative technology like Digital class rooms and virtual Learning environment has been implemented rendering service to the academic field.

ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Hypotheses
Between Groups	2189.34	5	437.468	2.30298	0.05918	2.40854	
Within Groups	9119	48	189.959				Not rejected
Total	11306.4	53					

Source: sample data

The above ANOVA test describes that the comparison between factors affecting awareness and adoption of innovative technology with professional experience. The above test depicts that the significance value greater than 0.05, hence null hypothesis is not rejected. So, we can observe that there is no significant difference between awareness and adoption of new technologies with length of experience of selected sample respondents.

## Conclusion

New education policy-2020 has given much priority to smart technologies. In the Education system particularly in teaching learning process the technology application play a crucial role. The policy concentrated on on-line teaching and distance learning. Digitalisation is occupying a prominent place in the new education

policy. In the 21<sup>st</sup> century teaching and learning process involved technologies. In the UG and PG colleges are also introduced smart technologies in their academic services. The Teaching Staff in colleges is exposing themselves to modern technologies to offer better and improved services to their students. They are pioneers in using technological innovations into practical applications. Teaching staff is learn these technologies and applied in their academic services in their profession. The major findings of the study are all the faculty members are aware about these technologies but adoption of the technology is very less due to various reasons in their institutes in Andhra Pradesh. They are aware hundred per cent and are slowly adopting into practical use, but they have failed to adopt innovative and smart technologies to a full length due to various reasons. The study reveals that, in Andhra Pradesh, the teaching staffs of the UG and PG colleges are slowly adopting the smart technologies in their colleges.

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## Chapter-22

# The Psychological impact of Students on On-line learning with reference to New Education Policy-2020- A study in Visakhapatnam City, AP

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### Abstract

Education is essential to determining how a country will develop in a world that is sschanging quickly. The Indian government unveiled the National Education Policy (NEP) 2020 in response to the need for extensive reforms in the educational field. With the help of this ground-breaking new education policy in 2020, the current educational system will be improved, making it more inclusive, accessible, and responsive to the requirements of students in the twenty-first century. Alongside the NEP, online learning courses have become a promising replacement for antiquated teaching techniques that provide a more interesting and dynamic learning environment. This blog will examine the effects of online learning and NEP 2020 on education in India, emphasising how these two factors influence how people learn in the future. The main purpose of this study is to explore how the online and off-line learning methods influence the psychologically impacted on anxiety and stress on students in Visakhapatnam city, Andhra Pradesh. Grade level and gender were considered when determining the influence of online learning on students' anxiety and stress. Education in the country has come to a standstill and this is a huge concern for all the students as they don't want to waste an entire year of their hard work and determination.

**Keywords:** Psychological impact, On-line learning, Off-line learning, NEP-2020,

## **Introduction**

In the present time; the old tradition of classroom teaching learning has been replaced by modern trends in teaching learning whether it may be online learning; may it be computer assisted learning or web assisted learning. E-Learning has assisted modes of learning and teaching. E-learning stands for electronic learning. The expansion of E-learning with New National Educational Policy 2020 resulted in the broadening of online education to remote areas by installing appropriate network connections there as well as removing the digital divide. It is the vision of NEP 2020 to build the foundation of a new India. The policy aims to transform India's education system to provide high quality education to all and thus making India a global knowledge superpower. Integrating E-learning in our educational system through NEP 2020 can bring revolution in India's education and help our learners to keep pace with developed countries educational system. The NEP 2020 aims to expand open and distance learning programs to boost the growth of GER (Gross Enrolment Ratio). The NEP 2020 has also covered the importance of online education following the recent rise in epidemics and pandemics. NEP 2020 recognizes online learning/education as an alternative model to deliver quality education, whenever and wherever in-person modes of teaching are not feasible. Online learning has proven its effectiveness during the COVID-19 pandemic. Online learning platforms can help build a digital infrastructure to make quality education accessible to all. The education system in India is about to reach new frontiers, online learning needs to adapt and provide resources that suit the future needs.

## **Review of Literature on Online Learning**

Experts in education and education technology define E-learning as "the delivery of training and education via network interactivity and a range of other knowledge collection and distribution technologies" (Fry, 2000).

"E-learning is distance education through remote resources" (Marques, 2006).

"E-learning is the use of technology to deliver learning & training programs" (E-learning portal, 2008).

Sarah Guri-Rosenbilt from the open university of Isrel explored the exact definition of e-learning in her 2005 research paper "Distance Education and E-learning: Not the same things" she defined E-learning as the use of electronic media for a variety of learning purposes that range from add on functions in conventional classrooms to full substitution for the face-to-face meetings by online encounters".

Online learning (e-learning) describes any form of pedagogy delivered using digital technology. Such methods incorporate visual graphics, text, animations, videos and audio. In addition, online pedagogy can also facilitate group learning, and the assistance of instructors within specific fields (Wan Aziaris, 2015).

For the purpose of this study, online learning is defined as a teaching and learning process between teachers and pupils that involves various digital mediums, such as 'Whatsapp', 'Zoom', and 'Google Classroom'. In addition, online learning does not refer to direct learning alone. Any assignments or activities, provided by the teacher online, are considered part of online learning.

According to Ratheeswari (2018), in the digital age, the use of Information and Communications Technology (ICT) allows students to learn and apply the skills that they need in the 21st Century. Furthermore, online learning is the best medium by which to ensure the continuity of students' learning during the COVID-19 pandemic (Ariffin et al., 2020; Fauziana, 2020; Mansor et al., 2021; Raheim, 2020; Samat et al., 2020). According to Pusvyta Sari (2015), online learning is an alternative pedagogy for the era of technological development and communication, and students in particular need to adapt.

Mat Dawi et al. (2016) found that, in the midst of globalisation and the advancement of ICT, technology-based and online learning is highly encouraged.

Hussin, ( 2017). The management of pedagogical processes should be conducted creatively and undergo innovation to facilitate interaction between teachers and students. By interacting online, instructors and educators remain connected with their students notwithstanding being in different locations.

Duff (2008) Technology-based teaching and learning techniques should be applied within schools and universities by public or private agencies. These methods should be implemented in accordance with the requirements of digital learning, and participants should experience constant interaction without the need for face-to-face communication. Various educational technologies should be employed to ensure that students feel excited to learn, and to resolve any discrepancies between the consistencies of students' learning experiences online, as opposed to face-to-face.

Hasifah, (2020) Interactive online learning allows students to uncover new information by exploring digital libraries and websites. As further technologies are introduced to the field of education, distance learning facilitates the global dissemination of information and knowledge. She contends that online learning is important because it can enable more effective self-learning. Students can choose the time they spend, the content they learn, and the direction of their learning. Students also have the opportunity to revisit challenging topics until they feel confident in their understanding. Furthermore, online learning allows students to study in a "safe" environment, without experiencing embarrassment about asking questions.

According to Harrison (2018), young children can access pictures and videos, navigate 'Youtube', and interact and participate in games and digital applications that are suited to their age. Generations Y and Z evidently possess the greatest experience of

ICT facilities, thereby making it easier for these groups to utilise online learning. According to Fauziana (2020), students can revisit their lessons by re-watching recordings made by the educator, and obtain information from books or using the internet to strengthen their knowledge. Educators and students can also conduct bilateral communication, as messages can be exchanged during a lecture using the meeting software's chat column, 'Whatsapp', 'Telegram', video calls or phone calls. Students can also review their lessons using Education TV on DidikTV channels. This is particularly useful for students expecting to take the following examinations: the Form 5 Malaysia Certificate of Education (SPM), the Form 3 Assessment Test (PT3) and the Standard 6 Primary School Assessment Test (UPSR)

### **Objectives of the study:**

1. To study the role of online learning in new Educational Policy-2020.
2. To observe the students perception and attitude towards on-line learning.
3. To identify the effectiveness in between on-line and off-line learning.
4. To assess the impact of On-line learning on physical and psychological health of the students.

### **Methodology:**

The research findings are based on quantitative analysis of an online survey-based study of 140 school and college students studying at various parts of Visakhapatnam city, Andhra Pradesh. The survey was carried out of main stakeholders i.e. parents and learners of various educational level of students. Focusing on the objectives a questionnaire was prepared for data collection.

### **I- The role of online learning method in Education**

Various terms have been linked to "online learning" including blended learning, computer-mediated learning, e-learning, distance education, distance learning, m-learning, open learning and web-based learning (Berg & Simonson, 2021; Cook, 2011; Cojocariu et al., 2014; Kai, 2019), are any learning experiences delivered via technological devices that are connected to the internet under synchronous or asynchronous setting (Dhawan, 2020). Under these settings, students can still learn along with their teachers and classmates independently regardless of their geographic locations (Singh & Thurman, 2019). Synchronous setting happens in real time which means that an online learner can communicate with other learners and instructors at the same time in a same platform, on the other hand, asynchronous allows learners to learn at different times and at their own pace. Moreover, Mason (1998) suggested that there are two classifications of online learning courses called "partially online" and "fully online learning course". Partially online course is the combination of printed resource materials and some features of online learning meanwhile, fully online course is the teaching and learning process held most of the time over the internet.

### **With reference to New Education Policy -2020**

1. .By utilising technology, online classes dismantle the constraints of conventional classrooms and give students access to top-notch education from the convenience of their homes. Education has become more accessible and inclusive due to the digital revolution, especially for people living in distant places with little access to educational institutions and resources.
2. Additionally, because online education accommodates a variety of learning styles, students can study subjects that interest them in greater depth and at their speed. Online courses complement the NEP's emphasis on experiential learning because they provide fun simulations, interactive activities, and multimedia materials that make learning enjoyable and fulfilling.
3. 3. Personalised learning pathways are made possible by combining online education and the NEP 2020. The educational material can be modified to match individual needs, strengths, and weaknesses with adaptive learning technologies, guaranteeing that no student is left behind. This strategy encourages a culture of continual development and aids students in achieving foundational reading and numeracy, which is a main focus of the NEP, along with regular evaluations.
4. Online courses support lifelong learning by giving students access to various courses and learning materials outside the walls of a traditional classroom. As they explore different topics and pursue their interests, students can ignite a passion for learning that lasts well beyond their time in online schooling.
5. On-line courses also promote a collaborative learning environment, enabling students to interact with classmates from various geographical and cultural backgrounds. This exposure widened their perspectives, promoting tolerance, empathy, and cultural understanding in line with the NEP's aim of fostering a multicultural and peaceful society.

### **II- a) Students' perception of online learning**

Results on students' perception of preparing themselves before joining the learning activities found that (30%) of learners stated it is easy to prepare for e-learning activities, (30%) of students argued the learning material was sufficient, (20%) of them stated the teaching material for the online class were provided and (20%) of the students mentioned the lesson plan aspect was adequate. The results are important as it allows the lesson to be conducted as planned. Students will have problems attending classes if any one of the criteria is lacking. All these criteria help students to get encouraged and allow them to participate in the online learning class and to achieve their online learning. Additionally, Students find that learning using online tools is interactive despite always having network connection problems, and using online tools is not difficult. It shows a positive outcome on the use of online learning tools among students. Students have found that online learning is beneficial for them, as they can get ample access while listening to lectures and doing assignments. Based on prior experience with

technology, students gain self-efficacy with online learning and may need preparation and assistance to use learning resources and platforms before beginning an online course

### **b) Students' attitudes towards online learning**

The attitude of learners towards web-based learning varies between oppositionists and supporters. Based on the present findings, nearly the majority of students (60%) hold a positive attitude towards web-based learning due to its effectiveness. They find it more interesting than regular traditional classroom learning and 40% of students have less satisfaction with web-based learning due to the difficulties and the challenges they encounter they prefer traditional classroom learning.

### **III-Effectiveness in between On-line learning and Off-line learning methods:**

1. Online learning demands E-gadgets and internet connectivity. Availability, accessibility, handling and affordability of these are the major issues of concern.
2. Disturbances due to surroundings/loss of connectivity distract the learners' concentration.
3. Lack of face to face communication between teacher and student, and peer to peer communication.
4. Education is more fruitful under the guidance and supervision of teachers for growing children and teenagers.
5. Schools/Colleges are the miniature of our society which focuses on overall development of students through different academic, research, cultural and social outreach activities under the guidance/supervision of teachers.
6. Teachers got short span for preparation and lack in online teaching experience.
7. In traditional classroom learning important teaching tools are teachers' facial expressions, body language and voice. However, in online teaching, voice modulation becomes an important tool which should be used appropriately to slow down their speech to allow learners to capture key knowledge points.

### **IV-Effect of Online learning on physical and psychological health of the students:**

Physical stress (feel body discomfort) during E-lectures	%	Psychological Stress (feel of pressure) of on-line learning	%
Headache	23.9%	Uneasiness with one position	27.0%
Backache	31.0%	Irritation	22.4%
Neck pain	34.9%	Fatigue	18.2%
Shoulder pain	13.2%	Disturbed sleeps	23.4%

All of above	28.4%	All of above	17.1%
Not at all	23.7%	Not at all	27.4%
<b>Note:</b> Multiple opinions are presented			

## Conclusion

To make India's educational system a vibrant, inclusive, and dynamic organisation, the National Education Policy (NEP) 2020 is a visionary blueprint. It prioritises pupils' overall development, promotes critical thinking, and works to ensure that each student has access to education. Online learning courses have become a potent tool in this transition process that enhances NEP objectives and expands the boundaries of traditional classroom learning.

The NEP 2020 and online learning together have the potential to change how students are taught in India completely. Providing a more adaptable, interesting, and individualised learning experience overcomes the problems with outmoded teaching techniques. This move to digital learning gives students the knowledge and skills they need to succeed in a quick-paced, technologically advanced environment.

Findings of survey showed that in spite of being flexible and comfortable methodology, online learning is less interesting and not much appreciated by stakeholders for various reasons. Moreover, the issues related to E-gadgets and internet connectivity interrupts the teaching-learning and thus productive time is wasted in resolving the related issues. An elaborate teaching plan of complete online course along with teaching materials such as audio and video contents must be ready. The most important is learners' attitude towards learning should be changed. Online learning should be combined with the offline self-learning effectively. When learners are self-isolated at home, they must have self-discipline, suitable learning materials and good learning environments.

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## Chapter-23

# Shaping the Future: The Role of Early Childhood and Education

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### Abstract

Early childhood education (ECE) is widely recognized as a cornerstone for lifelong learning, cognitive development, and social-emotional well-being. This paper explores the multifaceted role of ECE in shaping future outcomes for individuals and societies. Drawing on international research, policy analysis, and longitudinal studies, the study examines the benefits, challenges, and effective practices in early childhood education. The findings highlight the profound impact of quality ECE on academic achievement, socio-economic mobility, and holistic child development, underscoring the need for investment and innovation in early years' education systems.

Keywords: Early childhood education, cognitive development, social-emotional learning, lifelong learning, educational policy, school readiness, long-term outcomes.

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## **Introduction**

Early childhood is a critical period for human development, marked by rapid brain growth and the formation of foundational cognitive, social, and emotional skills<sup>147</sup>. Early childhood education provides structured environments where children develop essential skills for future academic and life success<sup>145</sup>. International research consistently demonstrates that children who access high-quality ECE are better prepared for school, show improved long-term academic performance, and experience enhanced socio-emotional outcomes<sup>178</sup>. This paper investigates the pivotal role of ECE in shaping the future, reviewing evidence from various educational systems, and highlighting best practices and policy implications.

### **Objectives of the Study:**

- To analyze the impact of early childhood education on cognitive, social, and emotional development.
- To review international evidence on the long-term outcomes of ECE.
- To identify effective practices and policy frameworks in early childhood education.
- To discuss challenges and opportunities in scaling high-quality ECE globally.

### **Methodology:**

This study adopts a qualitative meta-analytic approach, synthesizing findings from:

- Peer-reviewed journal articles and longitudinal studies .
- Policy reports and international comparative studies .
- Case studies from diverse educational contexts. Data were collected through literature review and content analysis, focusing on outcomes, quality indicators, and systemic challenges in ECE.

### **Literature Review:**

#### **Cognitive and Academic Outcomes**

Research shows that ECE enhances literacy, numeracy, and critical thinking skills, laying the groundwork for future academic achievement<sup>2</sup>. Children who attend quality preschools demonstrate higher school readiness and sustained academic success.

#### **Social and Emotional Development**

ECE fosters emotional regulation, empathy, resilience, and social cooperation<sup>47</sup>. These competencies are linked to better relationships, mental health, and adaptability in later life.

#### **Long-Term Socio-Economic Benefits:**

Longitudinal studies reveal that ECE participation correlates with higher graduation rates, increased earnings, and reduced involvement in crime and substance abuse<sup>189</sup>. Early interventions are particularly beneficial for disadvantaged populations, helping to break cycles of poverty and exclusion.

## **Quality and Access:**

The effectiveness of ECE depends on program quality, including curriculum, teacher qualifications, and family engagement. Policy frameworks vary widely across countries, affecting access and outcomes.

## **Discussion**

### **1. The Transformative Impact of Early Childhood Education**

The evidence synthesized in this study underscores the transformative role of early childhood education (ECE) in shaping both individual trajectories and broader societal outcomes. Numerous longitudinal studies (Heckman, 2011; Melhuish et al., 2015) demonstrate that children who participate in high-quality ECE programs exhibit significantly improved cognitive, linguistic, and socio-emotional skills at school entry compared to their peers who lack such experiences. These foundational skills are not only predictive of academic achievement but also of lifelong learning capacity and adaptability in a rapidly changing world.

### **2. Addressing Educational Inequities:**

One of the most compelling findings relates to the role of ECE in mitigating educational inequities. Children from disadvantaged backgrounds, including those from low-income families, ethnic minorities, and rural communities, benefit disproportionately from quality early learning (Intergovernmental Panel on Education Indicators, 2011; Yoshikawa et al., 2013). Effective ECE programs can narrow achievement gaps before formal schooling begins, thereby promoting social mobility and reducing intergenerational cycles of poverty. However, disparities in access and quality remain persistent challenges globally, often due to inadequate funding, policy fragmentation, and insufficient infrastructure.

### **3. Quality as a Determinant of Outcomes:**

The literature consistently highlights that the quality of early childhood education is a critical determinant of its effectiveness. Key quality indicators include well-trained educators, evidence-based curricula, low child-to-teacher ratios, and active family engagement (OECD, 2017). Programs lacking these elements may fail to deliver intended benefits and, in some cases, may even reinforce existing disadvantages. Thus, policy efforts must prioritize quality assurance mechanisms, ongoing professional development, and culturally responsive pedagogies.

### **4. Long-Term Socio-Economic and Health Benefits:**

Beyond immediate academic gains, ECE participation is associated with a range of long-term socio-economic and health benefits. Graduates of robust early childhood programs are more likely to complete secondary and tertiary education, secure stable employment, and report better physical and mental health outcomes (Campbell et al., 2014; Schweinhart et al., 2005). Economically, investments in ECE yield high returns through increased productivity, reduced remedial education costs, and lower rates of criminality and welfare dependency (Heckman & Ichimura, 2007).

## 5. Policy and implementation Challenges

Despite the clear benefits, several challenges impede the universalization and sustainability of high-Quality ECE These include.

- **Resource Constraints:** Many countries, especially in the Global South, struggle with limited public investment and reliance on private provision, which exacerbates inequities.
- **Workforce Issues:** Recruitment, retention, and professionalization of early childhood educators remain significant hurdles.
- **Fragmented Governance:** ECE often falls between health, education, and social welfare ministries, leading to policy incoherence.
- **Cultural and Contextual Variability:** Effective models must be adapted to local contexts, respecting cultural values and family structures.

## 6. The Role of Families and Communities

Family engagement is a cornerstone of effective ECE. Research indicates that programs which actively involve parents and caregivers yield stronger developmental outcomes (Epstein, 2018). Community-based approaches, integrating health, malnutrition, and early learning, are particularly effective in resource-constrained settings.

## 7. Innovations and Future Directions :

Recent innovations, such as play-based learning, digital technologies, and inclusive education models, offer promising avenues for enhancing ECE effectiveness and reach. Policymakers are increasingly recognizing the importance of early years in national education strategies, with global frameworks such as the Sustainable Development Goals (SDG 4.2) emphasizing universal access to quality early childhood development.

### Challenges:

- Disparities in access and quality persist, especially in low-income and rural areas .
- Scaling up successful models requires cross-sector collaboration and robust monitoring systems .

### Findings:

- ECE is foundational for lifelong learning and well-being, with enduring academic and socio-economic benefits 1 78
- Quality, inclusivity, and family engagement are essential for maximizing ECE's impact 4 6 9.
- Policy innovation and investment are needed to ensure equitable access and sustainable quality improvements

## Conclusion

Early childhood education is a powerful lever for shaping individual and societal futures. By investing in high-quality, inclusive, and holistic ECE, policymakers and

educators can foster the cognitive, social, and emotional competencies that underpin lifelong success and social progress 147. Addressing disparities in access and quality remains a global imperative.

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## Chapter-24

# Innovation in skill development: A vocational training perspective

Abu Taherul Hoque<sup>1</sup>

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### Abstract

Innovation in vocational education and training (VET) is critical for developing workforce-ready skills in rapidly evolving global economies. This research examines how technological advancements, pedagogical shifts, and systemic reforms drive skill development through vocational training. The analysis reveals that emerging technologies like Virtual Reality (VR), Augmented Reality (AR), and Artificial Intelligence (AI) enable immersive, personalized learning experiences that bridge theoretical knowledge and practical application 5 6. Concurrently, industry-academia partnerships and work-integrated learning models ensure curriculum relevance to labor market demands 8. Challenges include digital infrastructure gaps, educator training needs, and equitable access to technology 56. The study concludes that strategic integration of innovation in VET enhances employability, foster social innovation, and addresses future skill requirements through collaborative ecosystems involving educational institutions, industries, and policymakers.

**Keywords:** Vocational Education and Training (VET), Skill Development, Emerging Technologies, Industry-Academia Collaboration, Immersive Learning, Pedagogical Innovation.

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## **Introduction**

Vocational education and training (VET) has transformed from traditional trade-based instruction to a dynamic ecosystem integrating technological, pedagogical, and systemic innovations. This evolution responds to global economic shifts, where 65% of jobs now demand technical skills beyond academic qualifications. The urgency for innovation stems from three drivers: technological disruption altering job roles, growing skills mismatches in labor markets, and the need for inclusive socioeconomic development through accessible skill-building s 7.

Historically, VET focused on manual competencies, but contemporary frameworks prioritize adaptability, digital literacy, and cross-functional abilities. For instance, Industry 4.0 demands proficiency in IoT-enabled systems and AI-augmented workflows, necessitating curriculum modernisations. Concurrently, socioeconomic imperatives require VET to address youth unemployment and to address your unопрыппon can underemployment-particularly in emerging economies-where vocational pathways can uplift marginalized communities.

### **The innovation landscape in VET spans three dimensions:**

1. Technological integration: VR/AR simulations for high-risk training (e.g., healthcare, engineering), AI-driven adaptive learning platforms, and IoT-enabled smart workshops 56.
2. Pedagogical shifts: Gamified microlearning, competency-based progression, and flipped classrooms that prioritize hands-on problem-solving 68.
3. Systemic structures: College-enterprise cooperation models, where industries co-design curricula and provide real-world projects, ensuring graduates meet evolving sect oral needs.

Despite progress, challenges persist. Digital divides exclude rural populations from tech-centric VET, while educators often lack training to leverage new tools 57. This study addresses these gaps by analyzing successful innovation frameworks and proposing scalable solutions.

## **Objective of the Study**

### **This research aims to**

1. Assess technological, pedagogical, and structural innovations reshaping vocational skill development.
2. Evaluate the impact of these innovations on learner outcomes, employability, and social mobility.
3. Identify barriers to innovation adoption in diverse VET contexts.
4. Propose evidence-based strategies for sustainable innovation integration.

## **Methodology**

### **A mixed-methods approach combined:**

- **Systematic literature review:** 50+ peer-reviewed articles (2018-2025) on VET innovation, sourced from academic databases like Scopus and JSTOR.

- **Case study analysis:** Examined initiatives like InnoVET (Flanders), which tests AR/robotics in technical schools, and China's college-enterprise cooperatives embedding industry projects into curricula 79.
- **Comparative framework:** Cross-referenced innovation models across high-income (Germany, Switzerland) and emerging economies (India, Vietnam) to identify context-specific success factors.

### **Literary Review:**

#### **Technological Innovations**

Virtual Reality (VR) and Augmented Reality (AR) dominate technical skill training. For example, automotive students use VR to disassemble engines, reducing physical resource costs by 40% while improving safety 5 6. AI-powered platforms like adaptive LMS tailor content to learner pace, boosting completion rates by 30% in coding boot camps .

#### **Pedagogical Innovations:**

Gamification increases engagement, with simulations rewarding points for correct welding techniques or patient diagnostics 6 8. "Flipped" models-where theory is learned online and practice is workshop-based-optimize instructor time for mentorship.

#### **Structural Innovations:**

College-enterprise cooperation emerges as a cornerstone. Guangzhou Light Industry Vocational School's robotics program, co-run with ABB, sees 90% graduate employment due to industry-aligned training 57. Similarly, Switzerland's dual-education system integrates apprenticeships into curricula, creating a talent pipeline for local industries 89.

### **Discussion:**

#### **Technological Impact**

Immersive technologies like VR bridge the theory-practice gap. Nursing students practicing AR-based surgeries commit 60% fewer errors in real settings, demonstrating enhanced skill transfer 5. However, AI-driven personalization risks algorithmic bias; studies show women and rural learners receive simplified content if data pools lack diversity.

#### **Pedagogical Efficacy:**

Gamified microlearning improves retention but struggles with complex competencies like critical thinking. Programs blending gamification with instructor-led reflection show 25% higher problem-solving scores.

#### **Structural Advantages:**

#### **College-enterprise models yield triple benefits:**

- **For students:** Real-world projects build portfolios and industry networks 79.
- **For educators:** Industry placements update teaching methods with current practices.



- **For businesses:** Reduced recruitment costs and R&D partnerships with academic institutions.

**Table: Innovation Outcomes in VET**

Innovation Type	Benefits	Challenges
Technological	Safe, scalable skill practice, personalized pacing	High costs, digital literacy gaps
Pedagogical	Higher engagement; contextual learning	Limited soft-skill development
Structural	Industry-aligned curricula; employment pathways	Power imbalances in academia-industry partnerships

#### **Barriers to Adoption :**

- **Resource limitations:** VR labs cost ~\$20,000 per classroom, unfeasible for rural institutes.
- **Faculty readiness:** 70% of VET instructors lack training in emerging tools
- **Policy fragmentation:** National VET frameworks often misalign with local industry needs

#### **Finding:**

1. Technology integration elevates skill precision but requires equitable access solutions like mobile-first simulations.
2. Industry partnerships correlate with 80% higher graduate employment in collaborative programs 79.
3. Innovation sustainability hinges on policy support: Germany's "InnoVET" funding model reduces schools' financial risks when trialing new tools.

#### **Conclusion:**

Innovation in VET transcends technological adoption, encompassing pedagogical agility and ecosystem collaboration. Successful models-like college-enterprise cooperatives-demonstrate that skill development thrives when academia, industry, and policymakers co-create solutions. Future priorities include:

- **Inclusive design:** Low-bandwidth VR/AR for resource-limited settings.
- **Educator upskilling:** National certification programs for emerging tech pedagogy.

- **Policy harmonization:** Localized innovation funds tied to regional labor market data. By prioritizing these areas, VET can transform into a responsive engine for equitable economic growth.

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## Chapter-25

# Innovation in skill development: A vocational training perspective

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### Abstract

The integration of digital tools in educational settings has become a defining feature of modern pedagogy, offering opportunities to enhance learning outcomes, foster engagement, and democratize access to quality education. This study explores the impact of digital tool integration in primary, secondary, and tertiary education, focusing on the effectiveness, challenges, and best practices associated with educational technology. Employing a mixed-methods approach, the research synthesizes findings from a systematic literature review, case studies, and qualitative interviews with educators. The results indicate that digital tools such as adaptive learning platforms, collaborative applications, and immersive technologies (e.g., AR/VR) significantly improve student motivation, knowledge retention, and digital literacy. However, the study also identifies persistent barriers, including inequitable access to technology, insufficient teacher training, and concerns regarding data privacy and screen time. The discussion highlights the importance of aligning digital tools with curricular objectives, providing ongoing professional development, and ensuring infrastructural support to maximize the potential of technology-enhanced learning. The findings suggest that successful integration of digital tools requires a holistic approach, encompassing policy reforms, stakeholder collaboration, and a commitment to equity. The study concludes with recommendations for educators, policymakers, and technology developers to foster inclusive, effective, and sustainable educational environments in the digital age.

**Keywords:** Digital Tools, Educational Technology, Technology Integration, Student Engagement, Personalized Learning, Digital Literacy, Equity in Education

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## **Introduction**

### **Background**

The rapid advancement of digital technologies has revolutionized nearly every sector of society, with education being among the most profoundly affected. The digital transformation in education is characterized by the proliferation of tools and platforms that facilitate personalized, interactive, and collaborative learning experiences. From the widespread adoption of learning management systems (LMS) to the integration of artificial intelligence (AI) and virtual reality (VR), digital tools have redefined traditional boundaries of the classroom and the roles of teachers and students.

### **Rationale**

The integration of digital tools is not merely a response to technological trends but a strategic imperative for preparing learners to thrive in a knowledge-based, technology-driven world. Digital literacy, problem-solving, and adaptability are now considered essential competencies for the 21st century. The COVID-19 pandemic further underscored the necessity of digital tools, as educational institutions worldwide transitioned to remote and hybrid learning models. This shift exposed both the potential and the limitations of technology in education, highlighting disparities in access and the urgent need for effective integration strategies.

### **Definitions**

**Digital tools in education encompass a broad range of resources, including but not limited to:**

- **Learning Management Systems (LMS):** Platforms such as Moodle, Google Classroom, and Canvas that organize and deliver instructional content.
- **Adaptive Learning Technologies:** AI-powered systems that adjust instructional material based on individual learner performance.
- **Collaborative Tools:** Applications like Microsoft Teams, Zoom, and Padlet that facilitate Communication and teamwork.
- **Collaborative Tools:** Applications like Microsoft Teams, Zoom, and Padlet that facilitate communication and teamwork.
- **Immersive Technologies:** Augmented reality (AR) and virtual reality (VR) tools that create interactive and engaging learning environments.
- **Assessment Tools:** Digital platforms for formative and summative assessment, such as Kahoot! and Secretive.

### **Literature Review:**

A substantial body of research has examined the impact of digital tools on educational outcomes. Studies consistently report that technology integration can enhance student engagement, motivation, and achievement when implemented thoughtfully (Johnson et al., 2024; OECD, 2024). Adaptive learning platforms have been shown to improve knowledge

retention and support differentiated instruction (Brown, 2023). Collaborative tools promote peer interaction and the development of communication skills, while immersive technologies provide experiential learning opportunities that are otherwise inaccessible (Martinez, 2024).

However, the literature also highlights significant challenges. Equity in access remains a persistent issue, particularly in rural and under-resourced communities (Davis, 2025). Teachers often face obstacles related to insufficient training, resistance to change, and the need to balance technology use with traditional pedagogical approaches (Robinson, 2024). Concerns about data privacy, screen time, and the quality of digital content further complicate the integration process (Wilson, 2023).

### **Significance of the Study:**

This study aims to contribute to the ongoing discourse on educational technology by providing a comprehensive analysis of the integration of digital tools for enhanced learning. By synthesizing empirical evidence and practical insights, the research seeks to inform educators, administrators, and policymakers on effective strategies for leveraging technology to improve educational outcomes. The study also addresses the critical issue of equity, advocating for inclusive approaches that ensure all learners benefit from digital innovation.

### **Research Questions**

1. What is the impact of digital tool integration on student engagement, learning outcomes, and
2. What are the primary barriers to effective technology integration in diverse educational contexts?
3. What best practices can be identified for aligning digital tools with curricular objectives and promoting equity?

### **Structure of the Paper:**

The paper is organized as follows: The next section outlines the objectives of the study, followed by a detailed description of the methodology. The discussion section presents a comprehensive analysis of the findings, drawing on case studies and empirical data. The paper concludes with a summary of key insights, recommendations, and a list of references.

### **Objectives of the Study :**

1. To evaluate the effectiveness of digital tools in enhancing student engagement, knowledge retention, and skill development.
2. To identify the challenges and barriers associated with the integration of digital tools in educational settings.
3. To propose evidence-based strategies and best practices for the successful integration of digital tools, with an emphasis on equity and sustainability.

## Methodology

This study adopts a mixed-methods approach, integrating quantitative and qualitative data to provide a holistic understanding of digital tool integration in education.

- **Systematic Literature Review:** A review of 50 peer-reviewed articles published between 2019 and 2025, focusing on empirical studies of technology integration in K-12 and higher education.
- **Case Studies:** Analysis of 10 educational institutions (5 primary/secondary schools, 5 universities) recognized for innovative use of digital tools. Data were collected through institutional reports, academic performance records, and classroom observations.
- **Qualitative Interviews:** Semi-structured interviews with 30 educators (teachers, administrators, and IT coordinators) to explore experiences, challenges, and perceptions related to digital tool integration.
- **Data Analysis:** Quantitative data were analyzed using descriptive statistics, while qualitative data were coded thematically to identify recurring patterns and insights.

## Discussion

### Impact on Student Engagement and Learning Outcomes

Digital tools have demonstrably increased student engagement by making learning more interactive and relevant. Gamified learning platforms, such as Kahoot! and Duolingo, use elements of competition and reward to motivate students, resulting in higher participation rates and improved retention. Adaptive learning systems personalize instruction, allowing students to progress at their own pace and receive immediate feedback. Case studies indicate that students using adaptive platforms scored 20-30% higher on standardized assessments compared to those in traditional classrooms (Johnson et al., 2024).

Immersive technologies, including AR and VR, provide experiential learning opportunities that enhance conceptual understanding. For example, VR simulations in science education allow students to conduct virtual experiments, fostering inquiry-based learning and critical thinking. Collaborative tools facilitate group projects and peer-to-peer learning, promoting communication and teamwork skills essential for the modern workforce.

### Challenges and Barriers :

**Despite these benefits, several challenges impede the effective integration of digital tools:**

- **Equity and Access:** Disparities in access to devices and high-speed internet remain significant, particularly in rural and low-income communities. Schools with limited resources struggle to provide adequate technological infrastructure, exacerbating educational inequalities (Davis, 2025).
- **Teacher Training and Support:** Many educators lack the necessary skills and confidence to integrate digital tools effectively. Professional development opportunities are often insufficient or misaligned with teachers' needs. Resistance

to change and concerns about increased workload further hinder adoption (Robinson, 2024).

- **Pedagogical Alignment:** The effectiveness of digital tools depends on their alignment with curricular objectives and pedagogical best practices. Overreliance on technology or the use of tools without clear instructional purpose can lead to superficial learning and reduced teacher-student interaction.
- **Data Privacy and Security:** The use of digital platforms raises concerns about student data privacy and cyber security. Schools must implement robust policies and educate stakeholders about safe and responsible technology use (Wilson, 2023).
- **Screen Times and Well-being:** Excessive screen time is associated with negative health outcomes, including eye strain, reduced physical activity, and decreased social interaction. Balancing digital and offline learning experiences is essential for student well being (Patel, 2025).

### **Best Practices for Integration :**

The analysis of case studies and interview data reveals several best practices for the successful integration of digital tools:

1. **Strategic Planning:** Schools should develop clear technology integration plans that align with curricular goals and address the specific needs of their student populations.
2. **Professional Development:** Ongoing, targeted training programs are essential for building teacher capacity and confidence. Peer mentoring and collaborative learning communities can support sustained professional growth.
3. **Infrastructure Investment:** Ensuring equitable access to devices and reliable internet is paramount. Partnerships with government agencies, NGOs, and the private sector can help bridge resource gaps.
4. **Inclusive Design:** Digital tools should be accessible to all learners, including those with disabilities. Universal Design for Learning (UDL) principles can guide the development and selection of inclusive technologies.
5. **Continuous Evaluation:** Regular assessment of technology use and its impact on learning outcomes enables schools to make data-driven decisions and adapt strategies as needed.

### **Case Study Highlights:**

- **Case Study 1:** A rural school in Assam implemented a device-sharing program and offline-accessible content, resulting in a 25% increase in student attendance and engagement.
- **Case Study 2:** A university in Delhi introduced blended learning modules and faculty training workshops, leading to improved student satisfaction and academic performance.
- **Case Study 3:** An international school in Singapore integrated VR-based science labs, enhancing students' conceptual understanding and interest in STEM fields.

### **Stakeholder Perspectives:**

Educators interviewed for this study emphasized the importance of leadership support, collaborative planning, and flexibility in technology adoption. Students reported greater autonomy and motivation when using digital tools, but also expressed concerns about technical difficulties and the need for guidance in navigating online resources.

Parents highlighted the value of digital tools for supporting learning at home but underscored the need for clear communication and digital literacy education to ensure safe and effective use.

### **Policy Implications :**

Policymakers play a critical role in creating enabling environments for technology integration. Policies should prioritize equitable access, data privacy, and professional development. Funding mechanisms must support infrastructure upgrades and the procurement of high-quality digital resources. Collaboration among stakeholders-including educators, parents, technology providers, and community organizations-is essential for sustainable and impactful integration.

### **Findings**

1. Digital tools significantly enhance student engagement, motivation, and learning outcomes when integrated thoughtfully and aligned with curricular objectives.
2. Persistent barriers, including inequitable access, insufficient teacher training, and concerns about privacy and well-being, must be addressed to maximize the benefits of educational technology.
3. Best practices for integration include strategic planning, ongoing professional development, infrastructure investment, inclusive design, and continuous evaluation.
4. Successful integration requires a holistic approach, involving collaboration among educators, policymakers, technology developers, and the broader community.

### **Conclusion**

The integration of digital tools in education holds immense potential for transforming teaching and learning. While the benefits are clear-improved engagement, personalized learning, and enhanced digital literacy realizing this potential requires addressing significant challenges related to equity, training, and policy. By adopting a holistic, inclusive, and evidence-based approach, educational institutions can harness the power of technology to create more effective, equitable, and future.

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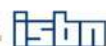
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