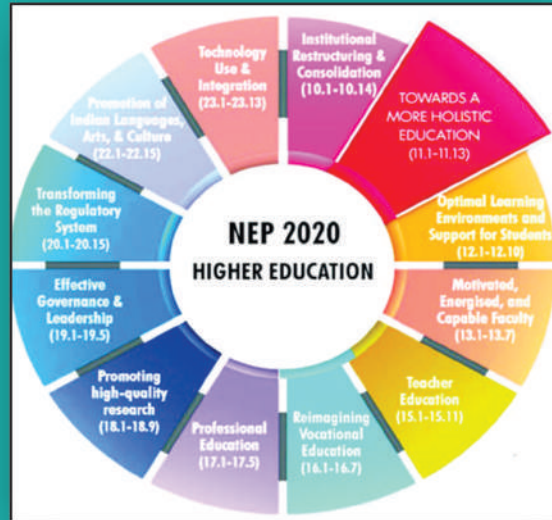


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## NATIONAL CONFERENCE

On

**“NEP-2020: Innovations in Teaching -Learning,  
Evaluation Process and the Role of IQAC”**

5<sup>th</sup> December 2022

(Special Issue No. 113)



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5<sup>th</sup> December-2022

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**ABOUT THE COLLEGE:**

The city of Dharwad is deemed to be the seat of Saraswati because of the educational institutions, such as Kamatak University, University of Agriculture Science, Karnataka State Law University and IIT as well. The district receives a special recognition on the cultural map of the state. It has enriched the cultural fields like music, literature and art by producing famous and memorable names. The prestigious Jnanpeetha awardee Dr.D.R.Bendre of Dharwad, has contributed to the field of literature, to the extent of infinity. Renowned classical Hindustani singer like Kumar Gandaharva, Smt Gangubai Hangal, Mallikarjun Mansur, Pt.Bhimasen Joshi, Basavaraj Rajguru and Sangeeta katti have not only contributed to the field of music but have also made the district proud. The well-known artist Halbhavi also belongs to Dharwad. Moreover the Dharwad pedha- a milk-based sweet is also very popular.

Anjuman-e Islam, Dharwad was founded in 1914 is playing key role in academic and socio-economic upliftment of underprivileged and minorities. It has several educational Institutions, imparting education from pre primary to Post Graduate level. It has also established institutions of various disciplines such as BBA, BCA. Our college stated in the year 1986, affiliated to karnatak University, Dharwad & takes genuine pride in having successfully completed 36 years. The college is pioneer to motivate and develop the competence among economically and socially disadvantaged students and make them to stand confidently with a potential to shoulder the social responsibility. Since its inception the college has grown from strength to strength fortifying itself at every step to stimulate the academic needs of the students and making them distinguished responsible citizens in the various walks of life. We are proud to state that, recently in cycle third our college has been Re-accredited with CGPA 2.95 B++ Grade by NAAC.

## **Editorial:**

We are honored and privileged to extend warm welcome to all the researcher scholars, delegates and student participants for this NAAC sponsored National Conference on “NEP-2020: Innovations in Teaching learning and Evaluation Process & the Role of IQAC” under IQAC. Indeed this conference harnesses the creative energies of the academic community and distils the essence of their academic exploration in the most brilliant way. We sincerely hope that, this academic discourse and deliberation will bloom into fruitful intellectual exuberance. Creativity and innovation is the catalyst of advancement.

We are immensely pleased to place this special issue 113 with ISSN and the impact factor 7.331 entitled **Aayushi International Interdisciplinary Research Journal**. The publication of this Journal has become possible due to the support of contributors and valuable time spent by organizing committee and faculty members. We have included numerous articles on a number of relevant issues. We would like to declare that the final responsibility of the facts, figures and opinions expressed in the research papers and articles lies with the concerned authors. We have taken utmost care to avoid printing mistakes in this journal. However, we apologize for any mistakes that may have occurred unknowingly.

We are thankful to the NAAC, Bengaluru for being the sponsors of such a wonderful intellectual process. We also thank all the eminent persons who have been means in making this conference a grand success, we are very much thankful to the Chief-Editor Pramod Prakashrao Tandale and his team for his sincere efforts in bringing out this journal timely. Again we acknowledge our sincere thanks to worthy management, IQAC members, resource persons, research scholars, and special invitees, principal, organizing committee, teaching and non-teaching staff of our college for the successful accomplishment of the task under taken by the college. This message would be incomplete if I forget to place on record the esteemed sponsors, A big thank you to all.

**Dr. Asmanaz S.Bellary**

Organizing secretary

## About the Conference:

The higher education system in India has played a crucial role in bringing India to the present state of development by creating a large pool of qualified manpower, essential for economic growth. The New Education policy-2020(NEP) has a vision to reinstate India in the coveted position of the world leadership at global level. It provides an opportunity to the higher education Institutions to create a system that contributes directly to transform the country into global knowledge superpower. NEP aims for an inclusive and equitable Education system and at Higher Education Level introduces broad-based, multi-disciplinary, holistic education with flexible curriculum, creative combinations of subjects, integration of vocational and multiple entries and exit points with appropriate certification.

Worldwide government and private education institutions are focusing on the need of students, and they are more focused on learner-centered teaching. Teaching methods and strategies are more flexible now. There seems to be a close interrelation between the diversification and flexibilities patterns of higher education.

It is very important to have trained teachers at higher educational levels who can use different innovative teaching methods by using their skills to make students get ready for future challenges.

It is observed that the higher education system seems to be plagued by several problems-inadequate number of institutions to educate eligible students, poor employability of the graduates produced by the universities, low and declining standards of academic research, an unwieldy affiliating system, an inflexible academic structure, an archaic regulatory environment, eroding autonomy and low level of public funding levels, to name a few. With this background the conference aims at bringing to gather faculty, research scholars, students, Industry personals and representatives of Government and other academic bodies for thought provoking sessions in order to have a better insight into the National Education Policy 2020. In view of above, the Internal Quality Assurance Cell (IQAC) of Anjuman Arts, Science, Commerce College & PG Studies Dharwad is organizing A One Day National Conference on “**NEP-2020: Innovations in Teaching-Learning and Evaluation Process and the Role of IQAC in Affiliated Colleges**” on December 2022.

**Dr.N.V.Gudaganavar**  
**Convenor**

**Prof.K.B.Gudasi**

Vice- Chancellor

Karnatak, University, Dharwad.



## **MESSAGE**

I am delighted to know that, the Anjuman Arts, Science Commerce College & PG Studies Dharwad ,is organizing NAAC sponsored National Conference on “NEP 2020: Innovations in Teaching Learning and Evaluation Process & the Role of IQAC” on 5<sup>th</sup> December 2022. The topic chosen for the conference is apt and timely as there is huge debate insisted on the above said theme. Such Conference is a platform for the academicians, research scholars and students across the nation to come together and exchange ground breaking ideas and myriad contemplations. It helps the budding researchers to explore new horizons with fruitful outcome and it will provide the opportunity to open new avenues for the experts, scholars and researchers as well as students to deliberate and have discourses on the NEP-2020 & the role of IQAC in its implementation. I wish these avenues to unfold new vistas in the domain of research and development for the benefits of academia and regulatory as well.

I express my best wishes for the success of the conference.

## **Keynote Address**

**By. Prof.M.Ramachandra Gowda**

Vice Chancellor

Rani Channamma University Belagavi



The National Education Policy (NEP) 2020 is independent India's third Education Policy and the first in quarter of a century. With the introduction of the National Education Policy (NEP) 2020, the Indian education system has taken a departure from the norm and bagged an effective tool to deal with unprecedented educational emergencies. Being the most reformative step in the history of the education industry, the NEP 2020 emphasises laying the foundation of skill education, project-based learning and character development and focuses on concepts and their applications rather than on rote learning alone. The Industry should play their part in creating a more vibrant workforce by creating right knowledge demand, investing more in Research and Development, focusing on re-skilling, up-skilling of the existing workforce. Industry, academia and policy makers need to unite to create a future-ready workforce for the 21st century and drive economic growth and social welfare. National Education Policy 2020 is a philosophical document in line with the vision of Prime Minister Narendra Modi. From early childhood to higher education and skill development, the government is working to ensure holistic learning at all levels. Education system should break barriers and empower students. The government is introducing education in mother tongue and local languages to make education ecosystem more inclusive.

The National Education Policy 2020 proposes various reforms in school education as well as higher education including technical education. It aims at making 'India a global knowledge superpower'. NEP 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. But the bigger question is – has the country's education been static since the policy was last revised? The answer would be, no.

Over the years, India has taken rapid strides in implementing newer teaching-learning processes, curriculum designs and assessments. However, it has happened sporadically, and without any standardization to vouch for its efficacy. This Policy proposes



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

The NEP 2020 will undoubtedly transform India's education landscape. Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.

The core values of NAAC expect Higher Educational Institutions of the country to contribute for national development, foster global competencies among students, inculcate a value system in students, promote the use of technology and develop a quest for excellence. The Internal Quality Assessment Cell (IQAC) has specific objectives and action plan for Quality Assurance programs at the Institutional level. We are hopeful that reforms envisaged through the Policy shall see the light of the day with the active engagement and cohesive efforts of all the stakeholders.

**Prof.Krishnamurthy B.R**

Joint Director,  
Collegiate Education, Regional Office, Dharwad.



## **MESSAGE**

I am indeed very happy to note that the Anjuman Arts, Science Commerce College & PG Studies Dharwad ,is organizing NAAC sponsored National Conference on “NEP 2020; Innovations in Teaching Learning and Evaluation Process & the Role of IQAC” on 5<sup>th</sup> December 2022 .NEP 2020 is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability. The vision of higher education envisages a new conceptual perception and there is a need to develop the universities and colleges according to the guidelines of the National Education Policy 2020.Conference of such academic deliberation provide a great opportunity to young research scholars and academia, not only to update knowledge and keep obsessed with latest development scenario in the Higher Education but also an occasion for the resource persons/delegates/observers to exchange ideas and interact with each other.

I congratulate the organizers and wish the conference all success.

**Janab.Iqbal K. Jamadar**

President,

Anjuman-E-Islam, Dharwad.



## **MESSAGE**

It is my privilege and honor to welcome all the resource persons, delegates and participants to the NAAC Sponsored National Conference on “NEP-2020: Innovations in Teaching learning and Evaluation Process & the Role of IQAC”. This celebrated event can give immense exposure and helps all in their academic pursuits. New Education Policy 2020 has the potential to help Bharat rediscover its old glory besides providing high-quality educational opportunities to the youths to determine the future of the country. We the management of Anjuman-e- Islam is keen in encouraging such kind of Conferences and Seminars where academicians, research scholars, students come together on single platform for the fruitful discourse and deliberation. The college is moving towards the height of excellence and serving the society with quality education.

I wish the conference all success and congratulate the Principal, staff and students of the college for the wonderful initiative and tremendous energy in realizing this remarkable event.

**Dr.N.M.Makandar**

Principal,  
Anjuman Arts,Science,Commerce College  
and P.G.Studies,Dhrwad.



## **MESSAGE**

Warm and happy greetings to all, it is a matter of pride that our college is organizing the NAAC Sponsored National Conference on “NEP-2020: Innovations in Teaching learning and Evaluation Process & the Role of IQAC”. National Assessment and Accreditation Council (NAAC) has awarded the prestigious grade “B++” to our College with 2.95 CGPA and it has become a unique College for the way we support our students on Curricular Aspects, Teaching-Learning Processes & Resources, Research & Innovations, Infrastructure, Governance and Best Practices. The College is committed to generate, disseminate, and preserve the knowledge and to collaborate with other institutions for the exceptional quality of our faculty members.

Each day brings new challenges, but working together, each day can also bring innovative solutions to respond to the challenges. As a Principal, I visualize our College should be the most innovative, vibrant and exciting place for the students to study and to fulfill their dreams & expectations. May our entire faculty, research scholars soar high in uncharted skies and bring glory to the world and their profession with the wings of education.

I express my best wishes for the success of the Conference.

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## ICT And Innovation in Teaching Learning Process & IQAC

Dr. C. M. Math\*

Dr. M. S. Kulkarni\*\*

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### Abstract:

*Under the National Education Policy 2020, both school and higher education sectors are paving the path for large-scale and transformative reforms. The policy is based on the foundation of the five pillars such as Access, Equity, Quality, Affordability, and Accountability which is also aligned with the Agenda for Sustainable Development 2030*

*IQAC is a part of the institution's system & work towards realization of the goals of quality enhancement & sustenance. It channelizes all efforts & measures of the institution towards promoting its holistic academic excellence*

*The pedagogical use of ICT and the capacity to align online and blended learning programme development and course planning with upstream academic infrastructures/quality assurance frameworks are indicative of the new requirements for college teachers and professors. In this paper we discuss, successful implementation of ICT to lead change is more about influencing and empowering teachers and supporting them in their engagement with students in learning rather than acquiring computer skills and obtaining software and equipment.*

keywords: IQAC, ICT, National Education Policy, Innovation

### Introduction:

Every country needs to transform its educational systems to cater for the aspirations of its society and for the benefit the Country. Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. It is the key to prosperity and opens a world of opportunities, making it possible for each of us to contribute to a progressive, healthy society. Learning benefits every human being and should be available to all. Under the National Education Policy 2020, both school and higher education sectors are paving the path for large-scale and transformative reforms. The policy is based on the foundation of the five pillars such as Access, Equity, Quality, Affordability, and Accountability which is also aligned with the Agenda for Sustainable Development 2030. According to a recent study published in ("Education Industry Analysis - Indian Education Sector ( IBEF, " 2021) by the year 2025, the education sector in India is anticipated to rise to Rs 2,44,824 crore (US\$ 35.03 billion). Due to the recent unprecedented changes owing to the pandemic the higher education institutes in India are bringing in a lot of online programs/courses for the students to keep them engaged and continue with the learning. In India, the online education market is forecast to reach US\$ 11.6 billion by 2026.

### Internal Quality Assurance Cell (IQAC) :

The quality of teaching and learning ultimately depends on the quality of the learner's interactions with their teachers, fellow learners, teaching and learning materials, learning environments, local communities, etc., whether they are conducted in person or virtually.

The Internal Quality Assurance Cell takes care of the total quality management and is the nerve center of the College. IQAC is instrumental in initiating and implementing various quality measures. IQAC of SHGC focuses on ensuring the quality improvements in the academic process and helps to integrate modern methods of teaching and learning while monitoring the effect of the same on student performance. Since quality enhancement is a continuous process, IQAC is a part of the institution's

system & work towards realization of the goals of quality enhancement & sustenance. It channelizes all efforts & measures of the institution towards promoting its holistic academic excellence.

**Objectives of the study:** - The objective of the present study is –

1. To find out the roles of ICT in HEIs .
2. Explain the meaning of Information and Communication Technology (ICT)
3. Give an overview of applications of ICT in general and educational context in specific
4. Analyze the strengths and concerns associated with ICT use

### **ICT And Innovation In Teaching Learning Process :**

Higher education teaching personnel, who used to be well-trained with subject-specific competencies, need to be reskilled and upskilled to increase their competencies in ICT, quality assurance, and pedagogy. The pedagogical use of ICT and the capacity to align online and blended learning programme development and course planning with upstream academic infrastructures/quality assurance frameworks are indicative of the new requirements for college teachers and professors. To institutionalize and incentivize the faculty to update their mindsets and capacity, a well-established and functioning continuing professional development system for teaching personnel should be in place with support from an institution-wide teaching and learning centre staffed by specialists in learning sciences, pedagogy and assessment, quality assurance, and ICT working together in an integrated manner.

### **Role Of ICT In Higher Education:**

1. To increase variety of educational services & medium
2. To promote equal opportunities to obtain education & information.
3. To develop a system of collecting & disseminating educational information.
4. To promote technology literacy
5. To support “Distance Learning”.
6. To support sharing experience & information with others

### **From Student Perspective:**

1. Increased access to tool or site.
2. Content rigidity is eradicated hence effective delivery is achieved.
3. Amalgamation of work and edification which student can map to real time scenario.
4. Learner-centered approach, allows you to learn effectively and also come up with new things.
5. Drastic improvement in the quality of Higher education leading to innovative way of collaboration.

### **From Teacher Perspective:**

1. Innovating present-day/modern learning modules.
2. Easier use of multimedia or simulation tools.
3. Helps to focus ICTs on eminence research through utilization of diligent research procedure and comprehensive exploration.
4. Improves the quality and helps to attract the students.

### **Following Are Some Of The Exciting Technology Trends In Indian Universities:**

**WEB-BASED INSTRUCTION:** Web-based instruction (WBI) is defined as an innovative approach for delivering instruction to a remote audience using the World Wide Web as the instructional delivery system (Khan, 1997). Web-based learning environments use the resources of the Web to create a context in which learning is supported and fostered. The Web offers many unique characteristics and features for both

educator and student. These attributes range from cost effectiveness from a university business perspective to convenience and flexibility of structure for the student (Jafari, 1997; Kubala, 1998). The Web can also provide a wealth of information to students that is not readily available in textbooks or faculty lectures.

**MULTIMEDIA LEARNING** : Multimedia learning is the process of learning, usually in a classroom or similarly structured environment, through the use of multimedia presentations and teaching methods. Multimedia messages include words, graphics and animation. Multimedia learning is a form of computer-aided instruction that uses two modalities concurrently. The use of visual learning (pictures, written text, animations, and videos) and verbal learning (spoken narration) as discrete channels for delivering content is different from the traditional classroom practice of lecturing to students or having students read silently.

**TELECONFERENCING**: Teleconferencing is essentially a live, interactive audio or audio-visual meeting that ensues between geographically dispersed participants. Here, participants communicate via telecommunication networks using their tablets, mobile phones, laptops, desktop computers, and even specially designed tech-enabled meeting rooms. It is a new mixed model approach which combines satellite teleconferencing with hands-on activity session. It uses live teleconference speakers, video clips, interactive call-in sessions and local sessions.

**BLOGGING**: Blogging refers to writing, photography, and other media that's self-published online. Blogging started as an opportunity for individuals to write diary-style entries, but it has since been incorporated into websites for many businesses. The hallmarks of blogging include frequent updates, informal language, and opportunities for readers to engage and start a conversation. Blogging assist the teacher to keep an ongoing personal record of their actions, decisions and issues they have to deal with. The blog can act as a kind of mirror and crystallize our ideas.

**MOOC COURSES**: A massive open online course (MOOC) is a model for delivering learning content online to any person who wants to take a course, with no limit on attendance. MOOC are the massive course designed to support unlimited participation and are offered through a platform. MOOCs are used for higher education and career advancement. But due to the coronavirus pandemic, many public school districts and undergraduate degree programs have implemented MOOCs as the new standard

**PODCAST IN CLASSROOM**: Podcasts are serial recordings which are posted online regularly. Producing podcast is a technology based equivalent of oral lectures which is flexible and reusable. Podcasting allows lecturers to easily broadcast engaging audio content, which students can listen to at any time and wherever they are. A student only needs to subscribe to a podcast feed, and suddenly you can push educational content to them, rather than wait for them to come.

**SCREEN CAST**: A screenshot (also known as screen capture or screen grab) is a digital image that shows the contents of a computer display. A screenshot is created by the operating system or software running on the device powering the display. Additionally, screenshots can be captured by an external camera, using photography to capture contents on the screen. Screen cast is an effective teaching tool on the internet. Screen casts can be used for describing a step-by-step process, explaining a particular concept, or presenting a PowerPoint presentation with narration and multimedia elements.

**SOCIAL MEDIA**: Social media in education refers to the practice of using social media platforms as a way to enhance the education of students. Social media promotes self-directed learning, which prepares students to search for answers and make decisions independently. When reinforced in a classroom setting, these social media skills can be guided and refined to produce better learning outcomes and critical awareness. Some popular communities are Face book, My Space, YouTube, blogs, Twitter and delicious. Face book and other social media deliver the promise of new, socially engaged educational experiences for students in undergraduate, self-directed, and other educational sectors

**SMARTPENS**: The Live scribe smart pen is an assistive technology aid that facilitates the note-taking and learning process. Recording classroom discussions and taking fewer notes allows the dyslexic student to spend more time listening and learning. Smart pens are used to capture transmitted information, replay

it and sent it. It is like wireless transfer of your ideas anywhere, anytime and ready to share with students and vice versa. During lecture, smart pens help students, when teacher talk fast, student can record and understand all the left out things.

**WIKIPEDIA:** Wikipedia provides opportunity to the students to write articles and transforms students into teachers empowering them to share knowledge with the world. Educators and teachers are using Wikis as an effective teaching and learning tool to enhance the learning process. It provides an ongoing project of developing knowledge for future generation of students.

**MOODLE:** It is Open source system which helps to design your session. Moodle is Virtual Learning Environment which provides staff and students with access to electronic teaching and learning materials such as lecture notes and links to useful websites and activities such as discussion forums, group assignments, reflective journals and quizzes

**DIGITISATION OF BOOKS:** Learning from the West, Indian universities are now creating their own digital repository of books so that students can be provided a digital learning environment. It enables students to learn through e-books, pictures, videos, simulations and visualizations.

**MOBILE PHONES:** With the increased use of mobile phones, educational institutions can easily approach students to make them aware about the courses. Tasks like administration, sharing class notes, downloading lectures, instant messaging, etc have been made easy by a simple smart phone.

**INTEGRATED LEARNING MODULES:** Availability of open source software has enabled development of content management system and learning management system such as a Module. Integrated Learning Module (ILM) is thematically focused classes, delivered primarily over Internet. The course content is integrated and comprehensive creating a unique perspective on course themes without the potentially repetitive requirements of separate stand-alone courses. Content and language integrated learning is an approach for learning content through an additional language (foreign or second language) thus teaching both the subject and the language

### Conclusion:

To sum up, with its advantages and limitations ICT poses serious challenges to higher education institutions, which are already going through considerable changes. In future higher education will look quite different in terms of the mission and functions of higher education institutions, modes of teaching and learning, pedagogical approaches, student-teacher relationships and the role of teachers. Successful implementation of ICT to lead change is more about influencing and empowering teachers and supporting them in their engagement with students in learning rather than acquiring computer skills and obtaining software and equipment. **Internal Quality Assurance Cell is a structure that would assist educational institutions to enhance their work strategies and attain learning outcomes & objectives.**

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## National Education Policy 2020: A Brief Study

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### Abstract :

Over the years, India has taken rapid strides in implementing newer teaching-learning processes, curriculum designs and assessments. However, it has happened sporadically, and without any standardization to vouch for its efficacy. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29<sup>th</sup> of July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The main objective of NEP 2020 is to increase student's enrolment in all educational institutions such as elementary school, professional and higher education by 2030. 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.

**Key Words:** NEP 2020, Higher Education, National Education Policy 2020, Structure, Advantages, Disadvantages.

### Introduction :

The basis of progress of a country is the education policy of that country. After thirty-four years, a new National Education Policy has been declared in India. The new education policy was implemented on 29<sup>th</sup> July 2020, which has been brought after 34 years, along with time, changes in the education policy are also necessary so that the country can progress rapidly, by changing the old education policy for the generations to come is necessary. We have to strengthen more at the mental and intellectual level so that our country can progress rapidly because it is said that education is the most powerful weapon with which you can change the world, that's why over time the implementation of the new education policy should also be done.

Over the years, India has taken rapid strides in implementing newer teaching-learning processes, curriculum designs and assessments. However, it has happened sporadically, and without any standardization to vouch for its efficacy. The National Education Policy (NEP) was approved by the Union Cabinet of India on July 28<sup>th</sup> 2020. The new policy replaces the previous National Policy on Education, 1986. After a gap of 34 years, the Indian government consolidated feedback from 2.5 lakh village-level stakeholders to two national parliamentary level committees, over more than 50 months of consultations and workshops. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language.

Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. 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.

NEP 2020 is expected to give big leap to higher education in India. The vision is to create India 2.0 for 21st century which is bound to take leadership role at global arena. NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges. If implemented properly; then it has got everything to make India global hub in education by 2030.

### Methodology :

In this paper an attempt is made to highlight NEP 2020 and Study India 2.0 vision towards overall transformation education system to meet the challenges of 21st Century. This study is based on secondary data and exploratory in nature. Findings are based on a systematic review of existing literature.

### Key Highlights Of NEP-2020

- Transforming School Education
- Early Childhood Care & Education with new Curricular and Pedagogical Structure
- Attaining Foundational Literacy and Numeracy
- Reforms in School Curricula and Pedagogy
- Multilingualism and the Power of Language
- Equitable and Inclusive Education
- Robust Teacher Recruitment and Career Path
- School Governance
- Standard-setting and Accreditation for School Education

**New Educational Structure And Curriculum :** In the new National Education Policy, the educational structure and curriculum have been divided under the year 5-3-3-4. Curriculum of new education policy In the new education policy, 5 3 3 4 model has been prepared by ending the 10 2 curriculum, in which the first 5 years of study is considered as the foundation stage, along with this, now we have to start in class 9th itself. Option to choose the subject will also be given and at the same time priority will be given to the mother tongue in elementary education.

**Pre-Primary Class :** This will include children from the age of three to eight years, who will be given basic education. Nursery, LKG and UKG will have such a curriculum that children learn to read while playing. After this, class one and class two studies will be conducted.

**Primary Class :** In this class, the children of eight to eleven years will study in third, fourth and fifth. In this, mathematics, science and art will be taught through experiments.

**Secondary Class :** In this, children of eleven to fourteen years will get skill development and knowledge of local handicrafts along with studies in sixth, seventh and eighth classes.

**Higher Secondary Class :** In this class IX to XII will be taught, in which students will have the freedom to choose the subject according to their wish. Avoiding rote learning, the emphasis will be on acquiring knowledge. Multidisciplinary information will be given to the student.

**Higher Education :** Graduation level will be of four years. Along with technical education, you will also be able to study arts and humanities. Education of medicine, engineering, law will be given in a systematic manner according to the needs. Degree will be given even after three years. Research etc. will be promoted as per the requirements.

### Important Facts in NEP 2020

- Education will be given in mother tongue till fifth standard.
- Skill development and vocational education will be started from class six itself.



- There shall be special provisions for meritorious students.
- Emphasis will be on basic education.
- The students will be relieved of the pressure.
- Government and private schools will have same rules, fees etc.
- Children will have the freedom to choose the subject.
- Teachers will not be given other work except teaching.
- In trilingual, only the states will choose the language.

## **Advantages And Disadvantages Of NEP-2020**

### **Advantages**

- With the help of the new education policy developed by the Government of India, education will be made available for all in the country from pre-school to secondary school level.
- The New Education Policy 2020 is also beneficial because it will help about two crore school students to return to educational institutions.
- The existing 10+2 structure will be replaced by a 5+3+3+4 structure that will focus on a student's formative years of learning. The structure corresponds to age groups as follows:
  - ★ 5 years = first 3 years play school + 1st and 2nd class studies)
  - ★ 3 years = 3 to 5 class studies)
  - ★ 3 years = 6 to 8 class studies)
  - ★ 4 years = studying from 9th to 12th)
- NCERT has been entrusted with the task of designing and developing the National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE). This will be for children below the age of eight.
- National Book Promotion (ENGLISH) policy will be formed in India.
- Under this new education policy, the National Mission on Foundational Literacy and Numeracy will be established soon by the Ministry of Education. Will be responsible for the successful implementation of getting Aadhaar number and literacy for all the students of the state in India. This will be applicable for students up to class III and will be completed by 2025.
- Class 10 and Class 12 will have board exams as before, but they will have less pressure to remember and more stress will be placed on the student learning new things.
- School examinations will be conducted only in class 3, 5 and 8 and evaluation of other classes will be done by the school authorities.
- It has been announced that PARAKH will be established soon. It will be a National Assessment Center set up by the government under the New Education Policy.
- BalBhavans will be set up in every state. It will be like a boarding school where students can participate in activities related to arts, sports or career.
- It has also been announced that a National Occupational Standard (NPST) for teachers will be prepared by the National Council for Teacher Education by the year 2022. This will be done after consultation with SCERTs, NCERTs, teachers and institutions.
- An Academic Bank of Credit will be set up where the credit earned by the students will be stored so that it can be counted later on completion of the final degree.
- Multidisciplinary Education and Research Universities (MERUs) will be set up in the country. These institutes will be at par with the existing IITs and IIMs and aim to showcase Indian students' good performance in multidisciplinary education.
- The public and private academies shall be guided by the same accreditation and list of rules.
- By the year 2030, a four-year B.Ed. degree will be recognized as the minimum degree for teaching.
- Online education will be promoted so that students can be prepared for pandemic situations. It will also prepare the system while providing quality education during tough times.

### Disadvantages

- In the National Education Policy 2020, language is a negative factor as teacher is a problem for students in India, thus introducing mother languages for each subject in academic institutions is a problem. Sometimes, finding a competent teacher becomes a problem, and now with the introduction of NEP 2020 another challenge has come, that is to bring study material in mother tongues.
- According to the National Education Policy 2020, students who want to complete graduation have to study for four years, while one can easily complete their diploma degree in two years. This may encourage the pupil to leave the course midway.
- As per the National Education Policy 2020, students from private schools will be introduced to English at a much earlier age than students of government schools. Government school students will be taught in the regional languages of the academic curriculum. This is one of the major drawbacks of the new education policy as it will increase the number of students uncomfortable to communicate in English and thus widen the distance between sections of societies.

### Conclusion :

This education policy is being started from the point of view of well thought out education system. It is believed that its results will be beneficial and in the interest of the country. If the implementation of the new education policy is done properly, then our country will also establish a more advanced quality education and educated society like other countries, which will contribute significantly to the development of our country and we have full faith that this education policy will be successfully implemented. If implemented, it will take our country to a new height.

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## Role of Study Projects Supplement the Innovative Practice in Teaching

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### Abstract:

*With the new technologies, methods of teaching, learning and evaluation in higher education need modification form current structure. Teaching methods are key components to attract the students. In this paper discussed the importance of role of study projects supplement the innovative proactive in teaching.*

*Fifty samples are collected through questionnaire by simple random sample method, most of the teachers responded that projects must be promoted overall developments of students.*

**Keywords:**-NAAC, Teaching methods, Project Innovative methods.

### Introduction:

Innovative Teaching and Learning practices incorporate responsive teaching practice, student ownership of learning, high levels of engagement, authentic contexts, the development of competencies, and the strategic use of digital technologies to connect, collaborate, create and share learning.

The use of technology in the classroom helps to engage the students with different kinds of stimuli and creates an environment of activity-based learning. It makes the content of the classroom more interesting and makes learning fun. Project-based learning (PBL) is one of the innovative methods of teaching and inspiring creativity in the classroom.

**Project-based learning (PBL) or project-based instruction** is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world

Today, project-based learning—a type of learning where meaning is created within a student-led, real-world context—has evolved to focus on the process and is becoming increasingly popular as a way of engaging students while helping them learn 21st century skills.

### Benefits of the Project-Based Learning Approach

- Critical Thinking. ...
- Meaningful Collaboration. ...
- Deeper Engagement. ...
- Communication Development. ...
- Fosters Creativity. ...
- Cross-Discipline by Design. ...
- Perseverance. ...
- It's Fun!

### Review of Literature:

Sen (2015) who has conducted a study on the trends of major research projects in Indian universities has stated that the major impediment of the project-based approach lies in the commitment of the mentors to involve the stake holders and not in the funding matrix. He strongly felt that funding need not come from the state agencies all the time. It can be pooled from other sources like corporate sponsors, NGOs, and individual philanthropists if the goals of study projects or research programs are designed to

benefit the stakeholders at large.

Meek and Larsen (2014) have presented their paper stating that, project based learning has been successful only in those institutions which are capital rich. They have argued that, capital-rich institutions are competent enough to hire skilled mentors and fund the requirements of executing the projects. On the other hand, institutions having weak capital or funding structure have been encouraging the concept of project-based learning only when it becomes mandated by the regulating agencies. This obstruction must be set aside by the state in the form of financial grants infrequent intervals. On the other hand,

Prakash (2012) has conducted a study on selected Engineering colleges of Maharashtra and found that, the outcome of study projects executed by most of the students does not corroborate the standards of applied research. Most of the opinions he gathered enabled him also to draw a conclusion that study projects are meant for the students to observe the apparatus which they did not see earlier in the conventional labs of the colleges. This opinion is also strongly supported by Tandon (2013) who interpreted in his paper that, few institutions have been showing mere industrial visits as study projects and making the students to gather tangible evidences of functioning process of the industries. This phenomenon consumes no longer time to track down the very purpose why study projects are introduced into the curriculum.

### Steps For Execution of Projects:

**INITIATION** - Where initial research is done, the project scope is approved, and stakeholders are identified.

**PLANNING** - Where you create a plan, set goals, determine end results, and finalize the team for the project.

**EXECUTION** - Where you break down the project into smaller milestones, assign them to the team, start the work, collaborate, and reach the end goals of the project.

**CLOSURE** - You evaluate the results, check for quality, and deliver them.

Although the other stages are important, the project execution stage is where the actual work is done. Hence it is critical for the entire project.

### Objectives:

1. To study the importance of study projects in the teaching and learning process.
2. To study the weightage granted to study projects by accreditation agencies (NAAC)
3. To know the perceptions of teachers on the importance of study projects in the teaching and learning process.

### Methodology:

The respondents selected for this study are the teachers working with different private-aided colleges in Hubballi Dharwad twin city. For this paper, Fifty simple random samples, and close-ended questionnaires used for collecting primary data were used.

### Analysis

#### Importance of Study Project in Teaching and Evaluation Criteria

Q. No	Questions	Yes		No		Neutral	
		Res. No	%	Res. No	%	Res. No	%
1	Are study projects helpful in enhancing the learning skills of pupils?	30	60	12	24	8	16
2	Are study projects helpful in interactive learning?	26	52	13	26	11	22
3	Does the study project supply interest in the subject?	44	88	5	10	1	2
4	Does the study project evidence the efficiency of the	15	30	31	62	4	8

	teachers?						
5	Do you think that study projects are sufficiently founded at your institute?	05	10	36	72	9	18
6	Does the curriculum plan provide satisfactory time to carry out study projects?	22	44	16	32	12	24
7	Do you agree with granting credits to study projects?	26	52	14	28	10	20
8	Do you think NAAC should give weight age to the projects?	28	56	18	36	4	8
9	Do you think the study project should be based on societal issues?	10	20	32	64	8	16
10	Do you think the study project is concerned with the overall development of students?	32	64	12	24	6	12

Source: Primary Data

From the above table, 60% of teachers have responded that study projects are helpful in enhancing the learning skills of pupils for students, and 88% of respondents said that projects supplied interest in the subject. 62% of the teachers rejected the statement of study project evidence of the efficiency of the teachers. when the question is asked whether the study project should stand sufficiently founded at your institute, which majority of the respondents said 'no' i.e. 72%. It is also observed that a vast majority of teachers have responded that, NAAC should give weightage to the projects. It is also observed that a vast majority of teachers have responded that, study projects is concerned with the overall development of student's.

### Conclusions:

Role of study project takes cultivating students self-evaluation ability as one of the teaching goals project based learning is different. In a project based learning approach students are presented with problem or issue strongly connects to the sociality beyond the class room. Majority of the teachers have responded that study project create interest in the subject and NAAC should give weightage to the projects, Most of the teachers responded that study project must be promoted at educational institutions to ensure entire development of the students.

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## Blended Mode of Teaching and Learning

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### Abstract:

Teachers in higher education commonly aim to develop their students ways of thinking, acting, and approaching a field of study and practices. Hence this should also be the focus of our teaching practices. This view of teaching involves providing students with experience that enable them to enter the field as practitioner. Those experience must be directed to developing students understanding of the perspective that is relevant to the field and what the content of a course means within that perspective.

**Keywords:** Need for flexibility to learners centricity, Blended learning, theoretical background, Role of teachers in blended learning environment.

### Introduction:

It is an Instructional methodology a teaching and learning approach that combines face to face classroom methods with computer mediated activities to deliver instruction. This pedagogical approach means a mixture of face to face and the integration of synchronous and asynchronous learning tools, thus providing an optimal possibility for the arrangement of effective learning processes. Blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face to face teaching. In a true blended learning environment both the student and the teacher should be physically located in the same space. Despite this the digital tools used should be able to utilized by the students in order to enforce some control over the topics of their learning.

### Need for flexibility to learners centricity

The National education policy has given a rare glimpses in what can be achieved through the transformation of education. The new National education policy clearly states that it is time to take on a policy that is undoubtedly student centric.

The time has indeed come to recognize the fact that the student is the main stakeholder and that efforts must be taken to make the system respond to their dreams and aspirations. In this line of thinking the new national education policy gives the acceptability of many modes of learning including that of face to face learning, online learning, and distance mode. It also promotes use of vocational course, multi-disciplinary course and multi modal approaches there by focusing on blended teaching learning.

### Blended learning; theoretical background:

The world is changing constantly and the various domains are also influenced by the change. There is no exemption even in the education domain. The evolution of the digital learning platforms has a huge impact in educational institutions and has eventually put the traditional methods in the back seat. So there are demands for both technology and traditional learning methods. As a result of this, the art of combining digital learning tool with more traditional class room face to face teaching gave birth to the term 'Blended Learning'.

### **The Important Features of Blended Learning Environment Likes;**

- Increased student engagement in learning,
- Enhanced teacher and student interaction
- Responsibility for learning
- Time management and flexibility
- Improved student learning outcomes
- More flexible teaching and learning environment
- Better opportunities for experiential learning.

### **Role of Teachers in Blended Learning Environment:**

Blended learning shifts the teacher role from knowledge provider to coach and mentor. This new learning dynamic benefits students and teachers alike. Giving students permission and space to become active learners who gain knowledge directly lets them assume some control over their learning helps them develop self-reliance. As more students are working independently, time opens up for teachers to provide face to face support and individualized instruction more frequently for more students, effectively improving differentiation. Blended learning provides teachers with a fuller, more accurate picture of how each student is doing. Blended learning yields more frequent and more personal teacher interaction with individual students' teachers have the opportunity to deepen and strengthen student and teacher relationship.

### **Conclusion:**

The concepts provide detailed guidelines communicating minimum recommendation from UGC for implementation of Blended learning. Universities and parent bodies need to ensure checking essential requirements to begin with and then should monitor processes to ensure successful implementation of Blended learning. Blended learning mode is to be used nationwide to help learners develop 21<sup>st</sup> century skills along with the effective learning and skill development related to the subject domains, Blended learning should be carefully implemented and not should be replacing classroom time as a privilege. Every institute should strive to be a model institute to demonstrate a successful implementation of blended in the higher education of our country.

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## Role of Teachers in the Successful Implementation of NEP-2020

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### Abstract:

*The NEP 2020 is a visionary and comprehensive educational policy that has ensured a new hope to upgrade the Indian education system. If implemented properly, it can put India on the throne of Vishwa Guru. Though, many universities across the country were hesitating to implement the policy as it was not an easy task to do so without strategic preparation, Karnatak University, Dharwad in Karnataka State accepted the challenge courageously and implemented the policy and stood first in this regard. With some minor lacunae, Karnatak University is running the second batch of NEP this year. It is known fact that teacher is the main stakeholder of the education system. Hence, the successful implementation of NEP-2020 largely depends on teachers. In this view, the present paper makes an attempt to highlight the role of teachers in NEP in higher education and the need for training the teachers to achieve the goal.*

**Key words:** NEP-2020, Education system, Charismatic Leader, Multidisciplinary, Holistic.

### Introduction:

In ancient India, education system reached its zenith as the universities of Nalanda and Takshashila were famous as multidisciplinary institutes. Even students from other countries were enthusiastic to study in these universities. There were great scholars like Charaka, Susruta, Aryabhata, Varahamihira, and Bhaskaracharya. But, during the British rule, our educational system had been changed by the Britishers for their benefits. It was very clear in Lord Macaulay's advocacy while westernizing the Indian education. Even after the independence, the system continued. It was in the year 1986, the last education policy, which still survives across the country with only few exceptions, was brought out. Though, the world has witnessed the revolutionary changes in all the fields, our country's education system remained the same. And India could not achieve the objectives of Education policy of 1986.

In such condition, the government of India designed the NEP 2020 to bring the drastic changes in Indian education system to restore the lost glory of the ancient education system.

### The National Education Policy (Nep) 2020 In Nutshell:

The Union Cabinet of India approved the National Education Policy (NEP)-2020 on 28th, July 2020. Before framing the policy, the government of India has collected feedback from all corners of the society by covering more than two lakh rural stakeholders to two national parliamentary level committees. Discussions and workshops were held regarding this for over more than four years. As such, NEP 2020 replaces National Policy on Education (NPE) of 1986. "The pillars of this policy are Access, Equity, Quality, Affordability and Accountability. It is associated with the 2030 Agenda for Sustainable Development. It aims to change the nation into a knowledge society and worldwide superpower by making school and college education more holistic, flexible, multidisciplinary. It focuses on fulfilling the needs of 21st century and aims at bringing out the unique capabilities of each student. NEP 2020 allows education to be available to all hence it will change the education system in India". (Jadhav, 2022)



As Senapati (2022) remarks it rightly “the historic National Education Policy-2020 has come with an ocean of ambitions and aspirations aiming to significantly reform the Indian education system. The NEP-2020 envisages transforming India from a deprived to a developed state, building a vibrant knowledge landscape, and transforming India into a global knowledge super power”. The successful implementation of the policy will definitely usher an era of educational excellence and make India a global superpower. However, success of the policy lies in the hands of teachers. Thus, to achieve the goals of the policy the country needs efficient and competent faculties.

### **Teacher: An Agent of Change:**

In Indian tradition, a teacher is considered as the god and he is called as ‘Guru Brahma’. A teacher shapes the present and future of children and future of the nation. “Teaching is the profession that teaches all of the other professions. It is because of the noblest role that the teacher in India was the most respected member of society” (Rakshit and Mete,2022).

“Teachers interact with and leave an imprint on students, right from pre-school to higher education. Teachers are preparing young people not just on how to make a living but also how to improve quality of life and contribute to the society” (Senapati,2022). Thus, a teacher is an agent of change or a game changer. While explaining the characteristics of a good teacher Vidhu Mohan (2021) says that “as a charismatic leader teacher provides vision for future and sense of mission. He instills pride, gains respect and trust of her/his team. He can understand the needs of the followers and motivate them. Further, he is committed to take risk and hardworking, has strong ethics and is diligence. The best teacher inspires, communicates high expectations, and expresses important purpose in simple ways. Above all, he gives personal attention to the team members”. Teacher can play a role of leader in the classroom and “he can convert the group of students into a dynamic, efficient, and productive team”.

In ancient times, best and highly learned used to become teachers. But, nowadays the status of the teacher has dropped unfortunately. Further, the standard of recruitments, training, and service conditions are not to the expected level. Because of this, the quality and motivation of teachers also are not to the expected level. To restore the glory of Indian education system, high respect for teachers and the status of the teaching profession must be restored. It will ensure the best future not only for the children but also to the nation.

### **Values That Are a Must for Teachers:**

Teachers have to be good role model to their students. Honesty in preparation for the class, respect towards the children, responsibility about their work and impartial and compassionate treatment of the wards and above all love are the most essential values needed for teachers. They have to create a challenging but supportive learning environment. Teachers have to update the students that how they are progressing. “Positive feedback can motivate them to greater effort because it makes their goal seem attainable”. When the tiny improvements or achievements of the students are recognized and appreciated by the teachers, students become motivated to achieve greater success in their aims and objectives. Apart from this, teachers must be punctual and make the students conscious about time as a unique resource. They should create awareness about the time management by setting self-discipline habits. They should motivate the students to set the short term and long-term goals and to maintain analysis record of time is a unique resource.

### **Making of the Effective Teachers:**

Success of a policy depends of on its implementation. It is not the task of one man or group. Multiple strategies, initiatives and phased actions are needed for the implementation. Hence, not only the government but all other related organizations and stakeholders have to work in a systematic manner. Effective implementation of NEP- 2020 much depends on the competent teachers, in turn dynamic training of teachers to make them effective teacher leaders. As Senapati (2022) rightly thinks “the teacher

must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible". Following are some of the suggestions for making the teachers efficient and well equipped to teach in the new era of NEP.

- Shortage of faculties is the main problem everywhere in India. Thus, there is an urgent need to recruit the highly competent teachers with a multidisciplinary perspective.
- Selection of the teachers should be based not only on their educational qualifications, but also through training and aptitude. The policy should encourage the best and brightest to enter the teaching profession.
- Even after the recruitment, the teachers should be trained regularly for the up gradation of their knowledge and skills through workshops etc. Further, they have to be empowered for research and innovation so that they can achieve holistic development.
- Teachers have to be given the freedom to design the curricular aspects.
- For the good teachers, teaching should not be only completing syllabus in time and evaluating students but it should also include the guiding of young people by imparting them the life skills. Hence, they have to be trained in that way.
- Teachers have to be open to new ideas and new techniques as he needs them while explaining the topic. Thus, he has to be innovative so that the students can learn the concepts very easily.
- Teachers should be good at communication skill as it is necessary for them to be creative. They have to attain command over language, as it is necessary to become good orator. Along with this, teachers also should have good hand writing; above all teachers have to keep a smiling face while interacting with the students.
- Not only the teacher, but the classroom environment also must be compatible to the students. Hence, educational institutes should make proper arrangements of infrastructure practical labs and computer labs etc.
- Teachers have make use of teaching aids like PPT, which help the students to understand the concepts easily. Thus, every institute has set up smart boards.

### Conclusions:

From the above discussion it can be concluded that the successful implementation of NEP-2020 largely depends on teachers as they are the major stakeholders. Hence, the highly respectable position once they had has to be restored. Thus, an all round training for the teachers is need of the hour to make them the effective in teaching and to achieve the objectives of NEP-2020.

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## Role of Teachers in Implementing NEP 2020

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### Abstract:

*The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29th July 2020. Outline the vision of India's new education system. The policy is a comprehensive frame work for elementary Education to higher education as well as vocational training in both rural and urban India. The policy aims to transfer India's education system by 2030. The Teacher will require training in high quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and university all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B. Ed, M. Ed, Ph.D degree in education.*

*Educators must be proactive in understanding in detail the ethos, the aims, objectives and the motto of the NEP and up skill themselves with rigorous Continuous Professional Development programs, trainings, participation in seminars, workshops and conferences at various levels. Educators must understand and embrace the concepts of integrated and multidisciplinary approaches and the need for development of 21st century skills. While implementing the NEP at the ground level, it becomes imperative for the teaching fraternity to have strong coordination, cooperation and the motivation to transform students' life through skill and character building. Apart from teachers, the onus for the successful implementation of NEP falls on those involved in drafting the National Curriculum framework – curriculum, syllabus and the assessment and evaluation strategies. If educators fall short in their task, the NEP policy will fall by the wayside and millions of young people will struggle for suitable employment upon graduation.*

*Hence the government/school heads must support teachers by mapping a teacher education program both in-service and pre-service which must be supported by policy makers of school education and the higher education. The NEP emphasizes the teacher's contribution, their sacrifice and efforts to uphold the dignity, respect and our of this profession. The policy makers should be light in their approach, while giving them all the perks and facilities so as to attract the young, intelligent and creative minds in this profession but should be tight while monitoring them for getting the desired results, making them accountable and responsible.*

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

**Keywords:** *Comprehensive, multidisciplinary, elementary education, integrated, knowledge*

### Introduction:

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the

world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science.

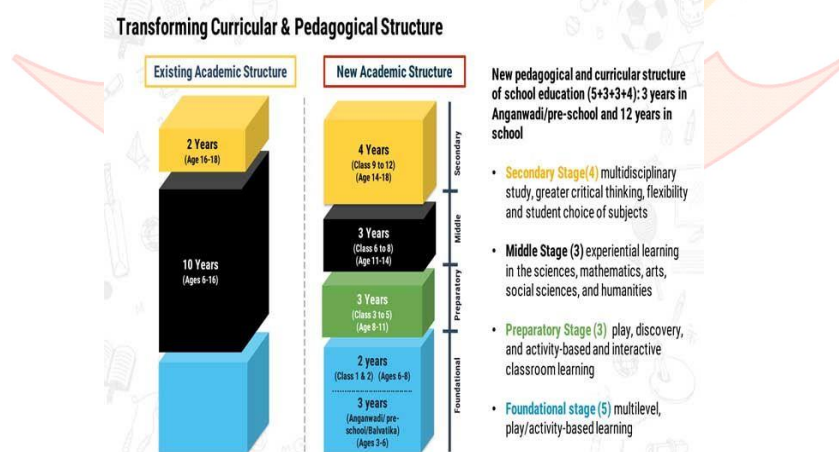
This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education.

The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background. These elements must be incorporated taking into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration.

**PREVIOUS POLICIES:** 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 (NPE 1986/92), 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.

**THE VISION OF THIS POLICY:** 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.

**SCHOOL EDUCATION:** This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 as shown in the representative figure



## NEP 2020 Related To Teacher Education

1. It is the teachers who are mainly responsible for implementation of the educational process at any stage of education.
  - They must have to think about how to include experiment, holistic nature, integration, enquiry driven thoughts, discovery-orientation, learner-centred teaching, flexibility and of course enjoyable methods in teaching.

- According to NEP 2020 teacher must be at the center of the fundamental reforms in the education system. Substandard and dysfunctional teacher education programme that do not meet basic education criteria will be closed.
  - NEP2020 with strong political will, positive administrative intend and effective implementation on strategy will establish teachers, at all levels as the most respected and essential members of our society because they truly shape our next generation of citizens.
2. A BRIEF LOOK ON NEP-2020 The NEP 2020 replaces the national policy on education of 1986. In January 2015, a committee under former cabinet secretary T. S. R. Subramanian started the consultation process for the new education policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 led by former Indian space research organisation (ISRO) chief Krishnaswami Kasturirangan. The new education policy was later released by ministry of human resource development, followed by a number of public consultations. I.
3. SCHOOL EDUCATION II. HIGHER EDUCATION
1. Holistic and multidisciplinary education in undergraduate programmes.
  2. M.Phil. courses to be discontinued.
  2. NTA will conduct the entrance examinations for admission to universities apart from the JEE main and NEET.
  3. Establishment of HECI to regulate higher education. The HECI will have four independent variables: NHERC, GEC, HEGC, NAAC
  4. CONCEPT OF TEACHER EDUCATION The NCTE has defined the teacher education as- "A program of education, research and training of persons to teach from pre-primary to higher education level". According to Goods dictionary of education, teacher education means- "All the formal and non formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively".
- Teacher education = teaching skills + pedagogical theory + professional skills
  - NEED OF TEACHER EDUCATION
  - Reciprocate pedagogical thoughts.
  - Understand their responsibility.
  - Degree of commitment to the profession.
  - Examine critically their beliefs and values.
  - If can't remake students personality then reshape attitudes
5. TEACHER EDUCATION
6. EMPOWERING TEACHERS
7. IMPROVING TEACHER EDUCATION
8. OTHER APPROACHES TO TEACHER EDUCATION
- Special shorter local teacher education programmes will also be available at BITEs, DIETs or at school complexes for eminent of local persons who can be hired to teach at schools as "master instructors" for the purpose of promoting local professions, knowledge and skills; e.g., local art, music, agriculture, business, sport, carpentry and other vocational crafts.
  - By 2021, a new and comprehensive NCFTE will be formulated by the NCTE in consultation with NCERT, based on principles of NEP-2020.
  - Exposure of 8 credit course in pedagogical practices, designing curriculum, credible evaluation systems during Ph.D. Programme.
  - Online education: Use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged for in-service teachers to strengthened and substantially expanded to meet enriched teaching-learning process.

## 9. IMPLEMENTATION

1. Instead of blaming teachers the NEP-2020 holds these dismal conditions of teacher education, recruitment, deployment and service conditions responsibilities.
2. The recommendations for teacher education restored the high respect and status to this profession hoping that it would eventually attract the best minds and talents to choose teaching as their profession.
3. From NEP-2020 recommendations, ncfte-2021 will be drafted to guide all teacher education and training of teachers in academic, vocational and special education streams.

### Continuous Professional Development :

01. The NEP 2020 acknowledges the reality of unmotivated and dispirited Indian teacher and proposes to completely overhaul the teaching profession to create robust merit based structure of tenure, salary, and promotion , that incentivizes and recognizes outstanding teachers.
02. 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.
03. 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.
04. Educators must understand and embrace the concepts of integrated and multidisciplinary approaches and the need for development of 21st century skills. Multidisciplinary and 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).
05. The NEP 2020 talks about creating higher performance standards for teachers clearly stating out the role of the teacher at different levels of expertise/stage and competencies required for that stage. Teachers will also have to be digitally trained to blend into the digital learning processes.
06. NEP emphasizes on continuous professional development (CPD) for improvement of skills of teachers and learning the latest innovations and advances in their professions through multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules.
07. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year driven by their own interests.

### Conclusion:

Benjamin Disraeli had said, 'The secret of success is to be ready when your opportunity comes!' For Indian teachers' time has come to seize the opportunity and become makers of their own destiny. To do this- Dream and work hard to achieve your dreams. Become an aware, enthusiastic, and empowered practitioner. Share your ideas, grow by experimenting and researching. Gain insights also from the thoughts, beliefs, and experiences of your peer-practitioners. Enjoy your journey by forging beautiful relationships with generations of learners who transition through your classrooms and remain a life-long learner.

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## An Interplay of Education and Quality Enhancement in NEP 2020

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### Abstract:

Education is the fundamental right of every student. By providing universal quality of education at Higher Educational Institutions (HEI), we witness the growth of Indian development in all walks of life of people. We are witnessing a rapid change across the world in education sector with variety of disciplines and multi-disciplinary subjects, where a pupil earns his/her choice of learning and capable to nourish their lives. To meet the global standards of learning, our Indian students must provide a wide range of options to study of their choice with experiential learning. We have to revise, rethink on our education policies because as per the global market, our students are needed a skilled based education learning to meet for jobs across the world. Hence, it's the time to awake ourselves and have to give the best choice of studies to our students. Hence, this article focuses on new dimensions of New Education Policy 2020 and to refer on various aspects of teaching learning and evaluation process of students and teaching fraternity.

**Keywords:** New Education Policy, HEI's, Teacher Training, Teaching and Learning Reforms.

### Introduction:

Change is inevitable and it's a universally acclaimed truth. To get the best result, one has to change his/her way of thinking and adopt a new way of learning things in life. Social change is also a part of society. To get social justice across all sort of life like social, political and economic, first and foremost change must be in our education policies. We have to create a bridge between present way of learning outcomes and what actually required bringing major changes in our education policies. To witness any growth of a nation is first and basic instinct is the education policy. After thirty four years of time, we witness the growth of education in India by introducing new education policy 2020 by Government of India and Karnataka became the first state to implement the policy in higher educational institutions. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality in higher education is to provide greater opportunities for individual employment. Hence, we find a hope in implementing new education policy by fine tuning the andragogy at HEI's.

### Vision of NEP 2020

- To provide high quality education to all and to make India a global knowledge superpower.
- To inculcate among learners a deep rooted pride for being Indian in thought, spirit, intellect and deeds.
- To develop knowledge, skill based and experiential learning, responsible human being and to become a truly global citizen.

## Objectives of NEP 2020

- Enable the learners to be ethical, rational, compassionate, caring and also to build positive attitude and prepare them for fruitful employment.
- To focus on current state of learning with global standards by undertaking major reforms with highest quality, equity and integrity into the system.
- Revision and revamping of all aspects of the education structure.
- Development of the creative potential of each individual.
- To develop foundational capacities and high order cognitive capacities such as critical thinking, problem solving, social, ethical, emotional capacities.

## Quality Parameters in HEI's To Sustain Growth in NEP 2020:

The most important factor in success of higher education institutions (HEI's) is its faculties. Quality of teachers results in the growth of the institutions. Wherever we find motivated, energized and dedicated faculties will change the scenario or the vision of their pupils to gain their employment across the world. Every teacher is capable to handle his/her students effectively. But we need to fine tune the curriculum and teaching aids as per the knowledge of our students. By experiential learning it may create lot of changes. Faculties must be recruited frequently and appoint on regular basis. Part-time teaching leads to discomfort in higher education. Hence, teachers must be provided with various trainings, workshops, conferences at state and national level. Even periodical changes in andragogy will create various academic changes in the growth of students learning. The curriculum must be choice based and student centric to chose of his choice of subjects. Likewise, there must be a open elective papers from science, commerce and arts background subjects. Through Multi-disciplinary courses students can enhance their learning skills with experiential learning like field visits, project works, extension based activities. Even infrastructure will also lead to the growth in academic functioning such as ICT enabled classrooms, Computer lab, Science laboratory, adequate and good number of books, journals and periodicals in institutional libraries all these make learning experiences better. Providing dual mode of getting degrees in various courses and conduct online and distance mode of learning, who are willing to join after their busy schedules in different job sectors. Providing autonomous status in the HEI's will also lead to the development of institutional progress.

## Role of Government in Funding & Strengthening NEP 2020 :

Without the help of the government, we are unable to move forward in academic enrichment. Government has formed the committee, set the draft with the consultations of academic experts and public at large. Even though, proper usage of financial grants is needed as per changing needs of the education sector. Government has formed many autonomous agencies under MHRD like Higher Education Council, UGC HRDC's, PMMMNMTT and NIEPA New Delhi, NAAC, AICTE, MCI etc. for strengthening the growth of higher education in India needs to increase in funding and providing various education schemes to run the institutions. Providing financial support for students and teachers at large to undergo various research projects and students having talent but poor economic status must boost them with financial benefits to reach their goals. Comparing to foreign countries, we have less financial support to our teachers and students. It must be increased at large extent. With these we can reach our global standards and mark the level of getting jobs across the world.

## Revamping Curriculum, Andragogy And Assessment Process In NEP 2020 :

For any course and programmes, periodical restructuring of curriculum is must. There must be course outcomes, program outcomes which creates graduate attributes among students. NEP 2020 is more focused on experiential learning and skill based education curriculum. Andragogy leads to introspect the

importance of course, where the student is chosen and he/she must know the outcome based learning of such courses. By this, our students can enhance their ability in understanding the subjects in different ways. As reference to the Bloom's Taxonomy refers to six stages of learning such as remember, understand, apply, analyze, evaluate and create leads to disciplinary knowledge, good communication skills, critical thinking, analytical reasoning, scientific reasoning, problem solving etc. on the same hand, we must know our students psychology such as cognitive, consciousness, affective and emotions as each individual has his /her own personality, intelligence and learning style. Hence, we have to frame curriculum with activity based learning in the classrooms. And related to assessment of students, we have to follow formative and summative assessment process as theory and practical, whatever the students learnt in the theory class will have the practical sessions like brain storming sessions, one minute spot assessment on ideas, images and things, through video, audio aids, tests, seminar presentations, assignments, viva-voce, group discussions, pick and speak, quiz, movie reviews, games and stage acting will create lot of effectiveness among students in NEP 2020 and will fulfil the objectives of new education policy. A holistic and multidisciplinary education with creative learning will lead to reach the demands of 21<sup>st</sup> century education scenario in fields across the arts, humanities, languages, sciences, social sciences, professional, technical, and vocational fields.

### **Colleges With Autonomous Status in NEP 2020:**

To meet the global standards, universities must provide the autonomous status to the HEI's, where the institutions can create their own curriculum, pedagogy and assessment procedures by following the guidelines of the affiliating universities will lead to the growth of academic standards in the institutions and will acquire in top positions in global ranking of our institutions. By 2030, if the government and universities provide autonomous status across the nation will create a landmark in education sector across the globe and reach the parameters of international standard of assessment in HEI's.

### **Dual Mode Learning Degrees: Online and Distance Learning in NEP 2020:**

As per the changing scenario in the education sector, time has arrived now to implement dual mode of learning diplomas, degrees and post-graduation. For instance, if any student willing to study B.A/B.Com/B.Sc in specific core subjects (DCS's) and desire to obtain another degree in Diploma or Bachelors Degree in Cyber Security, he/she must be permitted. I mean one from the physical mode and another from online or distance learning programmes. By this, we can achieve the ratio of getting jobs for our students and also in the growth of the nation.

### **Role of Teachers in Implementing NEP 2020:**

Teachers are the pillars of education to serve for students' community. NEP 2020 provides new challenges and opportunities to introspect the present scenario of education giving to our students. Educators/teachers must understand the concept of multidisciplinary approaches in present context and inculcate skill based learning among students. Multidisciplinary and holistic learning is an innovative medium, through which our teachers can learn science, social sciences, humanities, languages, professional skills, liberal arts etc. NEP 2020 has made our teachers to be multidisciplinary learners to make the classrooms more meaningful and interesting with variety of subjects to understand. It aims at overall development of our teaching fraternity. Teachers have to undergo various trainings to make our students more efficient and capable to reach the global standards. Apart from university curriculum, faculties in HEI's must innovate new things in their teaching learning process. In NEP 2020, now the teachers are not only facilitators but also as a leader, guide and motivator for students, with their vast knowledge, they have to inculcate to understand the learning skills to compete at global level. New education policy envisages the teachers to think differently and gain the knowledge of all subjects i.e., multidisciplinary approach is must to our teachers to bring our students globally competent. For instance, if a English teacher teaches only English in the classroom is not enough nowadays. He/she has to apply allied subjects like use of science, technology, history, geography etc has to be taught. Even bilingual usage in the classrooms will encourage the average students to come closer to such teachers and gradually

they can take over to their success of learning. Students interaction, use of props/activity and creative homework will bring lot of changes in the classrooms and leads to the confidence of students. Overall, educators have to open up for new knowledge domain and make our students a global citizen.

### Conclusion :

New education policy 2020 is student centric and multidisciplinary approach. NEP 2020 talks about global standards and creating higher performance among teachers, clearly stating the role of educators at different levels of expertise and competencies. It's a new challenge to the teachers to come out with best results for overall development of students. Even Government and HEI's are willing to increase Gross enrollment ratio (GER) because as compare to foreign countries we are lacking behind in this case. In coming days, we can witness in the growth of autonomous institutions in India. NEP insists to promote regional languages in the growth of higher education in India. Overall, we witness a drastic change in new education policy after thirty four years to meet the global standards. We find new transformation in the classrooms and teachers have to work hard for the growth of higher education in building global best education system across the world.

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## Role of Teachers in Implementing NEP 2020

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### Abstract:

*The current 'concern of the nation' is effective implementation of NEP 2020 across the wide spectrum of educational institutions in India- big /mall, private/public, urban/rural, academic/vocational, schools/ colleges, IITs/ITIs etc.*

*Educators and teachers should be key players in the successful implementation of the National Education Policy (NEP) 2020. The National Education Policy (NEP) that came into effect in 2020 proposes a complete restructuring of the Indian educational system with a particular focus on fundamental reading, numeracy, and 21st-century skills to prepare students for what lies ahead. However, while it suggests the changes and modifications, it also highlights that the success of much of the Policy depends on the competence of the teachers who will be taking the reforms forward.*

**Key Words:** National Education Policy, Education, Teachers, Multidisciplinary

### Introduction :

The saying of Benjamin Franklin "Tell me and I forget; Teach me and I remember; Involve me and I learn." Learning is therefore perceived as an interactional activity in teaching-learning system involving the learners.

Education is the procedure of attainment of knowledge, skills, values, morals, and beliefs for full human potential. It is contemplated to be the sole greatest tool for social and individual development, which leads towards achieving social justice and equity in society. Though we learn many things in our daily life, formal education, which is the adopted tool for human resource development, attributes to the academic institution where defined curriculums are taught by teachers. This formal education is conceptualized as a tri-polar operation with aims, curriculum and evaluation, leads to bringing of a child to a human resource. This formal education has four verticals, namely infrastructure, students, teachers and curricula, where this third vertical i.e. teachers play an crucial role in making the ends of education successful.

John Adam, the great American statesman and diplomat depicted teachers as the maker of man. National Policy on Education of 1986 of India also specified that no system of education can rise higher than its teachers. There is n-number of statements about the role of a teacher in the transformation of society. Keeping in mind the significance of teachers in the education system, the NEP-2020 has underlined the role of teachers along with the desired attributes of teachers for nation-building. In this policy, the teachers have been put at the centre of the most needed integral reforms in the education system. The policy has also intonated restoring teachers, at all levels, as the most respected and indispensable members of our society, as they frame the future generation of the country. As a step ahead, the NEP-2020 has also well defined on the recruitment of good teachers in a transparent method, to give autonomy while also communicating a sense of responsibility and accountability in every teacher.

We must appreciate that the role of a teacher is not restricted to teaching in a classroom of four walls, but also in developing course curriculum, producing quality books and study materials, innovation in teaching-learning methods, assessing and mentoring students etc. The NEP 2020 hence, has restated the restoration of high respect and status for teachers in the society with empowerment. Accordingly, an action plan for capacity building has been framed so that man making becomes flawless. At the same time,

the NEP has detailed on the required qualities for teachers to make them good teachers to achieve the objectives of NEP and make it fruitful.

The current 'concern of the nation' is effective implementation of NEP 2020 across the wide spectrum of educational institutions in India- big /mall, private/public, urban/rural, academic/vocational, schools/ colleges, IITs/ITIs etc.

Students come to academic institutions to gain knowledge that may be available in books or other resources, but may be difficult for a student to gain without the help of a teacher. A teacher should be a good communicator to deliver as well as to receive. Many a time, students can't rightly put their queries/questions in the classroom, where a teacher is to take a role in bringing the queries/shortcomings of the student and help him in his understanding the matter. A teacher should be a strong communicator with his/ her words and other communication skill. Listening to students well is another important quality for an ideal teacher. A teacher must enjoy his/her relationship with students so that they are not afraid of asking questions or expressing their problems. This listening develops confidence in students which ultimately terminate in successful learning.

The importance of developing 21st-century capabilities as well as integrated and interdisciplinary methods must be understood by teachers. The teaching community must coordinate, work well together, and be impelled by a desire to change students' lives via the development of their skills and character, as the NEP is implemented on the ground.

The National Education Policy (NEP) that came into effect in 2020 introduces a complete restructuring of the Indian educational system with a particular attention on fundamental reading, numeracy, and 21st-century skills to prepare students for what lies ahead. However, while it suggests the changes and modifications, it also focuses that the success of much of the Policy depends on the expertise of the teachers who will be taking the reforms ahead.

A multi-disciplinarian teacher becomes a successful teacher. NEP has assigned for holistic education which calls for the holistic outlook of a teacher for his/her subject without breaking the knowledge into distinct parts such as Mathematics, Economics, and Physics etc.

Resources and demands of society are changing with time. Accordingly, curricula practices are also changed. An ideal teacher must be open- minded and robust to such changes and responsive to the changing needs of society with time. To value real-world learning is a crux for a good teacher. As described in NEP-2020, attention has been put on experiential or real-world learning. For this, it has been recommended to reduce curriculum content to augment experiential learning and critical thinking. Hands-on learning, arts-integrated and sports-integrated teaching may be more powerful and acceptance of these teaching methods by a teacher may lead to more enrollments in our education programs. When we were children, senior members in our family played significant role in bringing us up with all mental support. But, in today's world, families have become very small where most of the parents are busy with their works and have little time for their children. As a result, children miss their parents or companions of other people at their home. Many students come to the institution with emotional luggage and it becomes an exhausting responsibility for a teacher with such distressed students in the classroom. A teacher is to play an important role as a caring mentor for such students, which may be beyond academics. With RTE Act, the nation is trying to get all children up to 14 years of age in the school. The NEP 2020 has highlighted reducing dropouts and assuring universal access to education at all levels making provisions for education for all anywhere, anytime at any level. To fulfill this objective of universal accessibility, our teachers must be community builders so that the fundamental mandate of NEP 2020 is not discouraged but encouraged. For this, every teacher, especially at the school level, should work as an ambassador. It is worth mentioning that while introducing various provisions for holistic, multidisciplinary and universally accessible education, the NEP 2020 has also advocated process for recruitment of quality teachers with transparency, teachers' training, promotional channels, impetus for good works, good salary with social security so that the nation builders can dedicate themselves for the purpose they are appointed. However,

in addition to teaching, nowadays, every teacher has numerous roles to be played in an institution where some obligations are administrative, including organizing various events, handling students' and employees' matters etc. Let us take a pledge to be a good teacher to make our education successful with mandates envisaged in NEP 2020. Keeping in mind that "Teachers affect eternity; no one can tell where their influence stops" (Henry Brooks Adams).

NEP-2020 is the first Education Policy of Independent India which has introduced extensive reforms aiming towards Indianisation of Education to realize the vision of Atma Nirbhar Bharat. NEP-2020 envisages the need to implement value-based holistic education in the mother tongue language, propose vocational training for skill development, facilitate experiential and experiment-based learning to develop scientific outlook and restore multidisciplinary and interdisciplinary studies to stimulate innovative research for the overall development of students. Teachers are the soul of NEP implementation and they will play significant role in making India 'Vishav Guru'.

The National Education Policy 2020 puts teachers at the centre of the crucial reforms in the education system. It will help to reconstituted teachers, at all levels, as the most respected and indispensable members of our society, because they truly architecture our next generation of citizens. The new education policy recommends measures to recruit the very best and brightest to enter the teaching profession at all levels, by assuring livelihood, respect, dignity, and autonomy, while also infusing in the system basic methods of quality control and accountability.

Through the NEP, there will be an obvious transition wherein the transitional classrooms and the teaching-learning process will now underline on conceptual development and not a transaction, experiential learning in real-world contexts and a facilitator for developing essential ethos and values in the digital age. The teachers are proposed to educate and empower the country.

Keeping the transformation, the guts of our education system, the teachers that in line with NEP and needs and demands of 21st century, it is necessary that the digital resources are aptly intertwined in the teaching-learning process with a spotlight on the process of knowledge creation. A combination of conceptual, practical, personal and social skills will be needed by the teachers for transforming India, Bharat and turn up as Vishwa Guru.

The National Education Policy observes and describes teachers and faculty as the heart of the learning process. As predicted by Hon'ble Prime Minister Shri Narendra Modi ji, the Policy will entrust teachers of India and lists out various reforms for their recruitment, continuous professional development, service conditions, etc.

## **Conclusion:**

Our demographic size and variables may beat us however, there is one common factor that can turn the tide and lead the Indian education system out of its current clutter of aimlessness and obstinacy to become a progressive, flexible, multidisciplinary, technology and skill concentrated education system that will have the capacity to produce competent, creative, skilled, employable and ethical learners. This common factor is – the Teacher. The Kothari Commission, 1966 said, 'Of all the numerous factors which affect the quality of education and its addition to national development, the quality, competence and character of teachers are indeed the most significant.' The NEP 2020 too encourages, 'Teachers undoubtedly shape the future of our children – and, hence, the future of our nation' thereby denoting that teachers play the most important role in nation-building by creating high quality of human resource in their classrooms.

By encompassing the spirit of NEP, teachers can empower lasting change for students that set them up for future success. In the words of one of India's most famous teachers, A.P.J. Abdul Kalam, "Learning needs freedom to think and freedom to imagine, and both have to be facilitated by the teacher."

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## Role Of Teachers in Implementing NEP 2020

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### Abstract:

The teaching community must coordinate, work well together, and be driven by a desire to change students' lives via the development of their skills and character, as the NEP is implemented on the ground. "The policies and dialogues will just be on paper and in the workshop rooms if it's not implemented. Therefore, you (teachers) have to play a very critical role... As teachers and educationists, one has to nurture the children to become problem solvers and be able to take responsibility in the future," According to the Commissioner and Secretary, School Education, and State Council of Educational Research and Training Centre in Kohima (SCERT), Kevileno Angami. Angami said in her address. The importance of developing 21st-century abilities as well as integrated and interdisciplinary methods must be understood by educators. The teaching community must coordinate, work well together, and be driven by a desire to change students' lives via the development of their skills and character, as the NEP is implemented on the ground.

**Keywords:** ICT, Teacher Education, New Education Policy 2020 provisions, strategies and its implementation, challenges and suggestions for implementation New Education Policy 2020, New Features of NEP.

### Introduction:

The recently released National Education Policy (NEP) is to be implemented in phases beginning 2021. In the past decades, we have seen similar policy recommendations such as the Kothari Commission, many that are yet to be implemented. A critical review of two The NEP 2020 acknowledges the reality of unmotivated and dispirited Indian teacher and proposes to completely overhaul the teaching profession to create robust merit-based structure of tenure, salary, and promotion that incentivizes and recognizes outstanding 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. School will need to have trained special educators. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children.

### Vision of NEP 2020:

- An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all.
- Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in changing world.
- Instills 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.<sup>1</sup>

## Teachers' Role Is Key For Success Of National Education Policy 2020:

The recently released National Education Policy (NEP) is to be implemented in phases beginning 2021. In the past decades, we have seen similar policy recommendations such as the Kothari Commission, many that are yet to be implemented. A critical review of two earlier policies indicates there are gaps in implementation and limited training for educators. NEP 2020 should not suffer a similar fate, leading to delay in development of human potential, for progress of the nation. 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. Educators must be proactive in understanding in detail the ethos, the aims, objectives and the motto of the NEP and up skill themselves with rigorous Continuous Professional Development programs, trainings, participation in seminars, workshops and conferences at various levels. Implementation of NEP will require discarding the age-old practices of memorization and rote learning and adopting Constructivist pedagogies to go beyond textbooks and the aim must be to change from syllabus completion to achieving learning outcomes.

Educators must understand and embrace the concepts of integrated and multidisciplinary approaches and the need for development of 21st century skills. While implementing the NEP at the ground level, it becomes imperative for the teaching fraternity to have strong coordination, cooperation and the motivation to transform students' life through skill and character building. Apart from teachers, the onus for the successful implementation of NEP falls on those involved in drafting the National Curriculum framework – curriculum, syllabus and the assessment and evaluation strategies. If educators fall short in their task, the NEP policy will fall by the wayside and millions of young people will struggle for suitable employment upon graduation.<sup>2</sup>

Hence the government/school heads must support teachers by mapping a teacher education program both in- service and pre-service which must be supported by policy makers of school education and the higher education. The NEP emphasizes the teacher's contribution, their sacrifice and efforts to uphold the dignity, respect and honour of this profession. This can happen only if the policymakers consider creating an independent agency like Teacher Recruitment Board/ Indian Teaching Services on the lines of Indian Administrative Services or State Civil Services and speeding the recruitment of the teachers which is pending for about a decade. The policy makers should be light in their approach, while giving them all the perks and facilities so as to attract the young, intelligent and creative minds in this profession but should be tight while monitoring them for getting the desired results, making them accountable and responsible. If these are implemented, the best brains will come into this ecosystem as a preferred choice and lead India towards becoming a Vishwa Guru in the coming days.

### Effective Implementation Of NEP 2020 :

- The first step is always the hardest, the National Education Policy 2020 is no different.
- At the outset, it surely seems like an over-ambitious policy, but as we delve deep into it, we see a path which is well thought of, with clear timelines and resource utilization. The policy indeed has been run and rerun in the minds of the policy makers. Yet, the fear of the unknown seems to engulf the whole fraternity.
- While the NEP 68 and 86 included some of what has been revisited in NEP 2020, the obvious thought that comes to our minds is, if the NEP 20 will also meet the same fate. The key hence is not implementation, but the EFFECTIVE implementation of NEP 2020.<sup>4</sup>
- School will need to have trained special educators. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children.
- A teacher should practice what he preaches. Teachers are a role-model for the students. Their actions convey more than their words. Students learn values from what the teachers are rather than from what they say.<sup>5</sup>

- There is a clear emphasis on recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.
- Simple as it may sound this is bound to be a battle against the current position/ rank-oriented education system, which I may so say is already a Frankenstein eating its own creator driven majorly and sad so, by the coaching culture. Indeed, developing of social, ethical and emotional capabilities makes the requirement even more demanding.
- The implementation is routed via National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 to be developed by NCERT. Additionally, a ratio of 30:1, pupil-teacher ratio is desired to have optimum output.
- This will require us to redesign the entire system to include the foundational, preparatory, middle stage, and secondary stage. This first step will allow better understanding for all involved. To meet the pupil-teacher ratio more teachers will be needed to be put on the payroll and additional training will need to be done. Additional resources will have to be developed including resource sharing to maximize on the availability to all. Most certainly, a huge bank of volunteers will be required for this, primarily for rural areas.
- NEP 20 seeks to reduce the course content in each subject to its core essentials, to make space for critical thinking.
- This needs a complete overhaul of the choices and division of subjects and streams at various levels allowing for inclusion of vocational skills and added importance to co-curricular and giving it equal importance. Use of local language mother tongue has been emphasized to encourage better understanding of root concepts including a bilingual approach if required.
- NEP aims to shift the assessment to one that formative, and is more competency-based and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity.
- This for one, requires a complete mindset shift, for we over the years have used scores and ranks as the one simple criteria for testing both the student and the teacher. Heads of schools will need to work along with the entire team to gain expertise in the 360-degree progress report. This report will serve to determine the uniqueness of each learner in the cognitive, affective, and psychomotor domains. The next difficult task along the same path will be measure the performance of a school based on student competencies and not through the outcome of board exams.
- As an added measure, public and private schools will be assessed and accredited on the same criteria, benchmarks, and processes, emphasizing online and offline public disclosure and transparency, so as to ensure that public-spirited private schools are encouraged and not stifled in any way.
- As per NEP, teachers will aim to encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment material and guidance and encouragement.
- For this purpose, schools will have the onus to create topic-centered and project-based clubs and circles. Olympiads and other competitions to be held at various levels with maximum participation.<sup>6</sup>
- National residential summer programmes have to be created for secondary school students in various subjects, with a rigorous merit-based but equitable admission process to attract the very best students and teachers from across the country including from socio-economically disadvantaged groups.
- NEP 20 aims to strengthen the Teacher Eligibility Tests (TETs) with better test material, both in terms of content and pedagogy and will cover teachers across all stages of school education.
- Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.<sup>7</sup>

**What Are the Challenges in Implementing The NEP 2020:** Now every teacher has the opportunity to teach to a real global classroom but the challenge is to be the best otherwise the student can exit anytime. The opportunity to perform and be recognized is unlimited but the competition is also equally unlimited.

Multiplicity of boards and total inequality in their content and standard are other major obstacles. But biggest challenge is going to be formulation of revised curriculum and pedagogy at each of the four (4) stages of education and its actual delivery at ground level.<sup>8</sup> challenges are follows:

**BACKDROP:** Education is the prime driver of any society. There is a significant correlation between educational system of a country including its strategy and innovation with its economic growth. Therefore, future of India, to a large extent, will be determined by the education system we have. This is more important as India is one of the youngest countries in the world with median age of around 29. And these young people will drive future of the country based on education they receive. This was the backdrop in which National Education Policy (NEP 2020) came into existence. School education being the primary building block, the Policy lays very important recommendations to transform Indian schooling system.

- The grand objective of the Policy recommendations has been to create an ideal, thinking and energetic output suitable for entry in higher education and to align Indian schooling education at par with international standards.
- The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.<sup>9</sup>
- In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, which is bringing study material in mother languages.
- According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave the course midway.
- According to the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.<sup>10</sup>

### Conclusion and Suggestions:

The new education policy in 2020 came after 30 years and is all set to change the existing academic system of India with the purpose of making it at par with the international standard of academic. The Government of India aims to set up the NEP by the year 2040. Till the targeted year, the key point of the plan is to be implemented one by one. The proposed reform by NEP 2020 will come into effect by the collaboration of the Central and the State Government. Subject wise committees will be set up the GOI with both central and state-level ministries for discussing the implementation strategy.

Special teacher training programmes to handle technology and virtual learning. Having concrete research topics which would yield us productive learning that could be implemented in practical teaching learning transactions thereby leading to the required growth and development in the field of education.

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## Role of Digital Resources For Effective Teaching and Learning Process

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### Abstract:

*The purpose of this study was to identify how teachers can transform teaching and learning by integrating 21st century digital technology. In this paper, teacher action research was used to investigate the impact of digital education on teaching and learning. The main research question was 'How can teachers integrate digital technology into their teaching practice in order to transform teaching and learning.*

*The purpose and role of teaching and learning resources doesn't only consist of making the educational process more attractive and interesting, but also of encouraging active learning, the development of different skills and the adoption of desirable values and attitudes in students. In order to achieve the aforementioned goals, it is extremely important to clearly define the conditions and methods of utilising teaching and learning resources in the teaching and learning process*

*Digital education for teachers expands the role of educators and largely contributes to a gradual transition from traditional forms of interaction with students to electronic educational resources (EER) designed for tailoring instruction to individuals' needs and skills for students to become self-directed learners.*

**Keywords:** Digital learning, learning methodologies, digital teaching, online collaborative learning, digital education for teachers, e-learning, electronic educational resources

### The Importance of Digital Resources :

The term 'digital learning resource' is used here to refer to materials included in the context of a course that support the learner's achievement of the described learning goals. These materials consist of a wide variety of digitally formatted resources including:

- graphics images or photos
- audio and video
- simulations
- animations
- prepared or programmed learning modules.

There are many digital education resources online that teachers can use to increase learning. While educators can start from scratch, there are plenty across the internet to use in any subject. There are steps to take, though, to ensure that the resources are the right fit for the curriculum.

The majority of teachers today use digital learning resources to supplement curriculum. But online resources need to be used appropriately and with purpose, in order to be effective. With support and strategies, though, any teacher can use digital education resources to help students meet or exceed learning goal

### How Do You Help Learners Use Digital Resources?

Learners may use technology in their personal lives every day, but it's still important to help them with the virtual resources teachers share. In their personal lives, students use social media and entertainment technology every day. They may not know how to use technology for learning, though. Online learning materials should be engaging and interactive, but if students struggle to use them, learning will be interrupted. Here are some tips to ensure students have a positive experience.

**Help Learners Access Resources:** First, learners need a way to access digital education resources. How will teachers send the resources, and where will learners find them? Teachers can share resources on their own website, through a school webpage, on a Google Doc or in Google Classroom. Hāpara Student Dashboard Digital Backpack makes it easy for learners to find all their digital resources in one spot.

**Help Learners Manage Resources:** As teachers continue to share resources throughout the school year, learners need a way to manage those links, documents and files. Learners need to be able to find resources quickly and know where they fit into units and lessons. By organizing resources beforehand, teachers can help learners manage all of their content and use that content productively.

#### **How can you make digital resources helpful in individual cases?**

While teachers may share digital education resources with the entire class, resources can also help individual learners. Here are strategies for ensuring online resources are effective for each learner.

**Empower Learners:** Another way to effectively use digital resources is to empower students to take control of their own learning. Students can explore a teacher's selection of resources or search for resources themselves. Self-directed learning at a student's own pace makes education more meaningful. Teachers can also offer different pathways for learning with resources along the way. Then students can choose which pathway they'd like to take.

Learners can also set goals for themselves and dig deeper into concepts or explore other topics. One way to encourage this is by teaching them how to find appropriate digital resources. Language arts teachers can create lessons on this topic, but teachers in any subject should reinforce these skills. With digital literacy skills, learners can use online materials responsibly and find appropriate content.

#### **Objectives:**

Using digital resources provided learners with more time for active learning in the classroom;

- Improving the efficiency of the education system.
- Digital tools and resources provided more opportunity for active learning outside the classroom, as well as providing self-directed spaces, such as blogs and forums, and access to games with a learning benefit;
- Digital resources provided learners with opportunities to choose the learning resources.
- The resources provided safer spaces for formative assessment and feedback.

#### **Methodology For Effective Teaching and Learning Process:**

New digital technologies have the potential for being very different because they merge all of the previous resources into one accessible unit.

1. The new technologies can provide real world simulations.
2. Learning modules can be accessed at anytime and from any place.
3. Virtual teams of learners can work together to solve problems.
4. Effectively designed programs can provide immediate assessment and evaluation to the learner.
5. Learners can work on real world problems and have access to experts.
6. New technologies can give provide voice-activated dialogues between the learner and the computer.

#### **Introduction:**

Continuous modernization of the education system allows us to identify those trends that change the approach to pedagogy and education, with digitalization coming to the fore. Digitalization not merely makes the education process more flexible, or more adjusted to the realities of the modern day, but also leads to the influx of competitive professionals in the changing digital world.

**SOURCES OF INFORMATION:** I'm not suggesting that we abandon traditional methods, but there is a growing need for teachers to use the educational tools that the Technological Age has brought us. There are many online courses and learning resources that can help students grasp certain subjects, and they can make it easier for teachers to relate to our digital youth.

The future of educational technology will rely on how well teachers are able to use them in the classroom, which means that they will have to think differently about how they teach. I have put together a list of online tools that teachers can use to enhance their experience in the classroom, and they can help students have a stronger learning environment.

- 1. DROPBOX:** Cloud computing has become a technological tour-de-force in the last few years, and it has changed the way people store files on their computers. Many businesses have used it to make it easier for people within their organization to access files from multiple systems, as well as to share information with different users on their network.
  - a. The same technology can also be used in a classroom setting, as it can make it easier for teachers and students to share files and electronic documents. Dropbox has a number of features that can allow teachers to share specific folders with their students, and they can access them from their computers. There is even a mobile app, which can allow students to view and edit them from their tablet or smart phone.
- 2. CLASS DOJO:** A large part of teaching is managing the classroom, and Class Dojo makes the process easier. However, it doesn't focus on the standard "gold star" method that has been used by teachers for years. It puts more emphasis on providing "positive feedback" to students. You can also add more detailed information about the student's performance or behavior, and you can send public or private messages to parents about his or her progress. It will even allow parents to look at their child's feedback in real time, so they can stay up to date about how he or she is doing in class.
- 3. EDMODO:** Communication in the classroom can be a challenge, especially if you have a large group of students to manage. Edmodo can offer a more streamlined approach to this part of classroom management. It can serve as a conduit for submitting assignments, getting grades, and sending any relevant information to your students. It makes it easier to post assignments, messages, polls, quizzes, calendars, and other classroom resources, and they can access them online.
- 4. EDU CREATIONS:** Some say that the whiteboard as we knew it is dead, but it has been given a new life with Educreations. It gives you the ability to create electronic whiteboards with lessons and tutorials that you can share with your students. It's easy to create diagrams, commentaries, animations, and other instructions, and you can even record audio for narrative purposes. Not to mention, you can share it with your students – both in the classroom or via e-mail or social media.
- 5. TED TALK:** When I was in school, we would sometimes watch video documentaries, and they were a great way to get more information about what we were learning. TED Talk has a library of video lectures that cover a wide range of topics, and they can be used in the classroom to supplement what you are teaching.
- 6. SLACK:** This is a great tool for assigning group projects, as students can easily collaborate with others in their group. Slack also streamlines the communication among students so they can work together from remote locations. It looks similar to a Facebook group, but it also incorporates Google Docs and Google Hangouts so students can share files with each other.
- 7. GOOGLE APPS FOR EDUCATION:** Google has a suite of apps that are designed for educators. In fact, many teachers love Google Hangouts because it allows students to have video-based conversations from remote locations. It can be a great way to conduct online discussions and debates.
- 8. EDU BLOGS:** Blogging has become an important part of Internet culture, and teachers can use them to their advantage. Edublogs is a WordPress-based blogging platform that is designed with the teacher in mind. It can be great for creating online documents (such as assignments and handouts) that you can share with your students, and you can even add images.
- 9. SOCRATIVE:** One of the hardest parts of teaching is grading, and Socrative is a great way to simplify the process. Not only can it help you to grade, but it can also make it easier to send reports and quizzes to your students.



Education plays a major role in society, especially in our post-modern age. The recent rise of technology has caused a paradigm shift that has forced people to change the way they think, and it has changed the way we learn. So, teachers need to adjust their methods to reflect the times.

Some educators want to shy away from using too much technology in the classroom, and it's often the case with the use of smartphones. Some say that it can cause disruptions, but they shouldn't ignore the usefulness of mobile technology when it comes to classroom management. In fact, there are many ways that teachers can use it to their advantage, and there are a number of tools that they can use to enhance the learning experience.

### How To Use Digital Education Resources Effectively:

Teachers and instructional leaders can find countless digital education resources online that fit any subject or grade level. Many resources are free to use, although schools/colleges may decide to purchase essential resources like digital textbooks. Here are several types of digital learning resources that teachers can add to lesson plans.

- Simulations and interactive models can deepen learning and are especially helpful in math and science.
- Graphics such as public-domain images (illustrations and photographs), charts and graphs can help learners better comprehend concepts.
- Videos and animations from websites like YouTube help explain topics.
- Digital textbooks can be used anywhere across devices and are more quickly updated than traditional textbooks.
- Online assessments, including formative and summative assessments, give teachers and administrators instant data. Plus, they are interactive and engaging for learners.
- Podcasts and audio, such as music, boost participation and reach students with different learning styles.
- Online educational games make learning concepts fun for students.
- Literature and online news articles are examples of digital learning materials that are quick to access and share.
- Primary source documents that have been digitized help teachers supplement curriculum without needing physical copies.
- Interactive maps give students a hands-on digital experience.
- Tools like graphing calculator's help students learn math without needing to purchase a physical calculator.
- Full online courses can provide review or enrichment and give students the chance to work on their own learning goals.

### Findings :

There is conclusive evidence that digital equipment, tools and resources can, where effectively used, raise the speed and depth of learning in science and mathematics for primary and secondary age learners. More effective use of digital teaching to raise attainment includes the ability of teachers to identify how digital tools and resources can be used to achieve learning outcomes and adapting their approach, as well as having knowledge and understanding of the technology.

Teachers are gradually becoming involved in designing and scaling up electronic resources in teaching practice. Electronic educational resources encourage teachers to constantly revise the dimensions of teaching by empowering the students to self-manage. Therefore, it has become increasingly important for vocational education teachers to increase their digital competence.

- Training and support not only to use equipment but to exploit digital tools and resources for teaching;
- Overcoming teachers anxieties about digital teaching, not just about the use of the technology but also the use of different learner-centred pedagogies;
- Allowing teachers to experiment with technology;
- Networking with other teachers and schools;
- Maintaining and upgrading equipment and using tools that are compatible across many systems.

### Conclusion:

It is easy to obtain different teaching and learning resources which can be used in the teaching process today. In order to achieve the potential tasks of teaching and learning resources successfully, it is extremely important the teacher know how to evaluate the advantages and disadvantages of said resources and abide by the rules of their adequate usage. Although determining the stage of working with teaching and learning. The electronic educational resources created by teachers meet the urgent needs of students engaged in an independent study of the theoretical material of the course.

In addition, electronic educational resources are designed as a tool for students to use to develop digital competencies, the vital 21st-century skills for students.

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## Uses And Consequences of NEP And Its Impact on Education System - An Analysis

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### Abstract:

Education is a very important factor for overall development of a country. It plays an important role in the active participation of the people in the process of development. We should make it appropriate according to the time and changing scenario of the world. Education provides an opportunity to reflect upon the social, economic, cultural, and moral issues facing by a human being. India needs to focus on education for more educated and efficient people to drive our nation. In the world, there are many Indian who well known for their capabilities and skills. To develop India as a digital nation or to become a prosperous partner in global development, India has to strengthen higher education with research and development. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly. This paper is mainly focused on the overall scenario of higher education in India. This paper aims to identify issues and consequences of National Education Policy-2020 in the field of higher education in the study region. Finally, the paper concluded here is all stakeholders have to make jointly effort to get solutions of the problems in higher education in India.

**Keywords:** NEP, higher education, skill, students, development.

### Introduction :

The education is an important determinant of economic growth has been acknowledged over a long period of time. Economists like Adam Smith, Romer, Lucas and Solow all have prescribed education as an important factor and have over time developed many economic growth theories and models. Dr. Babasaheb Ambedkar stated that "The university is a machinery whereby education facilities are provided to all those who are intellectually capable of using those facilities to be the best advantages but who cannot avail themselves of those facilities for want of funds or for other handicaps in life". The people in university education shape the behavior; minds and the social and human values of the student community. Effective use of technology can motivate students, make our classes more dynamic and interesting and renew teacher enthusiasm as they learn new skills and techniques.

The year 2020 has been an exceptional year for countries across the globe. In India, apart from Covid19, one of the important changes that took place was the development of the New Education Policy (NEP) 2020. This policy has broader coverage, starting from elementary school education (literacy level) to colleges for higher education (focusing specialization) – in both the settings, i.e. rural and urban. The first NPE was proposed and disseminated in 1968 by the GOI, the second policy was in 1986, and the third major reformative policy was in 2020, by the incumbent Prime Minister of India Narendra Modi (Govt. of India, 2020). The objective is to promote holistic experiential, discussion-based, and analysis-based learning. It also talks about a revision of the curriculum for the first time. The significant change is in pedagogical structure from a 10 + 2 + 3 system to a 5 + 3 + 3 + 4 system. The is an effort to optimizes learning based on the cognitive development of children. On July 29, 2020, the cabinet (senate) approved a NEP intending to introduce numerous changes to the prevailing education system of India. Appropriate and liberal, the NEP 2020 scripts a significant advance in our education system.

### Review of Literature :

Here, the earlier studies reviewed have been presented as follows. According to **Altbach (2005)**, “India has significant advantages in the twenty-first-century knowledge race. It has a large higher education sector – the third largest in the world in student numbers, after China and the United States”. **Kaurav et al., (2020)** supports the view that NEP-2020 is a long-run relationship investment in education and economic growth in India. **Sawant and Sankpal (2021)** analyze the background, vision, issues and challenges of NEP-2020 and they highlighted that NEP 2020 aims at building a global best education system rooted in Indian ethos, and aligned with the principles. **Devi and Chelvaraju (2020)** confirming a positive progress in educational interest of the students as well as faculties due to realistic framework of the NEP in India and also found that empirical evidence that 84% of the respondents were strongly agreed and opinioned that NEP has enhancing skill of the students. Even though, **Aithal et al., (2020)** highlighted that due to lack of systematic preparation of the NEP implication in India has created a several issues and challenges has faced in higher education system. In another study **Jha and Parvati (2020)** stated that majority of the multi-disciplinary course has closed due to lack of students admission.

**Objectives :** For the purpose of the study have been set the following objectives:

1. To know the impact of NEP on education system in the study region.
2. To find out the issues and consequences of NEP.

### Hypothesis of The Study:

There is no association between socio- economic profile such as gender, age, area, religion, community and annual income of the respondents and their level of opinion about the over-imitation and economical burden to the students.

### Methodology:

The data were collected from primary sources with systematic interview schedule (online) and have been analyzed with the help of appropriate and suitable tables have also been used in interpretation. Simple statistical tools like percentages, averages and Arithmetic mean, Standard Deviation and  $X^2$  distribution have been used in testing of hypothesis, discussion and interpretation of the data by using of SPSS Statistical Packages.

- Sampling unit: UG student's of Haveri district.
- Sampling method: Random sampling
- Sampling size: 192
- Survey period: 5<sup>th</sup> Aug 2022 – 5<sup>th</sup> Sept 2022

### Result Analysis :

Karnataka becomes 1st state in country to officially implement National Education Policy 2020. As well as the Karnataka University, Dharwad is the first to roll out new guidelines and have implemented NEP-based curriculum in all UG courses offered by the constituent and affiliated colleges in the country. The study region Haveri district also comes under the Karnataka University constituent. Therefore, the analytical view about the issues and challenges of NEP-2020 in the study region has discussed below.

### Identification of Level of Opinion of the Respondents About the National Education Policy-2020 and its Influence on the Students :

The responses observed for each statement in the schedule have been scored to secure the total opinion score for the respondents five points are given for “Highly satisfied”, four points for “Satisfied”,

three points are given for “Fair”, two points for “Dissatisfied”, and one points for “Highly Dissatisfied”, responses. Thus the total opinion score of the respondent is obtained by adding up scores of all 15 statements. The level of opinion has been classified into three categories namely, low level, medium level and high level opinion for analytical purpose. The classification is followed by the basic statistical parameter such as mean and standard deviation. Arithmetic mean (X) and standard deviation (SD) of the total opinion scores of 50 respondents were computed while the score value of the respondent  $\geq (X + SD)$  and the score value of the respondent  $\leq (X - SD)$  have been classified as high level perception and low level opinion respectively and score values between  $(X + SD)$  and  $(X - SD)$  have been classified as medium level opinion, X and SD are the arithmetic mean and standard deviation which are calculated from the score values of 192 respondents. The arithmetic mean and standard deviation are approximately 64 and 9 respectively.

$$(X + SD) = (64 + 9) = 73 \text{ and above} = \text{High level}$$

$$(X - SD) = (64 - 9) = 55 \text{ and below} = \text{Low level}$$

$$(X - SD) \text{ to } (X + SD) = 55 \text{ to } 73 = \text{Medium level}$$

**Table-1 Level of Opinion of the Respondents About the NEP-2020**

SL. No	Particulars	Male		Female		Total
		Rural	Urban	Rural	Urban	
1	High	4	10	8	16	38
2	Medium	9	16	13	25	63
3	Low	15	25	23	28	91
	Total	28	51	44	69	192

Source: Calculated Data by using SPSS

The above table shows that only 19.80% level of opinion of the respondents highly agreed the NEP-2020 has successfully implicated and it has positively influenced to students in the study region. But the majority of the respondents 47.40% are expressed their opinion that due to NEP-2020 they have faced several issues & challenges and it has negatively influenced to students in the study region respectively.

**Socio- Economic Factors and Level of Opinion About The NEP-2020 And its Influence on The Students:** For testing the relationship between socio- economic variable of the respondents and level of opinion regarding the NEP-2020 and its influence on the students, Chi – Square Test has been employed. For computing chi – square test manually the following formula has been used.

$$\text{Chi – Square } (X^2) = \sum \frac{(O - E)^2}{E} \quad \text{With } (r - 1) (c - 1) \text{ degrees of freedom}$$

Row total x column total

Where E =  $\frac{\text{Row total} \times \text{column total}}{\text{Grand total}}$

O = Observed frequency

E = Expected frequency

R = Number of rows in a contingency table

C = Number of columns in a contingency table

The calculated value of chi- square is tested with the Table value, if chi- square for given level of significance usually at 5 percent level. If the calculated value (CV) is less than the table value (TV), the null hypothesis is accepted and otherwise is rejected. The following null hypothesis was framed for analyzing the opinion of the respondents.

**Table-2 Shows the Computed Results of Chi- Square Tests.**

Variable	Type	Calculated value	Degree of Freedom	Table Value	Result
Gender	Opinion about the NEP	4.273	2	5.99	Significant
Age	Opinion about the NEP	5.021	4	9.49	Significant
Area (R/U)	Opinion about the NEP	17.402	8	15.5	Not Significant
Religion	Opinion about the NEP	8.417	4	9.49	Significant
Community	Opinion about the NEP	5.285	4	9.49	Significant
Annual Income	Opinion about the NEP	10.826	6	12.6	Significant

*Source: Calculated Data by using SPSS*

The above table shows that there is an association between socio- economic variables, such as only, status of area and their level of opinion about NEP-2020 and there is no association between socio-economic variables such as gender, age, religion, community and annual income and their level of opinion about the NEP-2020.

### Findings :

Major findings of the present study have been listed in below.

1. It is clear that majority of the respondents (72.40%) agreed that they didn't know exact framework of the NEP yet, even though they are studying while facing a several issues and challenges.
2. More than 93% of the respondents opinioned that government would be taken proper preparation while implicating of NEP and also they expressed that just for name purpose first implication in the country, the Karnataka government has implicated without proper systematic preparation.
3. The study found that 88.02% respondents stated that there is no any reference book and materials regarding on NEP syllabus, especially language and social science books has not available yet.
4. 62.50% of respondents were highlighted that most of the colleges don't have qualified faculties and infrastructure facility in the study region. So this has caused to fail to complete syllabus within the given period of time.
5. Almost 78.12% of respondents were joined college and course without knowing about the discipline subjects and they have got confused especially in the Skill Enhancement Course (SEC) and Open Elective Course (OEC) selection. And also they highlighted that the NEP syllabus is too heavy.
6. The study found that comparing to pre and post NEP, the old method was very familiar.
7. The study also traced out comparing to urban respondents the rural respondents were facing more challenges considerably.
8. Nearly, 53.12% are opinioned that NEP has added skill oriented subjects but in practically, subjects are still dealing like theoretically rather than practical oriented. And it also found that due to NEP most of the rural colleges getting very less admission because there is a misleading information that mandatory 4 year under graduation.
9. Finally, the majority of the respondents stated that there is a need to systematically improve the NEP framework and government should provide basic infrastructure as well as human resources for admission, enquiry and other purpose.

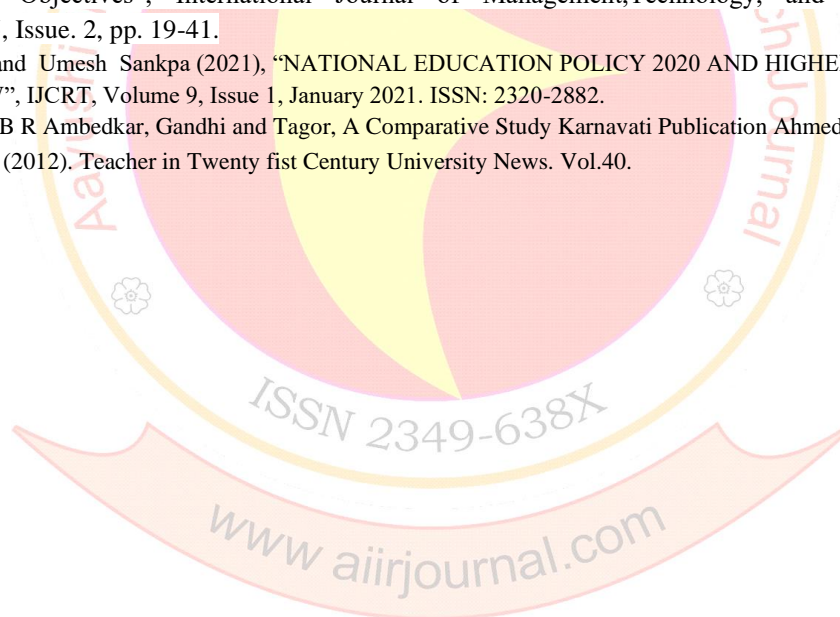
### Conclusion:

National Education Policy 2020 is a welcome and ambitious re-imagination of India's education system into a modern, progressive and equitable one. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, NEP 2020 is aligned to the 2030 Agenda for Sustainable Development (SDG). The based on primary data investigation and discussion we can conclude this, there has been mixed response about the NEP-2020 and its impact on higher education system in the study region. The huge percentage of respondents were suffering due to lack of proper guidance and

infrastructure. However, we can solve it and it make successive only by proper guidance, training programmes, infrastructure and adapting systematic strategy.

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## Role of IQAC in Maintaining Quality Standards in Teaching, Learning and Evaluation

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### **Abstract:**

*The quality of education is currently monitored by the National Assessment and Accreditation Council and awards the graded accreditations to HEIs. This accreditation timeframe is five years. Due to the short timeframe reason, HEIs are not continuously monitored for their accreditation status. IQAC in any institution is a significant administrative body responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities which are necessary to increase the quality of the education imparted in institutions and colleges. At present, India has total number of 12,429 colleges under 2 (F) and 12 (B) schemes. Currently, the GER in higher education in India is 27.1 percent, which is calculated for 18-23 years of age group. Over the last eight years, the nation has witnessed in the increase of GER more than 7 percent.*

*The role of IQAC in maintaining quality standards in teaching, learning and evaluation becomes crucial for the overall development of the institution. Without IQAC, it becomes extremely difficult to manage the quality system of teaching, learning and evaluation in the institution. IQAC works as the internal agent of this quality process at institutional level. It can create healthy academic environment in the higher education institution by systematic planning, strict execution, and proper documentation.*

**Key Words:** NEP, IQAC, UGC, GER

### **Introduction:**

The overall quality of higher education is the main concern in policy framing and for that it has been made mandatory to obtain accreditation of higher education institutions (HEIs) by the National Assessment and Accreditation Council (NAAC) to improve quality. Many HEIs have been completed and are in process of the first cycle of accreditation in the state and country. Maintaining quality is a matter of long-term initiative; to reach this long-term goal, NAAC has established detailed guidelines from time to time. The establishment of Internal Quality Assurance Cell (IQAC) by accredited institutions (after the first cycle) is a major step in pushing long-term quality standards. IQAC in any institution is a significant administrative body responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities which are necessary to increase the quality of the education imparted in institutions and colleges. It can promote and determine quality related activities and issues through various programmes and activities such as seminars, workshops, symposia, conferences, panel discussions, role playing exercises, (model) demonstrations, case studies, academic meetings and any such kind of event or programme for all the stakeholders of the institution. The role of IQAC in maintaining quality standards in teaching, learning and evaluation becomes crucial, and hence the present research is undertaken, though on a smaller scale, to determine the exact status and functioning of IQAC and its outcome.

Maintaining the momentum of quality consciousness is crucial in Colleges. Internal Quality Assurance Cell, in fact, is conceived as a mechanism to build and ensure a quality culture at the institutional level. IQAC in any institution is a significant administrative body that is responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution or college. The Prime objective of the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.



**Objectives of the Study:** This paper aims to serve the following objectives

1. To determine the exact role of IQAC in maintaining overall quality standards in a college/institution.
2. To examine the functioning of IQAC as an administrative quality monitoring body.
3. Identifying the areas in which the colleges should focus to improve their quality of performance so as to score better gradation during the third reaccreditation.
4. Working out the methodology for working of their IQAC

**Literature Review:** The NEP-2020 has established the Control of Quality through Biennial Accreditation Process. The quality of education is currently monitored by the National Assessment and Accreditation Council and awards the graded accreditations to HEIs. This accreditation timeframe is five years. Due to the short timeframe reason, HEIs are not continuously monitored for their accreditation status. (Aithal -2016). For the better quality work and performance it is mandatory to opt biennial accreditation. To make accreditation status more serious and effective for continuous improvement, NEP-2020 has simplified it and made it mandatory as a biennial accreditation process.(Ulker-2019). The characteristics of the ideal education system and also to enhance GER by opting the latest technologies to help in the planning, design offering effective online education to realize the importance. Due to improved tech generations, technology driven education is going to replace classroom based education and the policies of NEP-2020.(Suresh Kumar 2016).The Integrated Controlling & Monitoring System of the educational sector and institutions both primary and higher education. The implementation process is divided into seven stages. As per NEP-2020, the first 10 years is the implementation period and the next 10 years is the operational period. (NEP 2020).

### **Spectacular Growth Of Higher Educational Institutions:**

India has quite a large system of higher education in as much as we have today 1,046 universities, including deemed to be universities and private universities as on 24 June, 2022, but under Prime Minister Modi's leadership, since 2014, the number of new universities has been opened with an increase. Likewise, at present, India has total number of 12,429 colleges under 2 (F) and 12 (B) schemes while 747 colleges have been given autonomous status as on 19 December, 2019. The abovementioned data shows the determination of the government under the able leadership of the prime minister to address the issues of gross enrolment ratio (GER). Currently, the GER in higher education in India is 27.1 percent, which is calculated for 18-23 years of age group. Over the last eight years, the nation has witnessed in the increase of GER more than 7 percent.

1. Gross Enrolment Ratio (GER) 2019-20 in Higher Education in India is 27.10% which is calculated for 18-23 years of Age Group. GER for male population is 26.9% and for Female it is 27.3%.
2. As on 31.03.2021, the number of Universities listed by the UGC under Section 2(f) of UGC Act 1956 had gone up to 982 Universities-54 Central, 425 State Public, 375 State Private, 125 Deemed to be Universities, 3 Institutions established under State Legislation and 12717 Colleges are listed under Section 2(f) and out of these colleges 10143 colleges are under Section 12B in the Higher Education sector.
3. During 2020-21 there are 45562 Colleges (Affiliated 42143, Constituent 1974, PG/Off Campus Centers 197, Recognized Centers 1288).
4. During the academic session 2020-21, the total students enrolment (estimated on simple average of 5 years) in all courses and levels in regular and distance education Programmes was 394.34 Lakh.
5. During the year 2019-20, out of total no. of 1503156 Teachers, 638819 are Female Teachers (42.5%).
6. There were 224469 and 24031 Students enrolled in Ph.D. & M.Phil courses respectively in Universities and Colleges during 2019-20

**TABLE -1, HIGHER EDUCATION STATISTICS AT GLANCE**

Particulars	2015-16	2016-17	2017-18	2018-19	2019-20
No. of Universities	799	864	903	993	1043
No. of Colleges	39,071	40,026	39,050	39,931	42,343
No. of Standalone Institutions	11,923	11,669	10,011	10,725	11,779
Total No. of Institutions	51,793	52,559	49,964	51,649	55,165
Enrolment in Higher Education	3,45,84,781	3,57,05,905	3,66,42,378	3,73,99,388	3,85,36,359
GER	24.5%	47%	48%	49%	49%

Source: UGC, Annual Report 2021

**Table -2, State-Wise Number of Universities Listed By UGC Under Section 2(F) of the UGC Act As On 31.03.2021**

Sl No	State	Number of Universities					Total	UGC 12(B)
		Central	State	Private	Deemed	Spl Act		
1	Gujarat	01	29	43	03	00	76	18
2	Karnataka	01	32	19	14		66	22
3	Maharashtra	01	24	18	21		64	28
4	UP	06	31	29	09	01	76	25
5	WB	01	29	11	02		43	21
6	NCT of Delhi	07	09		08		24	11
	<b>All India</b>	<b>54</b>	<b>425</b>	<b>375</b>	<b>125</b>	<b>03</b>	<b>982</b>	<b>310</b>

Source: UGC, Annual Report 2021

**Table -3, State-Wise: Type Wise Number of Colleges 2020-21 (Provisional Figures Based of Aishe Portal: List Of Colleges: 2020-21)**

State	Type of Colleges					Total	Stand Alone Institution
	Affiliated Colleges	Constituent Colleges	PG Center/Off Campus Center	Recognized Center			
Gujarat	2248	357	27	63		2695	320
Karnataka	4097	133	36	55		4321	1811
Maharashtra	4481	170	11	138		4800	2414
UP	7943	64	11	46		8064	1213
WB	1383	56	06	16		1461	492
NCT of Delhi	110	72	01	06		189	114
<b>All India</b>	<b>42143</b>	<b>1934</b>	<b>197</b>	<b>1288</b>		<b>45562</b>	<b>12275</b>

Source: UGC, Annual Report 2021

### National Education Policy- 2020 & Higher Education :

In the context of higher education, NEP-2020 has brought tremendous changes in governance and institutional reforms aiming at establishment of multi-disciplinary colleges, universities and clusters of higher education institutions by linking with forthcoming industrial revolution for skilled job creation and augmenting employment avenues. All the way, the policy also focuses for National Research Foundation (NRF) to fund outstanding researches and to actively seed research in universities and colleges.

1. The NEP 2020 paves the way towards less regulation and more autonomy for institutions through an effective self-regulatory framework. Over-regulation has always been practiced in Indian educational institutes unlike the

western institutes who practice self-regulation. Through NEP 2020 gradual autonomy and accreditations will be granted to all higher education institutions.

2. Foreign Universities will be allowed to set up campuses in India. It will promote research and bring flexible approach. The foreign universities would bring in programme and institution mobility. The idea of internationalization of higher education is based on the mobility of students, faculty members, programmes, and institutions across countries.
3. The NEP-2020 aims at setting up multidisciplinary institutions offering programmes with high-quality teaching, research, and community engagement. This will benefit students with increased flexibility and choice of subjects across various streams of arts, humanities, sciences, sports, and other vocational subjects. It will not be a purely academic and theoretical knowledge anymore.
4. The new policy focuses on online and e-learning. Education has always been more of brick and mortar approach rather than technology-based. Online education will play an extensive role to bridge the gap between the students and the institutes. In education what is complementary today will become core. The virtual world will become more real than the real world with digital and video centric approaches.
5. New Education Policy is not just about the degree. It is all about focus on life skills and vocational courses. It will be student centric approach where affordability and accessibility will be there and where the students can leverage the most out of education. Increased access, equity, and inclusion through open schooling, online education and Open Distance Learning will be promoted.

The policy aims that the Indian higher education system will consolidate into a smaller number of institutions across the three types of HEIs and HEIs clusters for increasing the gross enrolment ratio (GER) with a target to increase up to 50 percent by 2035 and 6 percent GDP which will also help meet resource efficiency, multidisciplinary capacity, multiple entry and exit, maintaining academic bank of credits and quality higher education in terms of teaching, research and service. Subsequently, NEP-2020 also stresses upon establishing a national educational technology forum for proper use of technology in the domains of teaching, learning, assessment, administration and management systems and also focuses on maintaining virtual labs at various institutional and university level. The new NEP is focused on increasing the Gross Enrolment Ratio in higher education space which is currently around 26%. This is much lesser than other countries such as China, Brazil and North American nations. The Indian government needs to introduce stronger policies for educational infrastructure development.

### **Role of Internal Quality Assurance Cell (IQAC) :**

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives” is the vision with which NAAC initiated the process of Assessment and Accreditation of the institutions of higher education. NAAC made recommendation to every accredited institution to establish Internal Quality Assurance Cell (IQAC) to “set up, organize and continuously develop process of internalization of quality by building capabilities and using them fully for educating students and for developing a system of education. The Internal Quality Assurance Cell (IQAC) in any institution is a significant administrative body that is accountable for all quality matters. It is the major responsibility of IQAC to initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution or college. The role of IQAC in maintaining quality standards in teaching, learning and evaluation becomes crucial for the overall development of the institution. Without IQAC, it becomes extremely difficult to manage the quality system of teaching, learning and evaluation in the institution. The main significant roles of IQAC in an institution are:

1. The IQAC is a significant administrative body in any educational institution.
2. It contributes to maintaining quality standards in teaching, learning and evaluation.
3. It promotes co-curricular and extra-curricular activities in the institution.
4. It is a capable body to administer various academic/educational activities.
5. The IQAC tries to include everyone in its activities.
6. The IQAC harmonizes among the stakeholders of the institution.

The IQAC harmonizes among the stakeholders of the institution. In every institution, IQAC plays a vital role for developing an overall development and become instrumental in suggesting a number of quality improvement measures in the college. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed. Admission to various programmes, summer, winter and mid-term vacations, examination schedule and declaration of results are notified in the Academic Calendar.

The IQAC assures the stakeholders i.e, Students, Parents, Teachers, Staff, Management, Funding Agencies and Society in general of the accountability and transparency in the quality management system of the institution and its concern for ensuring quality of education being imparted. The IQAC makes a significant and meaningful contribution in the NAAC Accreditation of institutions. At the end of every academic year, IQAC collects feedback on both curricula and the teachers from all the students, it is then analyzed and finding reports are communicated to the faculties. Since quality enhancement is a continuous process, the IQAC is become a part of an institution's system and work towards realizing the goals of quality enhancement and sustenance.

### **Conclusion:**

Although the scenario at present in rural areas, in particular, is not much promising, we still can hope for the better change. We need some good teachers as IQAC coordinators and members of IQACs to work as harbingers of the expected change. Promoting quality culture in the institution is not an individual's job; it is the outcome of a devoted teamwork. We should look at NAAC as a source of encouragement for quality enhancement in our institutions. It provides us an opportunity to evaluate our own position in the sphere of quality and go ahead. IQAC works as the internal agent of this quality process at institutional level. It can create healthy academic environment in the higher education institution by systematic planning, strict execution, and proper documentation.

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## Bring Higher Order Thinking Skills in Higher Education

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### Abstract:

Higher order thinking skills (HOTS) are those skills, which are beyond our expectation. HOTS is a concept of education reform based on learning taxonomies (such as Bloom's taxonomy). Bloom's taxonomy suggests us to bring higher order thinking skills. When we consider present way of teaching, it is not enough to bring HOTS. If we need creativity and innovative to build our nation means we have to bring HOTS based teaching. Learning is the only one way by which we can make this generation very effective and make them creative. Being in the profession of teaching we have to adopt HOTS based teaching. In higher education level we must implement and apply skills based teaching activities. Our teaching methods should improve the skills of each and every student.

**Keywords:** NEP, higher education, skill, students, development.

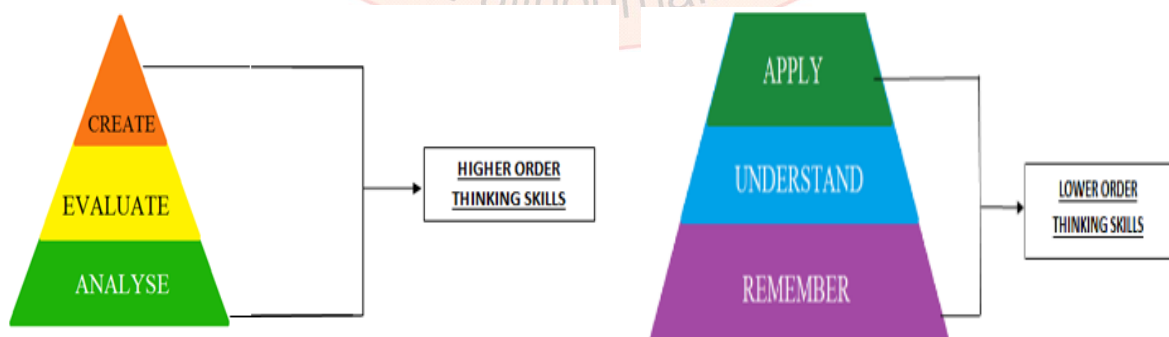
### Introduction:

In the universe of education for the first time skills based teaching is propounded by BLOOM'S TAXONOMY. Many educational taxonomies are there but Bloom's Taxonomy is very effective. It starts from framing syllabus and ends with program outcomes. Which suggest us learners' skills oriented teaching and educational objectives. Bloom's Taxonomy is prepared by Benjamin Bloom. In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: Taxonomy of Educational Objectives. It is well known as Bloom's Taxonomy.

### In Detail View:

The publication of Taxonomy of Educational Objectives followed a series of conferences from 1949 to 1953 which were designed to improve communication between educators on the design of curricula and examinations. In 2001 Bloom's Taxonomy is revised by Anderson and Krathwohl as follows-

### Revised version of Bloom's taxonomy-



1. Remembering: Memorization of information where the student will read the particular topic or information and keeps in mind. By referring text book and class notes, they can write exactly. For example, remembering equations and definitions, etc.

2. Understanding: After remembering student will understand the things in their own words. They will explain or write in their own terms. By explaining things to different people in their words they need to understand and then they will describe it. For example, describe the topic to others in your own words.
3. Applying: When students will understand then they will apply the information in real situations. Application of information is the stage where student will try to solve the problems which actually faced by them. For example, applying of equations during solving the problems and questions.
4. Analyzing: Here knowing any concept is not enough, you should study each and every element of the concept. This means studying the whole concept in detail, to find different type of solutions can be taken. For example, if you have studied any equation you should analyze and study all elements of that equation and draw conclusion
5. Evaluating: In this stage you have to compare the actual concept with your understanding. What you people will find? Your way of understanding the concept is different are not, how different your findings are. This is evaluation. For example, examine the equation and give your own opinions.
6. Creating: Finally you can come up with your own findings, theories, ideas, equations and definitions. Here you can create your own concept and philosophy. For example, create or invent a new equation to solve the problems.

BLOOM'S TAXONOMY is classified in 2 phases by modern educators, i.e. Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS).

**Lower Order Thinking Skills :** This phase include remembering, understanding and applying. These are the basic skills which are required for learners. These skills are instructed in schools, by reading, recalling and writing, by these activities learners will inculcate lower order thinking skills from their school level teaching.

This stage or phase is very important to the learners. The person, who will have these skills, only those people can easily attain higher order thinking skills. Without lower order thinking skills, a learner will not reach higher order thinking skills easily.

**Higher Order Thinking Skills :** It includes analyzing, evaluating and creating. This level of teaching is starts in higher education. Higher order thinking skills consists complex thinking that helps to the success of learner. In this stage learner will solve the problems by comparing with real world situation.

The main aim of the higher order thinking skills were preparing students to face future challenges in the world. HOTS can be more challenging then different type of things, but it is more rewarding when compared with other type of thinking skills.

These skills will help to learners, in analyzing and evaluating the information. It will help them to create opinion with their own conclusions and answering skills for difficult questions.

**Significance Of Higher Order Thinking Skills:** Upgrading learners from school level learning skills to the higher education skills is very important and it is very useful for learner. However, if the students work more on these skills are able to verify everything critically. NEP (New Education Policy-2020) suggests every higher educational institution should focus on higher order thinking skills.

Teachers should follow innovative methods of teaching, which creates higher order thinking skills of students. When students try to make research and evaluate the subject then they are able to understand easily. They may understand the topic more effectively.

### **Application Of Higher Order Thinking Skills In Teaching:**

1. **Understand The Learners Ability:** First of all teacher should know about knowledge of students they already have and what they do not learnt yet. If you found new students to you then form a activity to improve their knowledge and skills. This will help teacher to make plan from learners' point of view.
2. **SELECT ACTIVITY WISELY:** While you are preparing for class select activities from learners point of view, consider their knowledge and ability. The activity which you have planned that should be subject related and what learner already understood. Try to apply the subject in reality.

- GIVE TIME TO REFLECTION:** You should reserve time at the end of the class for students' response. This will increase the benefits of activities. In this time you can make assessment of students. It will help you to plan for next class activity.
- FORMULATE LEARNING OBJECTIVES:** When you clearly define objectives of learning, it will help you to apply higher order thinking skills in subject. Think about what you want them to understand and use associative techniques, to help them to create relation between what they know earlier and what they have understand from this activity or information.
- INSTRUCT THE STUDENTS TO EVALUATE THE INFORMATION:** After teaching and all activities tell to the students to analyze and evaluate the subject information which they have collected. Ask them what they have understood and what new information have found by evaluation.
- GUIDE STUDENTS TO FIND ELEMENT IN NEW PATTERN:** On the basis of knowledge, understanding and evaluations suggest students to find concept or element through new innovative ideas. This will generate new ideas and new ways of thinking.

Example: Our Topic is Mutual Funds.		
Levels	Stages	Questions should be used like this-
LOTS	Remember	What is Mutual Fund?
	Understanding	Describe Mutual Fund in your own words.
	Applying	Make short-term investment in Mutual Fund, and find out actual outcomes or returns.
HOTS	Analyzing	Analyze investment strategy, and compare with other fund managers.
	Evaluating	Examine the possibility of investment strategies and give your opinion.
	Creating	Find out new and your own strategy for investments in mutual funds.

### Higher Order Thinking Skills In NEP Syllabus :

If we observed the NEP-2020 syllabus of all boards and universities, these syllabus contains course out comes and program out comes. These things are supporting to Higher Order Thinking Skills. Very important aspect of syllabus is Skill Development Activity. It enables Higher Order Thinking Skills in students.

### Conclusion –

In today's generation Higher Order Thinking Skills are considered as career building Skills. All Startups, Unicorns and innovative technical products are results of Higher Order Thinking Skills. So every higher education Institution should focus on Higher Order thinking skills based teaching. Higher Order Thinking Skills will build future generations of the nation.

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## NEP 2020 and Innovative Technology in Teaching Learning Process

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### Abstract:

*The National Education Policy, 2020 is undoubtedly is revolutionary in every sense. It focuses on multiple aspects such as inclusive education, the need for early childhood care and revamping of the current curriculum, but the most fruitful innovation in the field of education is the integration of Information and Communication Technology (ICT) in education. The use of information and communication technologies in education can play a crucial role in providing new and innovative forms of support to teachers, students and the learning process more broadly. The educational institutions, administrators, and teachers should cope with the suddenly increasing demand for information and skills.*

**Keywords:** NEP, ICT information and skills

### Introduction:

Education is most powerful weapon through which we can change the world. Social, intellectual, moral, economic, and political developments are not possible without education. The level of education of youth plays a predominant role in strengthening the social, economic, and technological fabric of a nation. National Education Policy 2020 is paving the way for the significant changes in the countries school and higher education sectors. Access, equity, quality, Affordability, and Accountability are the fundamental pillars of NEP 2020. Furthermore the policy places a great emphasis on the development of cognitive, cultural, moral and affective abilities and inclinations. To create a new frame work that is compatible with 21 century academia's aspiration goals while drawing on India's heritage and value systems the policy states of teaching young people about India and its different religions, cultures and technological challenges.

The Information and Communication technology represents one of the current applications of technology in teaching, learning process. In the present situation ICT has become an important integral part of the curriculum. By using ICT such as computer laptop, digital camera, video, Internet websites, CD ROMs, DVDs, application of software such as word processing, spread sheets, Email, digital libraries, computer mediating conferencing, video conferencing, projectors etc. we can overcome all barriers and instruction. ICT can be used as a tool for training and support of teachers and moreover an educational institution has to take up this challenge to train new generation of teachers capable of employing a variety of technology and tools in all phases of academic, administrative, research and extension activities.

To improve learner attainment we need to have innovative methods in teaching and learning process. ICT offers greater opportunities to access learning, redress inequalities, and enhance the quality of teaching and learning. ICT enriches teaching by enhancing the initial preparation by providing good teaching and training materials, simulators, recording and feedback mechanisms.

### Objectives:

- To understand the concept and nature of NEP 2020.
- To study the importance of NEP and the role of technology in higher education.
- To analyse that NEP 2020 is an interplay of education and Technology.



### Significance:

While the policy is a novel and progressive document, acknowledging the invaluable role of technology in facilitating learning and teaching it is essential to develop a coherent plan of action for fostering technological proficiencies to aid successful teaching learning process. Faculty can enhance learning an improve students outcome by personalizing the experience to help students succeed, no matter what challenges they may face in their educational journey. We can definitely increase their success with flexible and robust learning tools.

### Technology Tools for Education:

Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. The multimedia technology can be used as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this real world scenario. Knowledge is no longer an end but a means to creating better problem solvers and encourage lifelong learning. Problem-based learning is becoming increasingly popular in educational institutions as a tool to address the inadequacies of traditional teaching. Since these traditional approaches do not encourage students to question what they have learnt or to associate with previously acquired knowledge, problem-based learning is seen as an innovative measure to encourage students to learn how to learn via real-life problems. Activities to accomplish the project's overall objectives.

Multimedia can be recorded and played, displayed, interacted with or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; for example, by including audio it has a broader scope. In the early years of multimedia the term "rich media" was synonymous with interactive multimedia, and "hypermedia" was a application of multimedia.

### Usage Mobile Technology in the Classroom:

Technology is powerful and it can be used in several great ways to make teaching and learning powerful. What can be done and what cannot be done is limited, basically by the creativity of the user. So, the more creative and innovative we get, the more results we'll see with using technology in class. A few effective tools to support students and teachers are enumerated below.

- **USE OF AUDIO RECORDING FEATURE** -Students often require personal and quality feedback on the work they turn in. Lecturers can make use of the audio recording feature built into most smartphones to provide these personal and yet quality feedback to all students. Research has proven that students not just liked feedback given this way, but even preferred it.
- **LIVE POLLING TOOLS**- Live digital polling/quizzing tools can be used both as welcome and exit tickets in the classroom for formative assessment. Lecturers can use these tools (many of which are free) to determine what students already know and what should be concentrated upon. This can also provide insight into individual student strength and weakness and help give personalized instruction when needed.
- **CREATING OF VIDEOS** - Rather than have students write a 2000 word essay after researching on a topic, where several of them would simply copy and paste paragraphs without necessarily understanding the content, lecturers could ask students to research and create a 5 minutes or less video or audio recording of what they had researched about.

- **CHAT AND ONLINE DISCUSSION FORUMS** -Lecturers can exploit the group chat features of mobile devices to create an online discussion forum to encourage class participation on content topics, even outside the classroom. Students can chat and discuss (with or without the lecturer) while at home or over the weekend on a subject in class to increase understanding of concepts.
- **USE OF QR CODES** -Quick response (QR) codes are another great way to use mobile technology in the classroom. Links to further resources, complex diagrams and images, solutions to tasks could be coded and made available to students. There are several more ways by which both students and lecturers can creatively use mobile technology in the classroom. Again, technology is powerful and its benefits go beyond just making our work efficient. It can increase productivity and help us achieve greater results in our work, thereby making us effective. Mobile devices as teaching tools are becoming a more and more common part of the American education experience in classrooms, from preschool through graduate school. 73% of the teachers reported using mobile technology in their classrooms, either through their own instruction or by allowing students to use it to complete assignments. 47% of teachers strongly agreed, and an additional 44% somewhat agreed, that students need digital literacy courses to be successful academically and beyond.

### **Benefits of Technology in Education:**

- Access to variety of learning resources -In the era of technology. IT aids plenty of resources to enhance the teaching skills and learning ability.
- Immediacy to information- IT has provided immediacy to education. Now in the year of computers and web networks the pace of imparting knowledge is very fast and one can be educated anywhere at any time. Any time learning- Now in the year of computers and web networks the pace of imparting knowledge is very fast and one can be educated .One can study whenever he wills irrespective of whether it is day or night and irrespective of being in India or in US because of the boom in IT.
- Multimedia approach to education - Audio-Visual Education, planning, preparation, and use of devices and materials that involve sight, sound, or both, for educational purposes. Among the devices used are still and motion pictures, filmstrips, television, transparencies, audiotapes, records, teaching machines, computers, and videodiscs. The growth of audio-visual education has reflected developments in both technology and learning theory.
- Authentic and up to date information - The information and data which are available on the net is purely correct and up to date. Internet, a collection of computer networks that operate to common standards and enable the computers and the programs they run to communicate directly provides true and correct information.
- Online library - Internets support thousands of different kinds of operational and experimental services one of which is online library. We can get plenty of data on this online library.

### **Challenges in The Use of Technology:**

Despite early implementation of technologies in Education system, India still faces teething problem for the new technologies in education. Some of them are:

- Not enough or limited access to computer hardware & computer software in education institutes.
- Lack of time in school schedule for projects involving use of technologies
- Lack of adequate technical support for education institutes.
- Not enough teacher training opportunities are there.
- Lack of knowledge about ways to integrate technologies to enhance curriculum. Education technologies integration is not a priority.
- Students and Teachers do not have access to the necessary technology at home.

There is also a negative facets of new technologies used in education. Many ethical questions and issues arise with this use of the latest technologies in education.

- The Copy and paste syndrome -Schools and universities have more and more problems with students who prepare essays/ project/ presentation by using material from websites or blogs. Often, students just copy pieces of information that look relevant and paste them together, without sometimes even understanding them, let alone citing them.
- Distortion of reality- When students are looking for some information on the website, they usually employ a search engine. This will give them a ranked list of often incredibly many search results. There is the real danger that their view of reality is distorted by the website, by the fact that someone with enough money can influence what is written or ranked.
- Too much trust in the information found - When searching for some information on the website students tend to accept what they have found as true information, often without looking at other sources and hence having no justification to accept the information at face value.
- Loss of privacy and profiling -When students use services offered over the websites it is clear to us that they are making often information about us known to the service providers.

### Conclusion:

We cannot deny the fact the develop world we see today can never be possible without the evaluation of technology. Even the inter-nation society for technology in education promotes the important roles of technology in education. Only through a technology based education system the students have innovative learning solutions. Multimedia learning and ICT technology teaching aids spur the creativity and interest in students to learn complicated concepts in a innovative way. It also helps the teachers to magnify learning opportunities for students and make them more independent. It is crystal clear that NEP 2020 is an interplay of education and technology.

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## Impact of Digital Resources on Effective Teaching and Learning Process

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### Abstract :

Digital resources are vital for the development of effective teaching and learning process in the present scenario. It helps the teacher to develop and integrate digital competence and engage students in learning activities and support students' learning goals. There are many digital resources available that enhances varied teaching and learning experiences. This article highlights the concept of digital resources for offline and online classes. Briefs about few digital resources such as Online teaching and learning, Interactive multimedia resources, Digital concept mapping and Power point Presentations along with its positive influence on teaching and learning process.

**KEY WORDS :** Digital resources, Digital Education, Digital Classroom, Synchronous, Asynchronous, Interactive Multimedia resources, H5P, Digital Concept maps, Edraw map, Presentations, Prezi

### Introduction :

Digital Education is an evolving area which is primarily concerned with the teaching learning-process using digital medium. Various activities that have evolved in digital education areas includes sharing of text resources and students submitting assignments online to availability of various types of content such as audio, video, and multimedia resources. The introduction of new technology-assisted learning tools such as mobile devices, smartboards, MOOCs, tablets, laptops, simulations, and virtual laboratories have altered education in schools and institutions.

With the rapid development of electronic publishing, teaching learning process not only acquire reading materials such as print books and magazines, but also organize access to various learning resources in electronic form. Web resources and the use of the web as a tool are changing the way users live and learn. During the initial phase, the World Wide Web was mainly used for push applications to provide information and resources for users, the development of Web 2.0 and the spread of open source and the concept of sharing centered on user-generated content and shared applications. This led to the rapid development and diffusion of electronic resources. Digital resources are occupying an important part of world literature. They refer to information sources in electronic form.

**Meaning of Digital Resources :** Group of conceived materials and created digitally or by converting analogue materials to a digital format is known as Digital resources. A digital resource is defined as a resource that requires access to the computer or any electronic product that provides a collection of data, be it text referring to full-text databases, electronic journals, image collections, other multimedia, and media-based products. numerical, graphic, or temporal values, such as a commercially available title that was published for the purpose of commercialization.

**Digital Technologies in Education :** The globalization of education has already necessitated the application of digital technologies. Online platforms were available for conducting classes, sharing resources, doing the assessment, and managing the day-to-day activities of academic institutions. However, the use of these platforms was proactive. The COVID-19 Pandemic has ensured institutes are open to adopt the online teaching mode to nurture the education system. Educational resources and digital tools help to improve the classroom atmosphere and make the teaching-learning process more compelling. Technology makes the instruction more inspiring and meaningful.

## Digital Classroom :

Digital classrooms are defined by using electronic devices or platforms such as social media, multimedia, and mobile phones to teach students. With digital technology in education, today's educational landscape has altered for the better or improvements. The internet has evolved over the last decades with the new set of communication channels intended for the limitless transmission and access to educational information. Several applications and websites are used in digital classrooms to aid in improving the learning experience of Students. Teachers can use feedback loops to provide feedback depending on many factors such as student, lesson, group, etc. PPTs, video presentations, e-learning methods, online training, and other digital approaches are increasingly used in the teaching-learning process.

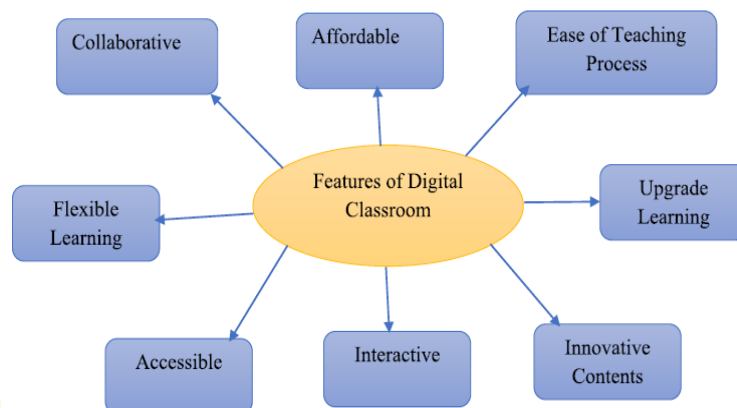


Fig: Features of Digital Classroom

## Types of Digital Resources in Teaching learning Process

**1. Online Teaching and Learning :** Basis the need of feasibility, there are two kinds of online learning and teaching methods practiced in schools:

- **SYNCHRONOUS:** This is real-time teaching and learning that can happen collaboratively and at the same time with a group of online learners or even individually, and usually a teacher, or some method of instant feedback; examples of synchronous learning are online teaching through video conference (two-way video, one-way video, two-way audio), audio conference (two-way audio) using satellite or telecommunication facilities.
- **ASYNCHRONOUS:** Anytime, anywhere learning and not necessarily real time, that includes emails, SMS, images, videos surfing e-content on DIKSHA, listening to radio, podcasts, watching educational TV channels, etc.

**2. Interactive Multimedia Resources :** Interactive multimedia also includes "hybrid technology" and it combines the storage and retrieval computer database technology with advanced tools for viewing and manipulating these materials. Multimedia has a lot of different connotations, and definitions vary depending on the context. For the purposes of this Guide, in the context of upper secondary and postsecondary education, interactive multimedia is defined by three criteria:

- I. Interactive Multimedia is any package of materials that includes some combination of texts, graphics, still images, animation, video, and audio;
- II. These materials are packaged, integrated, and linked together in some way that offers users the ability to browse, navigate and analyze these materials through various searching and indexing features that enhance the capacity to annotate or customize these study materials;

- III. Interactive multimedia is always "reader-centered." In interactive multimedia, the reader controls the experience of reading the material by being able to select among multiple choices, choosing unique paths and sequences through the materials. Navigational capability is a vital feature of interactive multimedia and easy access to materials in through meaningful methods for students.

The teacher must think about the subject area they teach. Using any search engine, identify and list interactive multimedia tools, including digital games, that could be used in delivering a specific lesson (or lessons). They should identify a few such tools. Prioritize these tools in terms of usefulness for your specific needs.

One such example is use of **h5P free and open-source content collaboration framework** based on JavaScript. H5P is an abbreviation for HTML5 Package, and aims to make it easy for everyone to create, share and reuse interactive HTML5 content. Interactive videos, interactive presentations, quizzes, interactive timelines and more have been developed and shared using H5P on H5P.org.

### 3. Digital Concept Maps :

Concept mapping is a technique for visualizing the relationships among different concepts. The process of arranging major concepts using text or lecture and convert it them into visual arrangement that usually includes concepts, enclosed in circles or boxes, while the relationships between concepts are indicated via a connecting line. Linking words on the line specify the relationship between concepts. They can take the form of charts, graphic organizers, tables, flow charts, T-charts. Concept maps are two-dimensional, hierarchical diagram that show the structure of knowledge.

Ability to provide facilities for representing and accessing different kinds of knowledge: conceptual knowledge, content knowledge, including information resource knowledge can be achieved using Advanced computer-based concept mapping tools. Content knowledge and information resources may be directly accessed from a concept node by just clicking on an icon associated with the node or on a hyperlink connecting the abstract concept with the related resource.

#### Example Of Digital Mapping Tool: Edraw Max



Edraw Max is a 2D business technical diagramming software that helps in creating flowcharts, organizational charts, mind map, network diagrams, floor plans, workflow diagrams, educational charts, and engineering diagrams. This is a paperless and effortless method to advance education, saving both time and money by the computer-based flowchart software.

**Presentations :** A presentation delivers content through oral, audio and visual channels allowing teacher-learner interaction and making the learning process more attractive. Through presentations, teachers can clearly introduce difficult concepts by illustrating the key principles and by engaging the audience in active discussions. When presentations are designed by learners, their knowledge sharing competences, their communication skills and their confidence are developed.

A teacher must utilize presentation software to keep the students engaged, and capable to use it both online and in the classroom. Presentation software helps users organize information in a slideshow format and present that slideshow to an audience. It comes with tools and templates to add information in the form of text, images, audio, video, and graphs. Presentation software brings the examples to life for educators. There is many different presentation software available for teachers in order to make their class effective. For example:



#### Prezi Software

The presentation software that uses motion, zoom, and spatial relationships to bring your ideas to life and make you a great presenter.

- Lessons that keep students engaged: Dynamic, moving presentations that encourage learning by keeping students focused in any setting.
- Online presentations and videos that make a personal connection: Easily create videos and presentations that guide and engage students. Can be shared using LMS, Zoom, or Microsoft Teams. Present live or record to share anywhere.
- Visually rich content that brings your subject to life: Create inspiring, professional-looking content that makes your lessons stick. Designer templates and library of images make it easy while Teachers may use this tool in a traditional classroom setting to lay out key ideas, or they can design full lessons to be viewed at home (if using a flipped classroom model).

### Impact of Digital Resources on Teaching and Learning Process

Digital tools and platforms are ever becoming integral part of both personal and professional lives. Digital learning enhances access to education and knowledge while students are empowered with a mindset and capabilities that sets them up for success in their present and future.

- The Teaching learning process becomes more time efficient
- Teachers can better personalize learning to the needs of individual students
- Digital teaching & learning establishes a mindset that allows us to continue adapting to new technologies well into the future
- Effective learning can take place even when working remotely.
- It helps students to understand and enjoy the lesson which the teacher teaches them.
- Additionally, teaching-learning resources help the teacher to test whether the students have improved their understanding of the subject.

### Conclusion:

Digital resources are useful for all users of society. Teachers and students can find countless digital education resources online that fit any subject or grade level. Several free resources are available to use, while schools may decide to purchase essential resources like digital textbooks. There are several types of digital learning resources that teachers can add to lesson plans. Online learning can provide review or enrichment and give students the chance to work on their own learning goals. Interactive multimedia resources can deepen learning. Digital concept mapping has the potential to foster spatial learning strategies by visualizing the knowledge and support processes of individual knowledge management and PowerPoint presentations using may software like Prezi is an effective and powerful, easy-to-use presentation graphics software program that allows to create professional-looking electronic slideshows. It has been established that the impact of digital resources on the effective teaching and learning process increases the efficiency of the course, forms and develops teachers creative and cognitive activity and also students' subject skills increase their motivation, improves their computer literacy, and promotes the development of educational independence.

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## The Flipped Classroom: For Active, Effective and Increased Learning – Especially for Low Achievers

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### Abstract :

Higher education has been pressured to shift towards more flexible, effective, active, and student-centered teaching strategies that mitigate the limitations of traditional transmittal models of education. Lately, the flipped classroom model has been suggested to support this transition. However, research on the use of flipped classroom in higher education is in its infancy and little is known about student's perceptions of learning through flipped classroom. This study examined students' perceptions of flipped classroom education in a last year university course in research methods. A questionnaire was administered measuring students' (n = 240) perceptions of flipped classroom in general, video as a learning tool, and Moodle (Learning Management System) as a supporting tool within the frame of a flipped classroom model.

**Key Words :** Digital resources, Digital Education, Digital Classroom, Synchronous,

### Introduction :

Teaching at the university level has been performed in a relatively similar manner during a long historical time and across cultures. As a central pillar, we find the traditional lecture with the professor, or the "sage on the stage" as put by King (1993), transmitting knowledge to receiving students. Nevertheless, over the past 30 years, university education and traditional lectures in particular have been strongly criticized. The main criticism has cast light on the following: students are passive in traditional lectures due to the lack of mechanisms that ensure intellectual engagement with the material, student's attention wanes quickly, It is against such a background, and to high extent because of advancements in educational technology, increasing pressures on higher education have been witnessed that have spawned a push to flexible blended student-centered learning strategies that mitigate the limitations of the transmittal model of education (Betihavas, Bridgman, Kornhaber, & Cross, 2015). Accompanied with the shift to provide student-centered learning we have seen a surge of researchers and educators advocating flipped classroom curricula in higher education. The advocacy of the flipped classroom model is justifiable.

**Research Purpose :** The purpose of this study was to examine how students perceive flipped classroom education in a university research methods course. Three particular aspects were considered, namely, (a) the student's general experiences and attitudes of learning through flipped classroom, (b) the student's experiences of using video lectures as a medium for learning, and (c) the student's experiences of using a Learning Management System (LMS) in the frame of the flipped classroom model. Further, this study has also considered differences in experiences and attitudes of low and high achieving students.

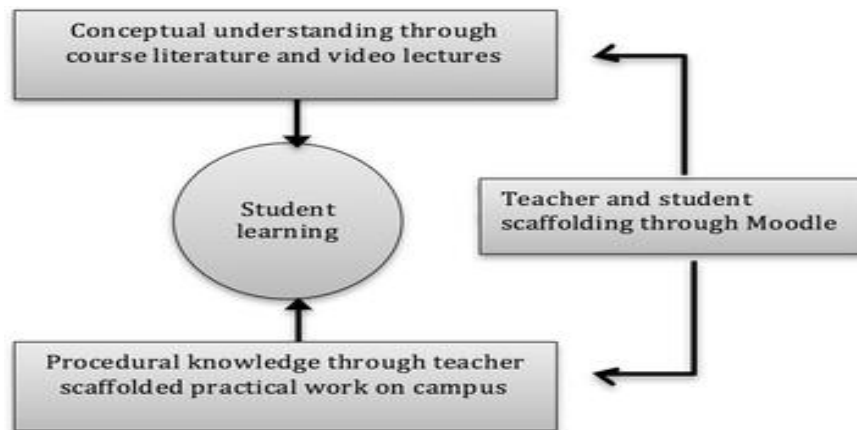
**Method :** This study is based on a quantitative analysis of a closed questionnaire addressing undergraduate students' perceptions and experience of learning through flipped classroom in a course preparing students for the bachelor thesis with respect to scientific methodology and communication. The course was implemented during autumn 2015.

### Materials And Procedure

**Course Structure :** The course focused on in this study prepares students for the bachelor thesis with respect to scientific methodology and communication. The learning objectives are on the one hand to



facilitate students understanding of the fundamentals of research strategies, data-collection methods, and analysis methods, and on the other hand to familiarize students with application of qualitative and quantitative methods of analysis. Put differently, the course aimed at equipping students with conceptual knowledge (an understanding of scientific methods), and procedural knowledge (application of analysis methods and scientific writing). See Fig. 1 for the underlying pedagogical structure.



#### Pedagogical structure for students conceptual and procedural learning

The course was divided into three parts with three different examination tasks. The first part concerned gaining a theoretical understanding of the fundamentals of research strategies, data-collection methods, and analysis methods. The pedagogical structure for this part comprised of independent reading of course literature.

The second part was a practical qualitative analysis project that students conducted in groups of two. The task of this project was to use a qualitative analysis method to analyze qualitative interview data and communicate the results in a report following scientific standards of qualitative data presentation.

The third part of the course was similar to the second part, comprising of a project with a focus on using quantitative methods to analyze a questionnaire and communicate the results according to scientific standards of quantitative result presentation. The examination of the third part comprised of a written group report.

All video lectures made available to the students during the course were produced by teachers and researchers in a professional video studio at Stockholm University. The video lectures were specifically tailored for the course.

#### Survey Measures And Procedure :

A questionnaire was developed consisting of 4 sections with 58 items to measure students' perceptions of flipped classroom in general, video as a learning tool, and Moodle as a supporting system.

- Section 1 (General information) consisted of 12 demographic and background items
- Section 2 (Flipped Classroom Scale) consisted of 21 items measuring students' experiences and attitudes of learning through flipped classroom
- Section 3 (Video Scale) consisted of 16 items measuring students' experiences of using video lectures as a medium for learning.
- Section 4 (LMS scale) consisted of 9 items measuring students' perceptions of the utility of Moodle in supporting their learning processes within the frame of flipped classroom pedagogy. questionnaire at the end of the course. The questionnaire was developed and administered through a web tool.

### Tips To Build Those Flipped Learning Classrooms :

Flipped learning is creating active learning environments wherever it is being implemented. The new age of flipped learning is about teachers working in collaboration to learn newer strategies for improved learning. It's also about viewing flipped learning from a broader perspective, to see how it is helping us create a true learning ecosystem.

Which is why, in this article, we shall see the different flipped learning models you can implement as well as the tools you can use to create a flipped learning ecosystem.

### Types of Flipped Learning Classrooms :

As you might have figured out, there is more than one way of flipping a classroom. The idea is to customise delivery methods that suit the subject field and type of learner.

We can start by understanding some of the types of blended learning that inspire flipped learning. These act as underlying models and although they talk about offline learning, these concepts can be extended to online courses or e-learning.

### Blended Learning Models

#### Rotation Model

It is the most widely used format in blended learning. In fact, flipped learning can itself be treated as a subset of this category. The students are exposed to rotation of lectures for a subject between face-to-face classroom instruction and online instruction. The face-to-face interaction may include full class or small-group instruction, group projects or individual discussion.

**Flipped Classroom Models :** Flipped classrooms can be divided into the following subtypes depending on the variation in the distribution of study material, use of classroom time, or type of students - Standard Inverted Classroom

It's the classic flipped classroom. The learners are asked to go through the lecture videos and other study material that are prerequisites for the next class. Usually, all the aspects of a topic are converted into video lectures.

**Micro Flipped Classroom :** In this type of classroom, short video lectures are distributed as study material along with short assignments. The rest of the lecture and assignments are conducted during the classroom time.

**Discussion-Oriented Flipped Classroom :** Homework is assigned in the form of video lectures and external video resources. Discussions happen in the classroom time where topics are explored further. Having studied the basics, students can add value to discussion.

**Demonstration-Based Flipped Classroom :** Subjects like Maths, Chemistry, Physics, etc. require careful instructions to deliver content. For example, precision is key in a subject like geometry. In demonstration-based classrooms, screen recording tools are used to create instructional videos assigned as homework. Instead of doing this in the classroom, students can go back and forth in the video to understand concepts fully and come back to the classroom for doubt removal.

**Group-Based Flipped Classroom :** The group-based model focuses on group learning. After the students have studied the material provided, they work together on assignments during the classroom time. The students learn by explaining concepts to each other, which improves retention.

**Role-Reversal 2.0 (Flipping The Teacher) :** We know that flipped classrooms usually have students as the centre point of learning as opposed to having the educator as the focal point of information dissemination.

**Tools You Can Use To Create A Flipped Classroom :** The principal study material in flipped classrooms comprises of video lectures, slideshows, audio lectures, screencast content, and engaging animation. Here are a few tools you can use to create this content.

**Tools For Videos :** While some teachers prefer screencasting, others like to simply use a video camera (or a smartphone) to record instructional videos. A number of professional tools are present to edit videos and make them interactive. We list down some easy-to-use video creation/editing tools:

There are a number of open-source platforms out there that contain exceptional educational information which can be embedded in your course flow.

Video sharing websites like YouTube and Vimeo are commonly used to share content for online courses. Thousands of videos with useful content are waiting to be discovered. YouTube even has a separate education section that has videos categorised according to subjects and levels of education, like Primary and Secondary Level, University Level, and Lifelong Level.

Some Real-Life Examples Of Flipped Classrooms

Robert Talbert, Ph.D. in Mathematics from Vanderbilt University, has a popular Youtube Channel where he teaches MATLAB, Calculus, Linear Algebra, etc. He creates these videos through screencasting. His students are able to use these resources before coming to the classroom to understand better.

MEF University in Istanbul is the first university to adopt the flipped learning model university-wide. The university mentions the benefits of flipped learning on their website along with a book published on the same.

UK's University of Manchester's Schools of Social Sciences and Computer Science has also flipped their classrooms reporting an improvement in grades of the students.

Moving Forward With Flipped Learning

Flipped learning is adaptive, flexible, and effective. Creative planning, creation, and distribution of content is the key to creating a successful flipped classroom.

A flipped classroom revitalises the traditional educational method that is suffering from low effectiveness, over-burdened educators, Flipped learning shows straightforward improvement in grades, increased group interaction

## Conclusions :

The calls for reforming traditional higher education teaching, and for transforming the sage on the stage into the guide on the side in order to pave way for student-centered active learning strategies have probably never been as loud as now. In this context, flipped classroom has been proposed to answer these calls. Several studies have demonstrated that flipped classroom as a teaching method may promote student engagement and a more active approach to learning in higher education. The findings from this study confirm the results of these studies and highlights additional advantages associated with the flipped classroom model.

Sincere thanks go to all the participant students and their parents who agreed for their children to take part in this research project. Without their participation, completing this study would not be possible. Special appreciations go to the Cyprus Ministry of Education and Culture (MOEC) and the Cyprus Centre of Educational Research and Evaluation (CCERE) for granting ethical approval for this research, and hence access to schools and private archives of students.

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## Effective Teaching Methodology in Social Sciences

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### Abstract:

*Knowledge and development of humans are essential for the growth, path, and quality of education and learning. One can achieve quality education through several skills, both at national and international levels, educational policy debates seek innovations that may help educational systems adapt to a changing world, responding to growing demands from the labor market for new social and economic challenges and evolving norms and practices in the life of students and educators.*

*This present study aims at understanding the changing dynamics in teaching methodology in social science. A study was undertaken by collecting the opinions of 150 students' at the UG level. Their responses were tabulated and analyzed.*

*This study aims at understanding the opinion of students regarding teaching methodology in social science. The majority of students' opinions were towards a shift in teaching methods from the conventional method to adaptive learning methodologies.*

*Keywords: Social Science. Methodology, ICT, Innovative method*

### Introduction:

Social Science is a major category of academic disciplines, concerned with society and relationships among individuals within a society. Social Science gives knowledge about the world, nation, and society around us through the help of other disciplines, economics, political science, history, law, applied statistics, geography, etc can be considered social sciences

Teaching methods refer to the general principles, pedagogy, and management strategies used for classroom instruction. It comprises the principles and methods used for instruction. Some methods of teaching social studies include stimulation, laboratory, inquiry, project, field trips, group discussion, lectures, home assignments, etc. But nowadays how these methods do are helpful to the students?

The lecture method is economical and saves time. It stimulates and motivates students. Helps to clarify and explain ideas and personal contact with the student. But it is a teacher-centered method, it is monotonous and tiring and sometimes it becomes a boring method. Now the teaching-learning system has shifted its focus from monotonous exhausting traditional methods and boards to digital teaching mechanisms. This study aims at understanding whether the traditional teaching methods match today's learner's demands.

### Review of Literature:

- **DR. J. D. SINGH(2008)** : Discussed higher education in India issues challenges and suggestion issues and challenges of present higher education systems in India and suggestions for improving the quality of higher education
- **SAHIL SHARMA & PURNENDU SHARMA (2015)** : Discussed the challenges of the higher education system in India and the initiative taken by the Govt in the area of human resources development and suggestion for improving the system of higher education and regulatory bodies and research councils.
- **SANATKAUL (2006)** : Discussed working paper on the higher education impact of the internet

and globalization e-education world trade organization higher education, and academic community on globalization, the structure of higher education advantages and mainstreaming India's demand side and supply side, and private initiative in higher education in India.

- **S. THANUSKODI AND S. RAVI (2011)** : Says about the increase in internet usage for education and research. With the use of the internet dissemination of information is easy and knowledge is passed from one individual to infinite individuals. In their view, the majority of the users are learning the required technical skills for the usage of digital resources through self-study. They studied this paper about the use and awareness of digital resources to fulfill teaching and research purpose. They opined that awareness, technical training, infrastructure; the speed of internet facility is required for the success of digital resources usage.

**Objectives:**

- To study whether the lecture method match today's learners
- To study and adopt technology-based learning.
- To study new innovative methods.

**Materials and Methods:**

The data was collected from the respondents according to the convenience of the researcher. For the present study students of B.A/B.Com were selected. Out of 742 students, 150 students were selected as respondents (Students) based on a simple random sampling technique. A questionnaire consisting of 11 questions was given to students collecting their responses about the teaching-learning methods. Five options were given to them based on Linkert scale indicators from 1 to 5. After the questionnaires were selected and analyzed the using Excel program

**Analysis:**

Social science encompass diverse concern of society and include a wide range of content, drawn from the disciplines of history, geography, political science, economics, sociology, applied statistics, etc. The selection and organization of material into a meaningful social science curriculum, enabling students to develop a critical understanding of society, is therefore a challenging task. It requires both theoretical as well as practical learning techniques. The present NEP system helps the students to understand social science concerning theoretical as well as practical.

In this analysis process 150 students participated and have given their opinion on three aspects. i.e teaching methods, opinions about faculty members, and innovative methods.

Table 1: **Opinion of respondents about Teaching Methods:**

Teaching Methods	Strongly Agree	Just Agree	Strongly Disagree	Disagree	Neutral
<b>Teacher-Centered Instruction</b>	40 (26.6)	82 (54.6)	0	18 (12)	10 (6.6)
<b>ICT Methods</b>	50 (33.3)	73 (48.6)	0	20 (13.3)	7 (4.6)
<b>Seminars</b>	80 (53.3)	30 (20)	0	30 (20)	10 (6.6)
<b>Group Discussion</b>	60 (40)	40 (26.6)	20 (13.3)	22 (14.6)	8 (5.3)
<b>Project Based Learning</b>	75 (50)	30 (20)	10 (6.6)	20 (13.3)	15 (10)

In the above analysis, it was found that nearly 81.2% of respondents preferred the teacher-centered instruction method, 81.9% of respondents felt that the ICT method is more effective, 73.3% of respondents liked seminars, 66.6% of respondents were interested in group discussion, followed by 70% project-based learning method.

Table 2: **Opinions about Faculty Members**

Opinion of faculty members	Strongly Agree	Just Agree	Strongly Disagree	Disagree	Neutral
Faculty Teaching Methodology is effective	70 (46.6)	42 (28)	14 (9.3)	2 (1.3)	22 (14.6)
The faculty is friendly	66 (44)	54 (36)	20 (13.3)	10 (6.6)	0
Faculty has good communication skills	55 (36.6)	65 (43.3)	0	12 (8)	18 (12)

From the above table, it was found that opinions about the teachers the respondents, 74.6% of teachers used effective teaching methods, 80% of the respondents expressed that teachers were friendly to clear their doubts, and 10% disagreed with it. Regarding the communication skills of the teachers, 79.9% of respondents felt that teachers are good effective communicators, and 20% felt the other way.

Table 3: New Effective & Innovative Methods

Innovative Methods	Strongly Agree	Just Agree	Strongly Disagree	Disagree	Neutral
Audio-Visual Teaching	40 (26.6)	60 (40)	0	44 (29.3)	6 (4)
Project Based Learning	70 (46.6)	35 (23.3)	0	30 (20)	15 (10)
Use of virtual Class	15 (10)	60 (40)	47 (31.3)	28 (18.6)	0

From the above table, it was found that most of the students expressed their interest to update themselves with the latest innovative method. Respondents believe that among the three options given to them the most preferred method of teaching seems to be Audio-Visual Teaching 66.6% followed by Project-based learning 69.9% & the latest preferred method is virtual class 50%.

### Conclusion:

Social science is a difficult task for a teacher as it has broader and more diverse applications usual classroom setup is not sufficient to create a learning environment. So it requires both theoretical as well as practical learning techniques. This case study reflects that most of the students still prefer the old method of teaching but are also inclined to learn through the ICT method. Thus it becomes long-sighted for the teachers to rearrange their pedagogical skills to the present set of students. Thus above study conclude that opinion of the majority of the students towards a shift in teaching methods from the conventional mode to adaptive learning methodologies.

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## National Education Policy 2020 in Comparison to the Current Indian Education System

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### Abstract:

*National Education Policy 2020 is the first education policy of the twenty-first century in India. Education is the key to ensuring universal access to high-quality education. If implemented with the same zeal, the new structure has the potential to propel India to the forefront of the global stage, allowing our children and youth to realize their full potential and contribute to national development. NEP 2020 is an excellent initiative that addresses numerous problems that have bedevilled the educational sector throughout the years. From teacher education to pedagogy to digitization to equity and accessibility, NEP 2020 ensures that no stone is left unturned. In the long run, the policy will benefit the nation's overall development. Students will gain new skills and become future-ready with the implementation of this policy.*

**Key Words:** NEP, education, digitization, structure

### Introduction:

The secret to India's continuous rise and leadership on the international stage in terms of economic growth, social fairness and equality, scientific advancement, national integration, and cultural preservation is ensuring that everyone has access to high-quality education. India will have the youngest people in the world over the next ten years, and the future of our nation will depend on our capacity to offer them chances for high-quality education. This National Education Policy 2020 is the first education policy of the twenty-first century, and it aims to address our country's many growing developmental imperatives. This Policy proposes revising and overhauling all aspects of the education structure, including regulation and governance, in order to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building on India's traditions and value systems. The National Education Policy places a strong emphasis on the development of each individual's creative potential. It is based on the principle that education must develop not only cognitive capacities (literacy and numeracy) but also social, ethical, and emotional capacities and dispositions.

Education is an excellent leveller and the most effective means of achieving economic and social mobility, inclusion, and equality. Initiatives must be put in place to ensure that, despite inherent obstacles, all students from such groups are given a variety of targeted opportunities to enter and excel in the educational system. This paper aims to identify the positives and the improved changes that the NEP 2020 will bring in India education system

### Objectives

- To examine the current state of India's higher education system.
- To identify the key takeaways from National Education Policy 2020.
- To identify the difference between National Education Policy 2020 and the current system.

The current Indian education system emphasizes developing qualities such as confidence, good practices, sympathy, and imagination. It is a perfect synthesis of culture, history, and human values. India is a democratic country governed by constitutional principles. Article 21A establishes free and compulsory education for all children aged six to fourteen years as a Fundamental Right, subject to the State's legal discretion. The right to education Act of 2009 was enacted by the parliament to ensure compliance with the aforementioned article. This act guarantees free and compulsory education to all children aged 3 to 18. India has always placed a high priority on education.



**School System in India:** After preschool, the school system in India runs from class nursery to class 12. A student must study all subjects, including English, Hindi, Math, Science, and Human Values, until they reach the tenth grade. After class 12, a student can pursue his or her interests in the arts, commerce, or science. Students must generally gain proficiency with a standard educational plan until the completion of secondary school. Students all over the country are required to learn three languages in particular, English, Hindi, and their first language (optional).

**Higher Education System in India:** The University Grant Commission governs higher education in India. From 2000-01 to 2010-11, the Indian higher education framework expanded rapidly, adding nearly 20,000 colleges and more than 8 million students. By 2020, India had over 1000 colleges and universities, 416 state colleges, 361 private colleges, and 159 Institutes of National Importance (AIIMS, IIMs, IITs, IISERs, IITs, and NITs).

Some of the undergraduate courses in India are as follows: - B. Tech, LL. B, B. Com, BBA, BA, B. Pharma, MBBS. Some of the Postgraduate courses in India are as follows: - M. Tech, LL.M, MA, MBA, MS, M. Com. A student can pursue any course after completing the prerequisites at any college or university in India.

India has an openly supported education and development sector, ranking third in the world after the United States and China. According to the preceding discussion, the current Indian education system is more theory-oriented than job-oriented. It is more concerned with theory and exams. Adult literacy in India stands at 69.3 percent. By 2030, India's higher education system is expected to have more than 20 universities ranked among the world's top 200.

#### **Fundamental Principles of NEP:**

- **Recognizing, Identifying, And Fostering The Unique Capabilities of Each Student:** Every student is unique. Regardless of their learning styles, interests, or competence. Teachers and parents must be educated in order to recognize and understand the unique abilities of their students. This will allow for more room for development and will instil more confidence in students.
- **Achieving Foundational Literacy and Numeracy:** The ability of a child to read simple texts and solve simple mathematical problems is known as foundational literacy and numeracy (FLN). One of the most crucial tenets of NEP is that students must be proficient in words and numbers by the time they reach third grade.
- **CREATIVITY AND CRITICAL THINKING:** NEP encourage rationality and creativity. The relationship between the principles can be better understood by paying close attention to them. Independent thinking and innovation will be sparked by nurturing the special talents of students, teachers, and parents.
- **EXTENSIVE USE OF TECHNOLOGY:** The potential for better teaching and learning has increased significantly with the quick development of technology. NEP 2020 encourages the use of technology because it can help break down barriers and improve management.
- **SYNERGY IN CURRICULUM ACROSS ALL LEVELS OF EDUCATION:** Assessment reforms with 360-degree Holistic Progress Card, tracking Student Progress for achieving Learning Outcomes. A coordinated effort to guarantee better, higher-quality instruction. The curriculum must be organized rhythmically, from early childhood education to higher education. Concepts must be properly introduced to the students, and they must be led with extreme care.
- **OUTSTANDING RESEARCH:** It is not easy to obtain a high-quality education. According to NEP 2020, thorough research is necessary to make sure that the standards are high.

- **TEACHERS AND FACULTY ARE AT THE HEART OF THE LEARNING PROCESS: From recruitment to professional development to working conditions, teachers' overall well-being will be prioritized.**
- **FULL EQUITY AND INCLUSION:** NEP 2020 emphasize setting up of Gender Inclusion Fund, Special Education Zones for disadvantaged regions and groups. **All educational institutions must prioritize equity and inclusion so that no student feels excluded. This policy asserts that bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programs, regardless of socioeconomic status or other markers.** Multiple Entry / Exit to be allowed with appropriate certification.

### Key Takeaways from NEP 2020:

- Highlighting the National Education Mission, which focuses on basic literacy and numeracy
- There will be no rigid separation of streams in the major reformations in pedagogical structure.
- Separation of vocational, academic, curricular, and extracurricular studies will be abolished.
- Instead of rote learning, board exams will assess acquired knowledge.

### Difference Between NEP 2020 and the Current System:

The NEP 2020 differs from its predecessors in numerous ways. Unlike its predecessor, the 2020 NEP is based on fundamental principles such as access, equity, quality, affordability, and accountability. Its amendments are intended to appear realistic and forward-thinking. The big changes in board exams, new curriculum structure, coding lessons, regulation, holistic multidisciplinary education, Early Childhood Care & Education with new Curricular and Pedagogical Structure, Multilingualism, Assessment Reforms, Online Education, and Digital Education are new from the existing policy. All of these initiatives outline the NEP's clear vision of leaving no social group behind and making the Indian education system a global destination.

### Conclusions:

The New National Policy on Education the National Education Policy promotes a participatory, holistic, and inclusive approach to education. The policy is the result of field experiences, factual research, stakeholder feedback, and lessons learned from best practices. Its forward movement represents a shift toward a more scientific approach to education. If implemented with the same zeal, the new structure has the potential to propel India to the forefront of the global stage, allowing our children and youth to realize their full potential and contribute to national development. It is an excellent initiative that addresses numerous problems that have bedevilled the educational sector throughout the years. From teacher education to pedagogy to digitization to equity and accessibility, NEP 2020 ensures that no stone is left unturned. In the long run, the policy will benefit the nation's overall development.

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## The Role of Creative Teaching and Learning in Higher Education in NEP – 2020

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### Abstract:

*Teaching creatively is seen by its agents as the search for doing things better, and if the communication process is successful, that attempt is perceived by the students as creative. This article demonstrates that creativity lies not in the teacher, nor in the student, but in the interaction between the two and to know, what is involved in the construction of the role of a teacher, and in the communication process with the students, rather than exploring creative ways to present the subject matter to the students.*

*The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid-19 pandemic. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the salient features of NEP and analyses “The Role of Creative Teaching and Learning in Higher Education in NEP – 2020”.*

**Keywords:** *Creative Teaching, National Education Policy (2020), self-efficacy, Higher Education, Interaction, communication, negativities etc.*

In the beginning, the teachers perceived creative teaching as “an ability to engage students in learning “, to solve problems in challenging teaching situations and introduce innovation or novelty into their teaching. The result showed that, apart from personal attributes (e.g., imagination), environmental factors (e.g., departmental structure and culture) play an important role in enabling creative teaching practices.

Personal attributes refer to self-efficacy (the confidence people hold about their capability to successfully carry out a particular course of action i.e., teaching), personality types (i.e., being imaginative or reflective) and work experience. Self-efficacy. Bandura (1997) defines self-efficacy as – “the belief a person has about their ability to succeed in specific situations. Self-efficacy can strongly influence the power a person has to face goals, tasks, or challenges. People with high self-efficacy believe they can perform well, and are more likely to view difficult tasks, problems, or challenges as things to be dealt with rather than avoided. Self-efficacy comes from four sources: enactive experience, vicarious experience, verbal persuasion, and interpretation of physiological state “. The frequent and successful completion of a specific task increases self-efficacy. The process of creative teaching is “typified by experimentation, trial and error, [sometimes] a reluctance to “let go” control of the teaching situation, exhaustion as seemingly ever-more effort is put into planning new activities and assessment tasks, and most of all by creativity”.

### The Main Aim of This New Education System:

This new NEP-2020 gives importance on the development of cognitive abilities to each of the students, like – problem solving and critical thinking. All students not only learn; but they also learn how to learn. The pedagogy must be holistic, discovery- based, flexible and learner-centered. The teachers are also playing a vital role in the education system. This policy helps the teachers to develop at all levels; so that the teachers can re-shape the future generations students.

### Definitions of Creativity and Creative Teaching:

Creativity as a concept is acknowledged to be elusive and complex defines creativity as “the ability to come up with new ideas that are surprising yet intelligible, and also valuable in some way” expands Boden’s definition of creativity to include the issue of raising questions and generate solutions to ill-defined problems in the following way: “the ability to offer new perspectives, generate novel and meaningful ideas, raise new questions, and generate solutions to ill-defined problems” .

In higher education settings, creative teaching is defined as an activity “evidenced through assessment and teaching practices that are surprising, multidisciplinary, risky, focused on process and product, aligned to learning outcomes and produce knowledge that is new and valuable” Higher Education has been given a much-needed makeover in the NEP with an emphasis on strengthening high quality research capacity with the establishment of the National Research Foundation. It also aims at building world-class institutions on the lines of IITs. Besides, to propel the education system towards a multidisciplinary approach, professional universities will integrate and offer multi-disciplinary course structures. The policy paves the way for flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification to cater to a wide spectrum of students from varying socio, cultural and economic backgrounds.

### NEP 2020 And Higher Education:

NEP 2020 points out the current higher education system, like the lack of focus on cognitive skills, fragmentation, limited access, lack of autonomy for teachers and institutes, less emphasis on research, and the like. The NEP 2020 envisions reenergizing the higher education system. As a part of this attempt, the policy will bring in the following changes:

- Better faculty and institutional autonomy
- Merit-based appointments in the leadership positions of higher education institutions to ensure efficiency
- Establishment of a National Research Foundation to fund and encourage research
- A revamp of the existing curriculum to address and bridge the gaps
- Fostering large, multidisciplinary colleges and ensuring at least one in or near every district: below is an excerpt from NEP 2020.

“The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students. This would help build vibrant communities of scholars and peers, break down harmful silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education.”

The policy also places focus on – Better student activity and participation, Motivated and capable faculty, Equity and inclusion, Curbing the commercialization of education, Promotion of Indian languages, arts, and culture and Online and Digital Education: Ensuring Equitable Use of Technology among others.

### Online And Digital Education: Ensuring Equitable Use of Technology :

NEP 2020 emphasizes the importance of technology and the digital infrastructure. The excerpt from the policy goes like this: “There is a need to invest in the creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India’s scale, diversity, complexity, and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology.” The policy also talks

about the importance of online teaching platforms like DIKSHA and SWAYAM being used for teacher training. While NEP 2020 acknowledges the importance of online education, it also highlights that face-to-face teaching cannot be replaced and hence, a blended mode of learning must be encouraged.

### **Evolution of National Education Policy :**

The National Education Policy 1986 emphasized the need to eliminate inequalities and equalize educational opportunities, particularly for Indian women, Scheduled Tribes (ST), and Scheduled Caste (SC) populations. Additionally, the NEP of 1986 introduced open universities and distance learning, which lead to the establishment of IGNOU (Indira Gandhi Open University).

The Union Cabinet of India approved the NEP 2020, which lays out the goals for the country's future educational system and replaced the old National Education Policy 1986. NEP 2020 focuses on addressing the skill requirements arising due to technological developments. The goal for Sustainable Development 2030 was adopted by India in 2015. It reflects the global education development agenda and aims to "provide inclusive and equitable quality education and promote lifelong learning opportunities for everyone" by the year 2030. Major changes are brought in to improve the system's quality, equity, and integrity from early childhood care and education to higher education.

### **Key Aspects of NEP 2020:**

- Revolves Around Holistic Development
- Nurtures Flexible Learning and Multidisciplinary education
- Emphasizes the Importance of Soft Skills
- Focuses on Competency-Based Learning and Experiential Learning

### **Role And Importance of Creativity in Classroom:**

A good classroom environment always has some elements of creativity which makes the lessons more interesting and interactive. The right mix of creativity along with curriculum helps students to be innovative and encourages them to learn new things and as good communicators and improve their emotional and social skills.

### **The Role of Creativity in Today's Classroom and Its Benefits:**

Creative classrooms give an opportunity for students to learn with fun, Freedom of Expression, Emotional Development, Enhances Thinking Capability, Reduced Stress and Anxiety, Boosts Problem Solving Skills, Improves Focus and Attention, Better Communicators, Follow Passions: Future Opportunities, Innovative Mindset and 12. Drive Life-long Learning and Drive Life-long Learning.

During a TED talk, Sir Ken Robinson raised the utmost significance of creativity in today's education when he told "Creativity now is as important in education as literacy, and we should treat it with the same status."

### **Conclusion :**

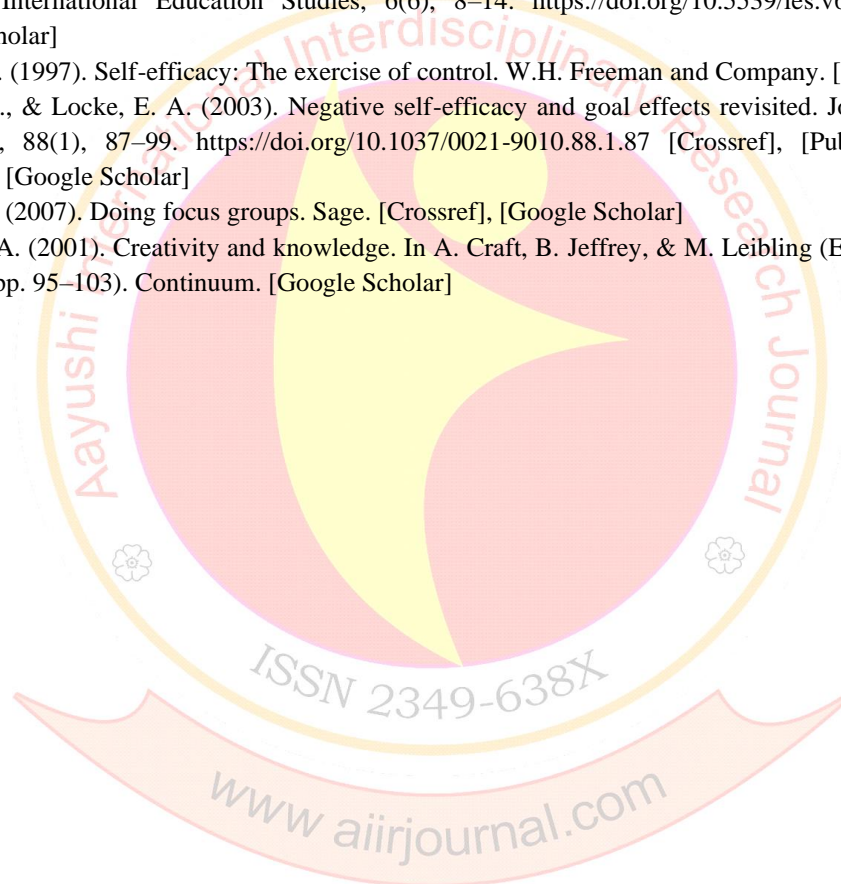
In order to study academics' teaching creativity in higher education, we conclude that there is a need for a better sense of how university teachers perceive creative teaching and the conditions that enable it. Next, we provide an overview of this article, on important factors that identified in the literature for nurturing or inhibiting creative teaching.

The government's NEP 2020 program is a major step in giving access to high-quality education. NEP 2020, is undoubtedly a turning point in the history of the nation. From teacher education to pedagogy to digitalization to equity and accessibility, NEP 2020 ensures that no stone is left unturned. The policy will benefit the nation's overall development. Students will gain new skills and become future-ready with the implementation of this policy. Through, Teachmint app, Smart LMS & ERP: Teachmint is an

education infrastructure provider and largest online teaching platform. We empower educators and institutions to be future-ready.

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## Learning and Teaching in Blended Mode

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### Abstract:

*Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend "brick-and mortar" schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings. Blended learning allows students to learn at their own pace and their own ability level. By including a virtual environment, learning is not limited to a physical classroom. Learning can happen in long periods, in bits and pieces, from home, from a coffee shop, or during a lunch break, depending on what works for your schedule. Blended learning allows increased flexibility, as it enables anytime anywhere learning. It eliminates the need to attend class, which allows a further geographical reach. This favors students who cannot attend class at set times every day or week. This can include learners with young children, full-time jobs, physical disabilities, or who live in different cities. The main purpose of this paper is to study and analyze the available literature based on the Blended learning and to understand how it has been studied and evaluated by different authors who are working in this area.*

*Keywords : Teaching, brick-and mortar, Students, home*

### Introduction:

The world is changing constantly and the various domains are also influenced by the change. There is no exemption even in the education domain. The evolution of the digital learning platforms has a huge impact in educational institutions and has eventually put the traditional methods in the back seat. However, there are demands for both technology and traditional learning methods. As a result of this, the art of combining digital learning tools with more traditional classroom face to face teaching gave birth to the term "Blended Learning". This chapter deals about the educational transformations and the prerequisite for Blended Learning. BL is not a mere mix of online and face-to-face mode, but it refers to a well-planned combination of meaningful activities in both the modes. The blend demands consideration of several factors, mainly focusing on learning outcomes and the learner centered instructional environment. Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, the NEP 2020 recommends for use of blended models of learning. The NEP-2020 states that while promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.

The important features of Blended Learning (hereafter referred to as BL) environment are:

- Increased student engagement in learning.
- Enhanced teacher and student interaction.
- Responsibility for learning.
- Time management and flexibility
- Improved student learning outcomes
- Enhanced institutional reputation.
- More flexible teaching and learning environment
- More amenable for self and continuous learning
- Better opportunities for experiential learning

The advantages of BL for students include increased learning skills, greater access to information, improved satisfaction and learning outcomes, and opportunities both to learn with others and to teach others.

Recent research identifies the following key benefits of f BL: Opportunity for collaboration at a distance:  
Individual students work together

- Virtually in an intellectual Endeavour as a learning practice. Increased flexibility: Technology-enabled learning allows for learning anytime and
- Anywhere, letting students learn without the barriers of time and location but with the possible support of in-person engagement. (Any speed, any mode, any language) Increased interaction: BL offers a platform to facilitate greater interactivity between
- Students, as well as between students and teachers. Enhanced learning: Additional types of learning activities improve engagement and
- Can help students achieve higher and more meaningful levels of learning. Learning to be virtual citizens: Learners practice the ability to project themselves
- Socially and academically in an online community of inquiry. Digital learning skills are becoming essential to be a lifelong learner, and blended courses help learners master the skills for using a variety of technologies. Making BL Work Technology integration in itself is not necessarily BL.
- BL provides making learning resources and experiences repeatable, reliable and
- Reproducible.

### **Blended Teaching :**

We've compiled everything you need to know about blended teaching here, so you can develop a model that delivers better student results, engagement, and learning experiences.

### **What Is Blended Teaching :**

Blended teaching is an instructional approach that uses digital strategies in tandem with best practice in the classroom.

In some blended classrooms, digital and face-to-face teaching may alternate according to a fixed schedule. For example, students might take one class on campus and another one entirely online. This approach is common in universities, where blended teaching has been prevalent for some time.

In a school classroom, blended teaching is likely to be more flexible. It simply means teachers can draw from a comprehensive toolbox of traditional and digitally enhanced strategies to best meet the needs of their students.

**How To Get Started With Blended Teaching :** Here are four simple ways to bring a blended approach into your classroom.

**Switch To Digital Resources :** Take the easy step of digitizing your resources before you start modifying your instruction. Instead of frantically running off 30 worksheets each morning, upload the document to your LMS in editable form. It's a time saver that also achieves the impossible – students will never be able to lose anything you give them again.

You don't just save on photocopying time either when you switch to soft copies. Think of the hours you've spent combing the internet for information and engaging material – only to cobble it into a time-sucking, colorless Word document you can physically distribute. You can save all that time if you simply link to students to a video, website, or image via your LMS.

Video tutorials, podcasts, online games, and illustrated reference material will also light students up more than a stack of drab handouts. They connect with the digital world in which students live and present content in engaging, dynamic ways we can't always achieve on paper.

**Encourage Online Student Collaboration and Discussion :** Alternate in-class collaborative activities with online ones and you'll start to notice some new voices making them heard (or read, as it were). This is because the online learning environment:

- provides a safer space for students who seldom speak up in a live classroom setting
- promotes thoughtful and considered written communication
- allows students (and you) to read individual contributions as many times as needed
- ensures no voice goes unheard.



Most LMSs make peer-to-peer communication possible with discussion boards, so set one up next time you're seeking student opinions or diving into a nuanced topic.

**Blend Traditional Assessments With Digital Ones :** Using technology in formative and summative assessments opens up the possibility of engaging tasks students can't do on paper. It also allows you to **extend tasks** and invite deeper thinking. For example:

- Students writing a narrative could also digitally design a front cover reflecting the themes of their story.
- Students practicing a skill in gym or physical education could record themselves and then analyze their movements to improve.
- A standard oral presentation could be recorded as a podcast or video with engaging multimedia elements.
- In mathematics, students could test their skills against peers around the globe via Mathletics Live Challenges.

Teachers also have a lot to gain from this approach. Assessments using digital and online tools don't translate to stacks of paperwork, and they're significantly easier to mark and manage. Some programs, like our Mathletics and Readiness spelling, do the marking for you.

### Conclusion:

A blended learning approach provides access to diverse and flexible learning environments and nurtures enriched literacy and learning.

Learners who experience blended learning will see the world as they know it reflected in the programs where they learn and will deploy critical thinking skills to participate in a society where we are required to create, collaborate and communicate in digitally mediated networks.

By creating a system of support that puts people first, adult education providers will work responsibly to ensure educators are equipped with the knowledge and resources they need to create high-quality, collaborative learning experiences where learners develop confidence and competence using technology for learning, for work and in their daily lives.

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## National Education Policy 2020: Reforms in Higher Education

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### Abstract:

*The National Education Policy 2020 aims to universalise the Indian education system and make the country a Global Knowledge Superpower over the next decade. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. With the motto of Educate Encourage Enlighten, this is the first education policy to be released in the last 34 years in India.*

*Keywords : Teaching, brick-and mortar, Students, home*

### Introduction:

India has a long history of holistic education. Education in ancient India was concerned not just with the acquisition of knowledge for living life in this world, but for complete realization and liberation of the self from the worldly shackles. Education in India got enriched through the mixing of cultures that came to India from the invasions, till the arrival of the British. Realizing the value of education as an important tool in life building and character building, after independence several initiatives were taken and are still being taken in the arena of education.

Education has the power to make the world a better place. It is a tool to achieve prosperity, development, empowerment, freedom and self-reliance. It helps to develop foundational cognitive skills of literacy and numeracy, higher order cognitive skills of critical thinking and problem solving and soft skills of cultural awareness, empathy, perseverance, grit, teamwork and leadership. If the education becomes inclusive, it becomes one of the most effective tools to promote a vibrant and tolerant society. The world is undergoing rapid changes. There is a sizeable shift in the understanding of the world with the emergence of big data, machine learning, artificial intelligence etc. The present world problems call for expertise in multiple disciplines. These disciplines particularly involve mathematics, computer science, data science in conjunction with subjects like humanities, social science etc. With the quickly changing employment and global ecosystem, it becomes increasingly important for the children to be creative, multi-disciplinary, and be adaptive and innovative.

The New Education Policy has been launched to provide accessible, equitable, and affordable education to all without any discrimination and consideration of their socio-economic background. "The document is full of detailed guidance on everything from book clubs to classroom activities. As a source of inspiration, this level of detail is admirable but as policy guidance, it is overbearing. State governments need to develop detailed implementation plans customized to the nature of gaps in their respective education systems, the resources available to them, and considering the latest knowledge and evidence in the sector" (Doug Johnson, Suvojit Chattopadhyay, 2020 )

**Principles of The New Education Policy:** The New Education Policy of 2020 is based on the following principles

- **Flexibility** : It seeks to provide flexibility for learners to choose their learning trajectory and choose their path according to their own talents.
- **Multi-Disciplinary** : To provide holistic education across all spectrums such as science, social sciences, arts, humanities, sports etc.
- **Ethical And Constitutional Values** : It aims to inculcate values of empathy, respect for others, cleanliness, etiquette, scientific temper, liberty, responsibility, equality and justice.
- **Equity And Inclusion** : It will be the aim of all educational decisions, to en that all the students are able to thrive in the education system.
- **Professional Values** : All the teachers and educators will be recruited through rigorous preparation. There will be emphasis on preparation, continuous professional development, positive working environment and service development.
- **Integrity And Transparency** : It seeks to insure a transparent educational system while ensuring innovation and out of the box ideas through autonomy, good governance and empowerment.
- **Continuous Policy Making** : Policies to be based on regular assessments of realities on the ground. Taking into account India's rich, diverse, ancient and modern culture and knowledge systems and tradition.
- **Life Skills** : Focussing on building life skills such as cooperation, teamwork, communication, resilience etc.
- **Education As Fundamental Right** : Education is a public service and not a commercial activity. It should be available to all with adequate quality. There shall be strong and sustainable investments in a vibrant public education system as well as an ethical and philanthropic private system.

Thus, with the application of these principles, the policy aims to build a globally excellent education system rooted in Indian ethos and aligned with the goal of a brilliant India. This will transform India into a global super power.

### Components of the New Education Policy:

The new policy aims to introduce several changes in the Indian education system from school to the college level. It includes revamping the following systems of education. "NEP, 2020 aim to increase the GER to 100% in preschool to secondary level by 2030 whereas GER in Higher Education including vocational education from 26.3% (2018) to 50% by 2035" (PIB Delhi )

### Schooling:

The policy states that 85% of a child's brain development occurs prior to the age of 6 years. Thus, early childhood learning is of utmost priority. Early childhood care and education is the need of the hour. This early education and care will consist of flexible, multi-faceted, multi-level, play based, activity based and discovery based learning. It will develop motor skills, social-emotional, ethical skills and development of communication and early language skills.

The current system of 10+2 after the early education will be replaced by a new 5+3+3+4 curriculum structure. Now, the children in age group of 3 to 8 years will spend 5 years for foundational stage in preschool education and class 1st and 2nd. Three years will be spent at preparatory stage in classes 3 to 5. 3 years will further be spent at middle stages in classes 6 to 8. Four years will be in secondary stage for classes 9 to 12.

### Medium of Instruction:

The policy provides that medium of instruction in schools shall be the mother language till at least class 5<sup>th</sup> but preferably till class 8<sup>th</sup> and beyond. This will improve learning at the school level and children will be better able to understand the subjects that they will study. The rate of dropouts from school

education will also be reduced and curtailed with overhaul in the curriculum to make it more engaging and useful to student's in the vernacular medium. For those who have dropout from schools, overall initiatives will be taken in order to bring them back.

### Higher Education:

In higher education, the gross enrollment ratio will be raised to 50% by 2035 from the current 26.3%. The policy also provides for a multi-disciplinary higher education framework with portable credits and multiple exits with certificates, diploma and degrees. The aim of university education will be to develop good, well rounded and creative individuals. It proposes a higher education system consisting of large, multi-disciplinary universities and colleges with at least one in every district.

It proposes a 4-year multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options. These will include professional and vocational areas and will be implemented as follows:

- A certificate after completing 1 year of study
- A diploma after completing 2 years of study
- A Bachelor's degree after completion of a 3-year programme
- A 4-year multidisciplinary Bachelor's degree (the preferred option)
- MPhil (Masters of Philosophy) courses are to be discontinued to align degree education with how it is in Western models.

It proposes increased access to higher education through open schooling, online education and open distance learning. It seeks to end the fragmentation of higher education institutions and turn them into large multi-disciplinary universities. A comprehensive education system in the higher education institutions in which even the engineering institutions such as IITs will move towards more arts and humanities and students of arts and humanities learning more science so that education becomes more holistic. Departments in languages, literature, music, philosophy, ideology, art, dance, theatre, education, statistics, pure and applied sciences, sociology, economics, sports etc. will be setup in higher education institutions to give education a comprehensive and holistic dimension.

**Adult Education:** Literacy and basic education opens up a whole new world of personal, civic, economic and lifelong learning opportunities for individuals that enable them to progress personally and professionally. An outstanding adult education curriculum framework will be developed by a new and well supported institution under NCERT.

The curriculum will focus on foundational literacy and numeracy, critical life skills, such as health awareness, childcare, family welfare, vocational skill development, basic education, and holistic education courses in arts, science, technology, culture, sports, recreation etc. A suitable infrastructure will be ensured so that all interested adults will have access to education. Setting up of public libraries, which will be equipped with information and communication technology will be undertaken.

Further, a new body known as National Education Alliance for Technology (NEAT) will be setup to provide a platform for the use of technology to enhance learning, assessment, planning, administration for both school and higher education. It aims to create rich software for students and teachers so that education reaches all. New technologies such as AI (Artificial Intelligence) will be used in fields of research with strong data backed framework. This will fulfil the needs and demands of 21<sup>st</sup> century students and the teachers.

**How Will It Improve Education In India?** The New Education Policy will give importance to student's practical knowledge and skills instead of pushing them towards rote learning. It is going to help the students develop scientific temper from a very young age. It will have the following benefits:

- It is going to focus upon universalising access from early childhood to higher education, integrating over two crore out of school children and aims to provide education to even the socio-economically disadvantaged children.

- Improving early access to education and childcare will strengthen the foundations of children's education and make them better humans. A strong foundation will also help the young children in adapting and learning quickly.
- Teacher education will be given a push. It will ensure that the right teachers teach the students. Comprehensive review of teacher training will ensure that teaching capabilities are enhanced, which in turn will enhance the learning outcomes.
- Increasing technology use will be able to bridge the gap in the existing system, students who were not able to get access to education will be connected to education system with the help of technology. Technology will also aim to defy the traditional barriers of caste, class, society, occupation etc.
- The policy seeks to deregulate the institutions and remove bureaucratic shackles. It will give more autonomy to the educational institutions which will improve their efficiency and delivery of education. It will improve the quality of institutions everywhere across the country. Universities will be able to introduce new courses without going through cumbersome regulatory processes.
- Adult education is going to develop at a faster pace. Vocational education for adults will enable them to get incorporated in the new world which requires learning of new skills for a better and prosperous future.
- The focus on learning through mother tongue will lead to intensive development of children at an early age. They will be able to relate to the local culture, geography, history and local arts. This will enable them to become good learners. It will increase their capacity of learning and understanding.

The Central Sector Scheme Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) was launched in 2014 to address comprehensively all issues related to Teacher Training/ Capacity Building and Professional Development of Teachers. Under the components, the total 95 Centres were established throughout the country through which faculties/Teachers have been trained. "Currently, The Standing Finance Committee has appraised the Scheme and recommended for continuation till 2025-2026 with the total outlay of Rs. 493.68 crore. Under the PMMMNMTT Scheme Centres are established on the basis of the proposals received from education institutions, their screening by Screening Committee and approval by Project Approval Board"(PIB Delhi )

### **Conclusion:**

The New Education Policy is a step in the right direction. It focuses on critical thinking, experiential learning, interactive classroom, integrated pedagogy, and competency based education. Inclusive digital education serves as an empowering component of the policy. If investments in the education system will be made and all the states cooperate in fulfilling the aspirations mentioned in the policy, India will be able to reap the benefits of its young demography. NEP could shape the future of education across India. Through a robust education system, India will take a giant step towards establishing itself as a knowledge superpower.

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## Innovative Practices: Need Of The Hour To Enhance Quality In Higher Education

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### Abstract:

*The impact of innovation in education is very huge. The inclusion of technology has redefined education in more ways than imaginable. Gone are the days of old pedagogy of chalk and talk method, where we would consider class as teacher centric. To make the class student centric, innovative teaching is the stratagem. Innovative teaching in classroom is embedded in understanding, that nurtures and expands the students' ability through which Quality education could be achieved. Use of innovative teaching in the classroom makes learning easier and more effective. Introduction of varied strategies in the classroom is an iterative process that will assist teachers in promoting learning to encourage student growth. Hence an effort is made in this paper to understand various innovative methods that will improve students' skill, learning capacity, explore best teaching methods.*

**Keywords:** Innovative teaching, Role play, Jigsaws, Flipped classrooms, higher education

### Introduction:

'Knowledge is not free, you need to pay attention'. This statement unanimously depicts the importance of paying attention for acquiring knowledge. However, it is a widely held belief that the attention span of student in a lecture does not exceed more than 10 to 15 minutes (Benjamin 2002), (McKeachie&Svinicki 2006). The biggest challenge that a faculty faces is capturing the students' attention for extended period of time by keeping them engaged, so that the student may retain the knowledge gained in class and reproduce it later as and when required. This can hardly be achieved by using the age old one way traffic system of "lecturing" involving chalk and board. The institute needs to develop innovative techniques in imparting quality education to students so that they reach their full potential and gain new insights. Quality education specifically refers to the development of child's issues such as appropriate skills, social, emotional, mental, physical, and cognitive development, gender parity, etc. Innovative teaching is stratagem through which Quality education could be achieved. Use of innovative teaching stratagem in the classroom makes learning easier and more effective. Introduction of varied strategies in the classroom is an iterative process that will assist teachers in promoting learning to encourage student growth. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. In Innovative approach we invest our time to explore and study better policy to teach our students. We craft something new and have to take risks. We may fail. We try again, and by doing so we establish a custom of innovation and creativity in the classroom that inspires our students to do the same.

**Objectives:** The objective of this study is

1. To know how best we can improve academic outcomes
2. To understand the methods through which we can enhance students' ability

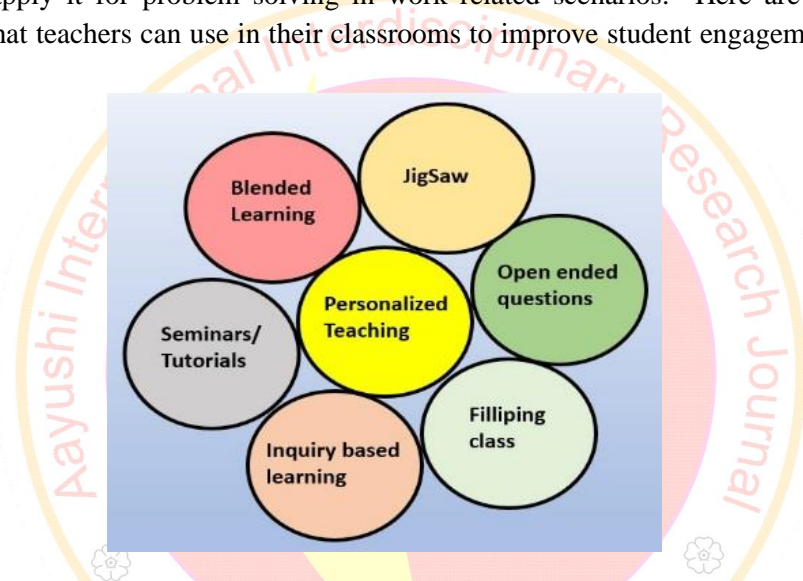
3. To apply their knowledge into actual action that creates value for others

This study also aims at being a useful source of information for the university teachers to adopt in education field.

**Methodology:** The methodology used under this study is secondary data. Most of the information is derived from the internet, and some from empirical experiences.

**Limitations:** This study is limited only to higher education and only to innovative techniques.

**What is Innovative Teaching :** The primary aim of innovative teaching methodologies is to make the class a student centric one. Gone are the days of old pedagogy of chalk and talk method, where we used to consider class as teacher centric, students sitting in their seats for a 45-minute lecture. In their study, Senthilkumar and Kannappa (2017) found that innovative teaching methods help the students to retain the knowledge and to apply it for problem solving in work related scenarios. Here are some innovative teaching strategies that teachers can use in their classrooms to improve student engagement and academic outcomes.

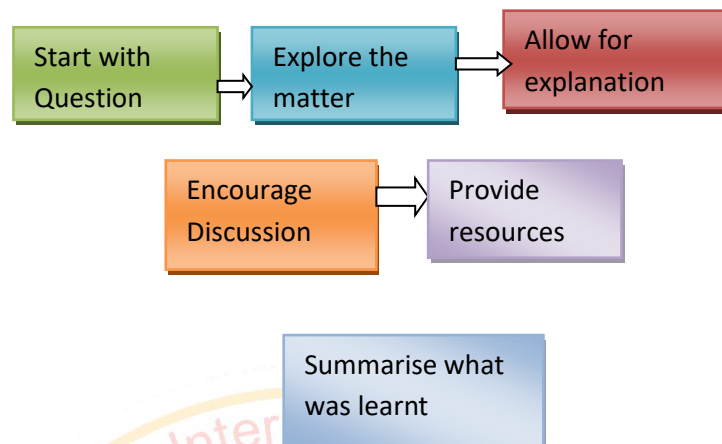


**Personalized Learning :** Bespoke or personalized learning is to adapt when, how and what we have to teach each student. Instead of adopting a single method or strategy to teach the whole class, teachers can switch on to the need of each student to help them to succeed. Personalized learning accommodates various learning experiences and methods that are optimized for each student. Though this individualized learning is different for different student, the end achievement is subject mastery or meeting standards for their grade level. So, we can think of these as different paths leading to the same place.

**Jigsaws:** Jigsaws are another active learning method. Jigsaws introduce the opportunity for students to teach other students. Under this method students are divided into groups and will be given different pieces of information. Students in each group are then tasked with learning the information enough, to explain it to someone else. The students are then assigned to different groups where they explain their information to the other members. They complete this process until each group has the full picture of information to complete the puzzle. Even Project-based learning is a method that is also adopted under jigsaw that helps students drive their own learning. In a Project Based Learning students apply their own skills and knowledge and provide solution, in which critical thinking and application will be developed rather than rote memorization.

**Inquiry-Based Learning:** There are various strategies of inquiry based learning, which develops thinking and problem-solving skills. Instead of driving the class through a lecture-style format, the teacher poses questions, scenarios, and problems. Students either in group or individually can solve problems and research on it along with the other students. Students are then able to further develop their answers by

listening to what other students have found as well as identifying areas that require more attention and detail. Strategies and tips for Implementing Inquiry-Based Learning through which goal could be achieved:



**Better Communication:** Students, especially depends only on books, no doubt this develops their knowledge, but they don't have the courage to put forth their voice, in today's boisterous public sphere, students should develop conversational skills and understanding, this could be developed when the student asks open ended questions. A teacher develops prudential ability in students by this method, which makes them to stitch various cohesive points. As the time develops this encourages students to not only find their voice but express themselves as well.

**Flipped Classroom :** Another method to innovate quality in education is to switch on to cheerful class room, under which students analyse lecture material at home and work on projects and assignments in the classroom. Students afloat in classroom, complete coursework typically sent home as homework in class. This type of classroom provides a great space to look differently at the study material. They have the time to debate and practice. Teachers are not the center of the classroom. Instead, teachers are more flexible, addressing personalized help and direction for students and student groups as they complete their work.

**Seminars/ Tutorials :** As was mentioned while discussing jigsaws, students exhibit mastery when they explain or teach others. By this students choose an area of interest within the scope of the subject being taught. Provide them with the opportunity to independently research the topic and create a presentation on it. Set aside class time for students to present to the class to teach their peers about their topic. With peer teaching, students learn skills such as independent study, presentation skills, and confidence. Group discussion should also be encouraged. Many of the above learning strategies we discussed are active learning strategies. Active learning methods encourage students to discuss, contribute, participate, investigate, and create. Active learning, challenges students by questioning them, requiring problem-solving and critical thinking. Most importantly, active learning engages students and requires them to be active in the classroom. Students that participate in their learning are more likely to succeed in class.

**Role Playing:** Role playing is a learning structure that allows students to immediately apply content as they are put in the role of a decision maker who must make a decision regarding a policy, resource allocation, or some other outcome. This technique is an excellent tool for engaging students and allowing them to interact with their peers as they try to complete the task assigned to them in their specific role. This work can be done in cooperative groups and/or students can maintain the persona of their role throughout the class period. Students are more engaged as they try to respond to the material from the perspective of their character. This method comes in handy, especially when you are teaching literature, history or current events.

**Application of Audio Visual And Multimedia Tools:** The space that media (audio and visual) occupies in our life in present era cannot be fully described in words. This multimedia, as a means of



communication, can be put forward for educative purposes in order to harvest rich dividends. Many institutions utilize Audio and Visual multimedia tools in their teaching programs. This helps the teacher to represent the subject matter in a more meaningful way, which in turn is easily grasped and retained by the students. Some commonly used multimedia tools in teaching sector are Power point presentations, YouTube educational video lectures, SWAYAM courses along with NPTEL video lectures. Multimedia tools and digital technology gain an immense significance in courses especially related to Healthcare sector. Tools like Computer aided instructions, Augmented reality, virtual patients, 3D anatomy studios, virtual dissection, High fidelity simulation using manikins etc have lead a way towards revolution in the healthcare teaching sector making the teaching conveniently effective.

**Brainstorm:** Brainstorming is a permissive style of teaching in which the teacher throws a problem to the students and the students are asked to think independently about the various solutions or ideas to it in a time bound manner. The ideas derived from students are all written on the board and in the end, the most appropriate solution is found out by healthy discussion between teacher and the students.

**Field Trips:** A change in the learning environment can work wonders by making the students experience new things and understand the concepts in practicality. Thus, field trips prove to be an effective mode of teaching when compared to traditional pedagogical methods. It is particularly helpful for those in science streams. For example, testing water for contaminants using local water sources can provide scientific learning for students that also can contribute to policy conversations on social and environmental issues

**Blended Learning :** Blended learning provides traditional classroom experiences as well as online tools and learning opportunities, give students more control over the time, place, path, and pace of instruction. The flexibility of blended learning enables students to have more control over their learning methods – perhaps they'll watch online lectures at home and engage in peer groups for collaborative activities or maybe they'll prefer to join lecture-based virtual classes and do their homework independently.

**Feedback :** Feedback is incredibly important. Students need to learn how to offer constructive feedback as well as accept feedback. Giving feedback enables the students to think critically and think differently. In a virtual classroom, feedback tools like polling or emojis are a great way for quick feedback cycles. You can ask students to expand upon their feedback then ask other students with opposing opinions to discuss why they think differently. This paves the room for development of the students.

### Conclusion:

A good teacher can inspire hope, ignite the imagination, and instill a love of learning. As teachers, there are multiple things that you have to take care of. Student engagement, classroom management, teaching strategies and a lot more. Innovative teaching methods have to be employed in the classroom to ensure that the efforts that you put in do not go in vain. Teaching without having a clear plan or strategy is like trying to fill a broken pot. No matter how much you try to make it full, it will always leak out. Innovative teaching methods help to seal the broken pot and make teaching effective. Embracing innovation in education helps the student to engage in different kind of stimuli to create an environment of study, promotes critical thinking, endow with necessary tools to present themselves, tackle problems, find solutions and develop themselves to the need of the hour. Hence it is important to adopt atleast few innovative techniques in teaching.

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## Impact Of Digital Resources On Effective Teaching And Learning Process

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### Abstract :

*The amount of students turning toward digital resources to enhance their learning is increasing in an upward trend. The upward trend of foreshadow that as more things become digitized so will the amount of students who make use of these digital resources. With the evolution of technology in the 21<sup>st</sup> century, the rate of learning resource digitalization is on the increase. As these traditional learning resources like paperback textbooks continue to be digitized at a rate higher than ever, so do the number of student using these digital learning resources. By utilizing digital resources to enhance learning and retrieve information, rather than using digital information out of dependence, will allow students to greatly benefit from instructional e-resources. These proper usage of digital resources truly influences the quality of learning students receive, and when used properly, the learning quality can be exponentially significant. As the resource for students continue to increase the same way it is presently.*

**Key Words :** *Digital learning resources, Digital textbooks, Virtual resources, digital literacy, Digital classroom*

### Introduction :

Digital learning resource are powerful tools that can be used to enhance the learning quality of students in ways a textbook may not be able to, and though these digital resources have their perks, there are also things that traditional paper-based material like textbooks allow students to experience that digitalized materials for learning may not. Whether it be the traditional paper based material or digitalized materials, each resource has its strength and weakness when it comes to enhancing the quality of student education.

Digital technologies assist in developing abilities that will require students' professional performance, such as problem-solving, thinking structure creation, and process comprehension. They are also preparing for a more unpredictable and changing future in which technology will play a critical role. Students' acquired qualities and abilities will be essential to their professional success. Educational resources and digital tools help to improve the classroom atmosphere and make the teaching-learning process more compelling. Furthermore, they give each educational institution greater flexibility and customization of curriculum based on the requirements of each student. Children might become more engaged in learning if technology is used in the classroom. Because youngsters nowadays are pretty accustomed to the usage of electronic gadgets, incorporating them into schooling would undoubtedly assist in piquing their interest and enhancing their involvement levels. Integrating technology into education provides students with an engaging learning experience, allowing them to remain more interested in the subject without being distracted. The utilization of projectors, computers, and other cutting-edge technical gear in the classroom may make studying fascinating and entertaining for students. Student learning can become more dynamic and engaging by establishing tasks in class that incorporate technology resources, oral presentations, and group participation. Participation can extend beyond verbal communication as well.

Using computers and other devices in conjunction with digital tools allows students to play a more proactive role and be at the centre of the process. The instructor becomes a guide in this process and can approve learning efficiency. Using the myriad of digital resources, learners may download the required information or upload their content. The web 2.0 technologies (wikis, podcasts, blogs etc.) facilitate learners to generate content, collaborate with others, assess each other work and move toward co-learning. Digital technologies make it easy to use classroom tactics like approaches like flipped classrooms that

optimize learning. Learning landscapes have evolved as a didactic tool that mixes several techniques and enables distinct itineraries to be presented to each student. Technology makes the instruction more inspiring and meaningful. **The effectiveness of any technological advancement can only be beneficial if it is used correctly so that it may serve its original purpose. The same notion applies to the development of different digital resources. While they come in various forms serving different educational purposes, all-digital learning resources hold the potential to enhance the learning comprehension, learning quality, and overall content retention of the student. The manner they are used and implemented** allows for conclusions to be made regarding their effectiveness. The effectiveness of textbook as a learning resource for students is actually one of the most discussed amongst most because of how traditional paperback textbooks have always served as a greater source of reference for digital learning resources.

**Digital Resources :** Lecturers and instructional leaders can find countless digital education resources online that fit any subject or grade level. Many resources are free to use, although colleges may decide to purchase essential resources like digital textbooks. Here are several types of digital learning resources that teachers can add to teaching and learning process.

**Importance Of Digital Resources In Education :** Digital learning allows educators to take students beyond the four walls of the classroom or their at-home environment. Digital education resources also provide an equitable learning experience because students can access them anywhere. Teachers can use them for in-person or remote instruction and switch between the two without disruption. Plus, digital resources are often free and can easily be shared without the need for physical copies. Online resources benefit instruction because they are relevant to learners' lives and the way they interact with the world. Virtual resources open up the world beyond what teachers can show students in the physical classroom. They pique students curiosity and strengthen critical thinking and problem-solving skills through inquiry-based learning. Students can also use digital resources to create and produce work. Digital content can supplement primary instructional materials can fill in those areas. Teachers can use them to help learners who are not ready for grade-level standards or to provide enrichment. Another benefit is that learners can view the content as many times as they want. They can re-watch a video, re-work a simulation or listen to a podcast to help review concept. While most teachers use Google to search for materials, not every teacher has a deep understanding of how to use online resources effectively. Technology leaders need to be available to answer question and guide them, and teachers need time to work with their peers and discuss resources. Another way to help teachers effectively use resources is with the help of instructional leads.

**Digital Resources Help Learners :** Learners may use technology in their personal lives every day, but it's still important to help them with the virtual resources teachers share. In their personal lives, students use social media and entertainment technology every day. They may not know how to use technology for learning, though. Online materials should be engaging and interactive, but if students struggle to use them, learning will be interrupted.

**Empower Learners :** Another way to effectively use digital resources is to empower students to take control of their own learning. Students can explore a teacher's selection of resources or search for resources themselves. Self-directed learning at a student's own pace makes education more meaningful. Teachers can also offer different pathways for learning with resources along the way. Then students can choose which pathway they'd like to take. Learners can also set goals for themselves and dig deeper into concepts or explores other topics. One way to encourage this is by teaching them how to find appropriate digital resources. Language arts teachers can create lesson on this topic, but teachers in any subject should reinforce these skills. With digital literacy skills, learners can use online materials responsibly and find appropriate content.

**Need For Digital Technologies In Education :** The globalization of education has already necessitated the application of digital technologies. Online platform were available for conducting classes, sharing resources, doing the assessment and managing the day to day activities of academic institutions. However, the use of these platforms was proactive. The COVID-19 Pandemic has forced the institutes to adopt the online teaching mode to sustain the education system. Developed countries were well equipped to deal with this crisis. However, developing countries worked hard to meet this requirement.

Digital technologies have emerged as the savior of education in this critical time. This global crisis highlights the need to be internationally integrated into the education system. Digital technologies assist in developing abilities that will require students' professional performance, such as problem-solving, thinking structure creation and process comprehension.

Digital technologies assist in developing abilities that will require students' professional performance, such as problem-solving, thinking structure creation, and process comprehension. They are also preparing for a more unpredictable and changing future in which technology will play a critical role. Students' acquired qualities and abilities will be essential to their professional success. Educational resources and digital tools help to improve the classroom atmosphere and make the teaching-learning process more compelling. Furthermore, they give each educational institution greater flexibility and customization of curriculum based on the requirements of each student. Children might become more engaged in learning if technology is used in the classroom. Because youngsters nowadays are pretty accustomed to the usage of electronic gadgets, incorporating them into schooling would undoubtedly assist in piquing their interest and enhancing their involvement levels. Integrating technology into education provides students with an engaging learning experience, allowing them to remain more interested in the subject without being distracted. The utilization of projectors, computers, and other cutting-edge technical gear in the classroom may make studying fascinating and entertaining for students. Student learning can become more dynamic and engaging by establishing tasks in class that incorporate technology resources, oral presentations, and group participation. Participation can extend beyond verbal communication as well.

Using computers and other devices in conjunction with digital tools allows students to play a more proactive role and be at the centre of the process. The instructor becomes a guide in this process and can approve learning efficiency. Using the myriad of digital resources, learners may download the required information or upload their content. The web 2.0 technologies (wikis, podcasts, blogs etc.) facilitate learners to generate content, collaborate with others, assess each other work and move toward co-learning. Digital technologies make it easy to use classroom tactics like approaches like flipped classrooms that optimize learning. Learning landscapes have evolved as a didactic tool that mixes several techniques and enables distinct itineraries to be presented to each student. Technology makes the instruction more inspiring and meaningful.

**Digital Classroom :** Digital classrooms are defined by using electronic devices or platforms such as social media, multimedia, and mobile phones to teach students. With digital technology in education, today's educational landscape has altered for the better or improvements. Digital learning is a learning strategy that employs technology to fulfill the entire curriculum and allows students to learn quickly and rapidly. The digital classroom entirely focuses on teaching via the use of technology. Students use technological or internet-connected gadgets like laptops, tablets, Chrome books, etc. Instead of taking notes on what the teacher has taught, most of the curriculum is delivered to students online through an engaging and interactive platform. Despite its many facets, education is fundamentally a kind of communication. The internet has resulted in the rise of new communication channels, which have extended the options for the transmission and access to educational information. These media and virtual venues serve as learning facilitators.

**Applications of Digital Technologies in Education :** Digital technologies are a powerful instrument that can help improve education in various ways, such as making it easier for instructors to generate instructional materials and providing new methods for people to learn and collaborate. A new era has arrived with the Internet's worldwide reach and many intelligent devices connected to it. Thus, it will be up to instructional designers and educationists to use advanced digital technology's potential to revolutionize education such that effective and efficient education is available to everyone and everywhere. Technology has continued to play an essential role in delivering education to children outside the classroom. Digital learning fosters creativity and gives students a sense of success, encouraging additional learning by thinking outside traditional techniques. All nations were able to adopt remote learning technologies utilizing a combination of TV, radio, online, and mobile platforms, which is commendable. These provide easy access to information, easy retention of information, increased storage of information, and improved presentation of information; education became more interactive, easier sharing of knowledge and increased enthusiasm in learning, discusses the significant applications of digital technologies in education.

**Digital learning resources are used for education in many ways and implemented in different forms. In traditional classrooms, digital learning resources are used as supplements to the primary course content, while in virtual learning the digital resources actually make up what is the “content” of the class.**

With the choice to sign up for online courses and usage of digital resources so readily available, it was assumed to be the newly convenient method of lesson delivery. The idea that students could learn in preferred environments through different learning styles was appealing to ensure the achievement of students' learning goals. These digital learning resources are opportunities for the expansion of learning. They are available online, worldwide, and at the touch of a hand. The most recognized digital learning resources are YouTube, Khan Academy, MOOCs, podcasts, Quiz let, e-textbooks, and so forth.

### Conclusion :

As seen in the most recent years, technology has become one of the most used resources in the daily lives of millions of individuals. From a business setting to a classroom one, the digital world has expanded to many aspects of a single day-to-day affairs, one of them being education at all grade levels. The challenge has arisen where the learning quality of these students using digital learning resources through their digital devices has been significantly put into question because of the power they hold to either support or degrade learning quality. With the insight this shift from traditional paper-based material to information being presented to students digitally, the conclusion has been made that it does not necessarily matter what students use as their resources, but rather how they are using it and whether or not they are dependent on the online-learning resource to attain any form of knowledge.

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## The Structure of National Education Policy 2020 On Higher Education

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### Abstract :

*The national Education policy of India 2020, which was started by the Union cabinet of India on 29th July 2020, outline the vision of New Education System of India. The new Policy replaces the previous National Policy on Education 1986. The policy is a comprehensive framework for elementary education to higher education in both rural and urban India. The Policy aims to transform from India's is Education system by 2030. The present paper analysis the structure of NEP 2020 on Higher Education. National Education Policy 2020 provides for quality higher education through multidisciplinary universities and autonomous colleges. Which, could help to build a new education system in the country in addition to strengthening those economic and social indicators.*

**Key Words:** NEP-2020, HEIs

### Introduction :

The National Education Policy of India 2020, which was started by Union Cabinet of India on 29<sup>th</sup> July 2020, outlines the vision of New Education System of India. The new policy replaces the previous National Policy on Education 1986. The NEP 2020 replaces the National Policy on Education of 1986.

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

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

### Methodology :

The present paper represents descriptive study. The secondary data was collected from various websites including those of Government of India, MHRD, magazines, journals and other publications etc.

### Objectives of the Study :

The objectives of this paper is to study the structure of New Education Policy 2020 on Higher Education and analyses how they existing education system.

## Silent Features of National Education Policy-2020, on Higher Education Fundamental Principles of National Education Policy 2020

- Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- Creativity and critical thinking to encourage logical decision-making and innovation;
- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;
- Outstanding research as a corequisite for outstanding education and development;
- Continuous review of progress based on sustained research and regular assessment by educational experts;

### The Vision of The Policy

- 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 curriculum and pedagogy of our institutions must develop 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.
- To instill 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.

### Quality Universities and Colleges: A New And Forward-Looking Vision For India's Higher Education System.

- Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals.
- It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.
- It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

### Institutional Restructuring and Consolidation

- By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions, each of which will aim to have 3,000 or more students.
- There shall, by 2030, be at least one large multidisciplinary HEI in or near every district.

### Towards A More Holistic And Multidisciplinary Education

- A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.
- 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.
- Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education.



### **Internationalization**

- Larger numbers of international students studying in India, and greater mobility to students in India visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa.
- India will be promoted as a global study destination providing premium education at affordable costs. Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated.
- Similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India.

### **Student Activity and Participation**

- Plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc.
- Increasing hostel facilities as needed.
- All HEIs will ensure quality medical facilities for all students in their institutions.

### **Financial Support For Students**

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

### **Motivated, Energized, And Capable Faculty**

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

### **Catalysing Quality Academic Research In All Fields Through A New National Research Foundation**

- Establishment of a National Research Foundation (NRF).
- The NRF will be governed, independently of the government, by a rotating Board of Governors consisting of the very best researchers and innovators across fields.

### **Professional Education**

- Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education.
- All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030.
- Both capacity and quality of agriculture and allied disciplines must be improved in order to increase agricultural productivity through better skilled graduates and technicians, innovative research, and market-based extension linked to technologies and practices.
- Given that people exercise pluralistic choices in healthcare, our healthcare education system must be integrative meaning thereby that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa.
- India must also take the lead in preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing employability of the youth.

### **Promotion of Indian Languages, Arts, and Culture**

- The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities.
- For languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks, videos, plays, poems, novels, magazines, etc.
- More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually.
- Indian Institute of Translation and Interpretation (IITI) will be established. The IITI shall also make extensive use of technology to aid in its translation and interpretation efforts.
- Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened.
- National Institute (or Institutes) for Pali, Persian and Prakrit will also be set up within a university campus.
- Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local masters and/or within the higher education system will be established.

### **Conclusion :**

National Education Policy 2020 will play an important role in the transformation of the Indian education system. Now it expected to help India in reaping its demographic dividend. NEP will play a significance role for development of higher education system in India. This new education system will make India one of the world's leading countries.

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## Technology Use and Integration – National Education Policy

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### Abstract: -

*“Extensive use of technology in teaching and learning, removing language barriers, increasing access as well as education planning and management’. Implementation of E-learning in schools and colleges. Providing effective safeguards for data protection and data privacy. Looking forward for availability of affordable computing devices. Creating National Educational Technology Forum (NETF), to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, both for school and higher education”.*

**Key Word:** - Primary Education, Professional and Higher Education, Adapting to AI, Digital India, E-learning.

### Introduction :

The National Education Policy, 2020 (“**Policy**”), unveiled by the Ministry of Human Resource Development (“**MHRD**”), is revolutionary in every sense. While the Policy focuses on multiple aspects, including the need for early childhood care, inclusive education and revamping of the current curriculum, an inherent thread that runs through the Policy is the interplay of education and technology. Over the last decade, India has transformed itself into an ‘information intensive society’ and there is a growing requirement to embrace the usage of technology in the field of education. In this regard, the Policy notes that one of the central principles steering the education system will be the ‘extensive use of technology in teaching and learning, removing language barriers, increasing access as well as education planning and management’. In the current ‘pandemic circumstances’, with virtual learning replacing in-person learning experiences, students and teachers have been compelled to re-imagine conventional learning and teaching techniques. Introduction of the Policy at such a critical juncture is significant, as it details the vision of education for future generations and will be a quintessential tool towards building a ‘self-reliant’ India.

We have mentioned below some of the key aspects of the Policy dealing with technology.

**Primary Education:** The Policy recognises the importance of technology in aiding teachers, bridging the language barrier between teachers and students, creating digital libraries, popularising language learning as well as ensuring greater access to education (specifically for differently-abled children). It is also proposed that coding be introduced in school curriculums as an important skill that students must develop. The Policy also notes that technology can be an effective tool in facilitating teacher education and encourages the utilisation of technology platforms for online teacher-training.

**Professional and Higher Education:** The need to embrace technology in professional education (legal/health) as well as the incorporation of technology to expedite the aim of achieving 100% literacy (by introducing quality technology-based options for adult learning) has also been put forward.

The Policy recognises the importance of technology in addressing various societal challenges and seeks to promote interdisciplinary research and innovation. For instance, Higher Education Institutions (“**HEIs**”) have been encouraged to set up start-up incubation centres and technology development centres, and a National Research Foundation is also proposed to be set up to cultivate a culture of research. The Policy envisages the establishment of the National Educational Technology Forum (“**NETF**”), which shall operate as a platform for free exchange of ideas on the use of technology to enhance learning, assessment planning and administration for school and higher education.

**Administration of Education:** The creation of the Academic Bank of Credit to digitally store academic credits earned from various HEIs to facilitate the grant of degrees based on credits earned over a period of time, is also a progressive step introduced by the Policy.

An interesting facet of the Policy is its focus on utilising technology to ensure efficiency and transparency of regulatory bodies such as the State School Standards Authority, the Higher Education Commission of India as well as its four verticals (National Higher Education Regulatory Council, National Accreditation Council, Higher Education Grants Council and the General Education Council).

**Adapting to AI:** The Policy recognises challenges arising on account of the widespread use of Artificial Intelligence (“AI”) and highlights the need to adopt changes occurring on account of increased use of AI across sectors. It has tasked the NETF with identifying and categorising emergent technologies based on their ‘potential’ and ‘estimated timeframe for disruption’ and to present a periodic analysis of the same to the MHRD, who shall then formally identify such technologies which require appropriate responses from the education system. In light of the emerging ‘disruptive technologies’, the Policy is pioneering as it notes the need to generate awareness as well as conduct research on various aspects of the emerging disruptive technologies, including concerns pertaining to data handling and protection.

**Digital India:** The Policy calls for investment in digital infrastructure, development of online teaching platforms and tools, creation of virtual labs and digital repositories, training teachers to become high quality online content creators, designing and implementing of online assessments, establishing standards for content, technology and pedagogy for online teaching-learning. The Policy envisages the creation of a dedicated unit for the purpose of devising the development of digital infrastructure, digital content and capacity building to supervise the e-education needs of both school and higher education.

**Implementation of E-Learning:** According to the HRD sources, the NEP 2020 is set to include more online and e-learning options at both school and college levels to make it more technology-oriented. Especially, in the wake of the lockdown, this is in line with the MHRD’s current policy of teaching students through different e-resources. In the education sector, special emphasis was given on the use of technology through enhanced learning and adapting by the use of technology such as online classes, education portal and class-wise broadcast on dedicated education channels. As education institutions are shut for quite a long time, platforms like **DIKSHA**, **SWAYAM**, and **E-Pathshala** have been recommended by the ministry for college and school students.

So, yes definitely this New Education Policy 2020 reform will be technologically driven as the new policy is planning to digitally equip schools, students, and teachers.

### **Key Concerns:-**

Although the Policy has done a stellar job in imbibing technology in ‘education’ in the Indian context, this also raises certain concerns, which need to be considered.

As per a government survey conducted for the period July 2017 to June 2018 and published in November 2019, in rural India, only 4.4% of households have computers as against 23.4% of urban households and nearly 14.9% of rural households have internet facility as against 42.0% of urban households. As per the same survey, in rural areas, among persons aged 5 years and above, 9.9% were able to operate a computer as against 32.4% in urban areas, and 13.0% of rural users were able to use the internet as against 37.1% in urban areas. Research has shown that internet penetration in urban areas is higher, but rural penetration is growing at a faster rate. Even then, access to the internet was almost always through mobile phones in both urban and rural areas.

In the context of education, it is important that each student, in urban and rural areas, has access to digital hardware, whether in the form of smartphones, computers or tablets, exclusively for their use. As of today, majority of students from under-privileged economic backgrounds have limited or no access to exclusive digital devices/ internet/ or even electricity. While the Policy does note the existence of these limitations and the need to eliminate it through concerted efforts, such as the Digital India campaign and

the availability of affordable computing devices, it is necessary that practical solutions are found around these issues and that efforts are supplemented with access to other amenities such as power supply, basic infrastructure as well as general awareness on the importance and usage of technology.

The ‘human-element’ of education cannot be overlooked and technology can be used only as an auxiliary tool to amplify the learning experience. It is also pertinent to assess the way technology is used, processed, transferred, stored and necessary safeguards be built in to protect the privacy of the users and protect against data thefts.

### **Conclusion:**

While the Policy is a novel and progressive document, acknowledging the invaluable role of technology in facilitating learning and teaching, it is essential to develop a coherent plan of action for fostering technological proficiencies to aid successful engagement with technology (and its future advancements), while providing effective safeguards for data protection and data privacy. In this regard, ed-tech companies are uniquely positioned to assist with the execution of various goals envisioned under the Policy. The ed-tech companies can collaborate with educational institutions as well as develop customised online platforms/courses to increase reach among Indian students.

The Policy also presents a significant opportunity for cooperation between the various industry stakeholders and regulatory authorities/educational institutions. In this regard, the Internet and Mobile Association of India has recommended a partnership between the ed-tech industry and the NETF, which will help streamline research and enable the NETF to adopt industry-led best practices. Overall, the success of the Policy will be contingent on the means and mode of its implementation, as well as the ability to effectively integrate the objectives of the Policy, within existing initiatives and engaging the relevant stakeholders in the effective delivery of the Policy. The Policy is mindful that education in the future will involve greater dematerialisation and digitalisation of content. For a hitherto conservative educational system of India, this mindfulness is itself a remarkable feat.

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## Innovation in English Literature Teaching in Higher Education

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### Abstract :

*Innovation in teaching isn't a new phenomenon. Arguably, it's as old as mankind itself. There seems to be something inherently "human" about the tendency to think about new and better ways of doing things and try them out in practice. Despite its obvious importance, innovation has not always received the scholarly attention it deserves. As an example, students of long-run economic change want to focus on factors such as capital accumulation or the working of markets, instead of on innovation. This is often now changing. Research on the role of innovation in economic and social change has proliferated in recent years, particularly within the social sciences, and with a bent towards cross-disciplinarily. This paper especially focuses on innovation in English literature teaching and how it helps students learn literature easily. Only one method is not used to teach the literature to the student. Through this paper, I've got to give some suggestions to use some other methods like Drama, Skits, Seminars, conferences, Workshops, and Group Discussions then on. As illustrated in this paper, in recent years the amount of social science publications focusing on innovation has increased much faster than the total number of such publications.*

**Keywords:** English Literature Teaching, Methods of Teaching, Innovative Teaching, Literature.

### Introduction :

We are proud to supply students with a varied and stimulating range of courses throughout their English Literature degree. This is often enabled through the various mixes of specialist areas within the Department. Our main areas of experience include Early Modern Literature, Nineteenth-Century Literature, Children's Literature, and Modernism, particularly Beckett and Yeats. We make sure that our students are offered traditional subjects, including Shakespeare, Chaucer, War Poetry, Dickens, etc. in addition to facilitating the study of more unusual topics. This is often achieved through our range of modules that develop vocational skills, our modules that link to other disciplines, and our modules that specialize in key literary periods or individuals.

For those, who have developed an interest in creative writing, we run numerous creative writing modules throughout the degree program. We also provide students the choice to undertake to take a final-year creative writing project instead of a research-based dissertation. This is often an opportunity to produce original work with the support of your supervisor. As we all know from the beginning to the modern period teaching of literature has been changing its dimensions in different ways. Moreover, through literature, we are studying English. The first of beat beginning stages were used to learn the literature. Though, people did not get knowledge of whole literature, because, the whole literature is cannot perform through stages. Development and Modernism had an excellent impact on teaching literature as well as helping to learn the literature.

This paper discuss on some creative techniques to cheer the teaching of English literature. Literature is often taught by using pre-teaching projects on Geographical, Political, and Historical aspects of the country. Collection of images, Stamps, Use of Films, Dramas, Computer-Aided Language Laboratories, the Internet, Blogs, the World Wide Web, and a few other modern techniques of teaching literature. Such creative techniques can boost students' involvement and love for English literature.

### Difficulties Faced By Students

Indian students face several difficulties while studying English literature. Before starting the creative techniques to show English literature, it's quite relevant to refer to some of the problems faced by Indian teachers as well as students:

- ❖ Most of the classes have a sizable amount of students. It becomes difficult to follow diverse new methods to show because they're impractical to control a large number of students and maintain the balance of interactions with all of them within a specific time.
- ❖ The teaching of literature is to be made examination-oriented. If the teachers give longer for the all-round understanding of the text, it's impossible to cover the syllabus. Hence, teachers need to prefer examination-oriented teaching.
- ❖ All the school rooms do not provide the facilities of LCD, computer, and internet. Therefore, teachers need to be satisfied with traditional teaching.
- ❖ Currently, the necessity to communicate in English is emphasized everywhere. It stresses the functional use of the English language. Hence, most scholars get interested in the study English language and not English literature.
- ❖ Indian students not have easy access to the hidden meanings of British, American, Commonwealth, and other English literature because these literatures have different cultures in every aspect.
- ❖ The students of literature aren't strongly aware of the potential jobs after studying literature courses. They think that entering the fields associated with or based on literature needs a glamorous background for the person.

**Techniques To Teach English Literature:** Creative Techniques to beat the Difficulties Keeping in view some of the difficulties mentioned above it is possible to find out some creative techniques to teach English literature. Followings are some fruitful techniques to remove the difficulties and barriers related to teaching English Literature.

**Pre-Teaching Project Presentation Of Geographical Aspects:** It's also possible to ask students to bring the maps of that country in the class or inspire them to draw the maps in the notebooks. It increases their interest in the subject. The knowledge of geographical details, weather, natural resources, etc., of the country adds a special flavour to learning literature. It'll provide students fundamental background which is particularly reflected in lexical items used in the literary text. This type of teaching technique can make students feel the text is rather familiar.

**Pre-Teaching Project / Presentation Of The Historical Aspects:** It's always valuable to train students to prepare small projects/presentations of the historical background of the country related to the study. It helps them to understand and understand the historical details that influence the country and its literature.

**Small Project/Presentation Of The Political Aspects:** It's promising to advise students to make a small project on the political background of the country. This helps them to know the political movements as well as their effects on society reflected in literature.

**Collection Of Images, Stamps:** It's possible to recommend students collect some pictures, images associated with the customs, traditions, food, clothes, etc. of the country. Even the stamps of that country also can be collected to increase the participation of the students to learn about the literature of that country.

**Collection Of Mythology:** It's very important to refer to the mythological references that occur in the works. We will collect the pictures; these pictures are often very fascinating to become familiar with the country and its literature. They enhance students' perception of the planet.

**Films / Dramas:** Many films and dramas are produced in many novels and stories. These films or dramas are often shown to students after or before teaching the novel or drama. It's very appealing to invite students to compare the film with the text. This helps them to use their comparative skills in the

language. It's an effective way to inculcate among the learners very useful skills and strategies to acquire the language in context.

**Computer-Aided Language Laboratories:** It's an enjoyable activity to take students to the language laboratory and ask them to listen to American or British English. This provides them with an idea of the language and the style of its expression by the American and the British.

**Use Of Internet, Blogs, World Wide Web, And E-Books:** Nowadays students can use the internet, blogs, and e-books. If the language laboratory makes these facilities available, students will enjoy the training. This provides them an opportunity to remain updated in the field of literary study.

**Author's Introduction:** Students are often motivated to present a biographical sketch of the author in class. It's remarkable to collect all the detailed information about the author and his literary works. This makes students conscious of the literary world of authors. Some students are often asked to write one paragraph on each work of the author. Such information is often compiled. It helps them to understand the background of the author and his writing.

**Organizing Interviews Of The Great/Popular Writers/Critics/ Actors/ Actresses:** Students believe that entry into the fields of cinema, script writing, songwriting, etc. isn't possible. They think that it's difficult to build a career in these fields. It'll be an evocative occasion for them if teachers organize interviews or talks of popular writers, actors, and actresses. With such activities, students get inspired and motivated to review the literature and enjoy the assignments given to them.

**Role Plays:** It's easy to arrange the enactment of the drama. It's also possible to organize small role-play sessions. It helps to extend students' abilities to learn literature as well as helps them to improve their speech.

**Reading Aloud:** It's beneficial for students to read the text in meaningful units/chunks. Furthermore, through this activity teacher can diagnose the right or incorrect strategies students deploy while doing the silent reading. It's therefore a remedial task that can train the learners to overcome problems related to fluency and accuracy in reading English as a second/foreign language.

**Exercises For Reading Between The Lines:** It's essential to teach students of literature to read between the lines. They will be asked to think about the meaning of the pieces of literature. What the actual lines or dialogues mean can be explained by students. It'll increase their imaginative powers and mental horizons. It's a very important activity.

**Post-Teaching Activity:** Teachers can ask the learners to imagine different ends to the drama, story, or novel. It's interesting to listen to various possibilities to end the work. Students can brainstorm plenty and bring out their creative talents. It ignites their heart, mind, and love for literature. They become competent in precise themselves.

**Exercises For Reading Beyond The Lines And Checking Out Human Values:** It is easy to ask students to find out human values in novels, stories, dramas, and poetry. It affirms the worth and significance of literature. Students note the universal values in literature. It inculcates in them the necessity to believe in the equality of human beings. It's necessary to teach students of literature to learn some human values and principles of life from the pieces of literature. Teachers need to encourage them to learn the values and follow them in practical life. They will be inspired by patriotism, humanism, kindness, loyalty, truth, peace, love, social reforms, etc. they need to read literature beyond the lines. It helps to extend the maturity level of students. It also refines their sensitivity and enables them to be sympathetic also as empathetic. They're going to be trained to become concerned and considerate.

**Exercises For Creating Awareness About The Environment:** We all are conscious of the dangers threatening the globe. It's a good exercise to ask students to find out examples of the ways of protecting the environment stated in the pieces of literature. It's also possible to find descriptions of the environment or natural beauty, animals, and birds presented within the literature. It enhances students' knowledge of flora and fauna.



**Orientation For Explaining Career Opportunities Aside From Films:** The students get interested in the study of literature if they come to know about the opportunities for jobs and careers. There are some jobs where competency in literature is certainly an addition to the private profile of the candidates. Scholars of literature can do everything in a very unique way in the fields like journalism, tourism, publications, freelancing, translations, audiobooks, places of public interest, websites of literature, embassies, cultural centers, etc.

### Conclusion :

If the teachers of English literature do not find out creative methods of teaching literature and utilize them in their teaching, classroom teaching can become extended monologues. Hence, it is essential to teach literature with the help of new methods. With these methods, it is possible to involve all the students in the learning activities. It will help them to undertake research in other disciplines or it will encourage them to do comparative studies. These techniques are motivating and challenging. They help students to enrich and sustain their efforts in learning literature. They encourage students to interact and speak with each other. Creative methods will increase students' interest in literature not only from India but in foreign countries also. They will be able to be more and more global because they will understand that literature plays an essential role in bringing all the lands together under one roof of universal human traits reflected in it. Students of literature can become agents of change when set with a good and thoughtful understanding of literature.

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## New Education Policy 2020 Envisions Transforming Higher Education

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### Abstract:

*NEP would transform the education sector in the country as it focuses on making education accessible, equitable, inclusive but only if implemented at all levels. The Policy reaffirms that bridging social gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes.*

**Keywords:** English Literature Teaching, Methods of Teaching, Innovative Teaching, Literature

### Introduction:

The New Education Policy was released under the Government of India's Ministry of Human Resource Development (MHRD) on 30 July 2020. With the motto of Educate Encourage Enlighten, this is the first education policy to be released in the last 34 years in India. The aim of the policy is to prepare the children of India with 21st century skills. The policy is founded on the three pillars of Research, Innovation, and Quality, with the objective of developing India into a knowledge super power.

The National Research foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education. Higher Education Commission of India (HECI) will be setup as a single umbrella body for entire higher education excluding medical and legal education. College affiliation system will be phased out in 15 years and a stage-wise mechanism will be established for granting graded autonomy to colleges. Over a period of time, every college will develop into an autonomous degree granting college or a constituent college of a university.

### Undergraduate Education:

In undergraduate education, the following are the key changes:

- Undergraduate degrees will have a duration of 4 years
- Undergraduate degrees will be multi-disciplinary, holistic, and flexible
- There will be multiple exit options with appropriate certifications at each exit point such as:
  - Certificate after completing 1 year in a vocational or professional field
  - Diploma after 2 years
  - Bachelor's degree after 3 years
- Students completing the 4-year degree program can obtain a degree with research if the research subject is within the area of study

### Higher Education:

The following are the key points in the higher education category:

- Postgraduate programs will have a duration of 1 to 2 years
- There will be no M.Phil. programmes
- In 15 years, the college affiliation system will be gradually phased out
- Every college will develop into either a constituent college of a university or into an autonomous degree-granting institution
- There will be a new umbrella regulatory body for all higher education courses except for legal and medical courses

- An Academic Bank of Credit will be established to facilitate smoother transfer between institutions
- All standalone technical universities, legal universities, agricultural universities, and health science universities will become multi-disciplinary institutions

Universalization of Education in India: Apart from introducing the National Education Policy 2020 5+3+3+4 formula, the revised policy also focuses on providing students universal access to quality education at all levels. Accordingly, the National Education Policy 2020 recommends the following key initiatives:

- **Investment in Digital Infrastructure:** The National Education Policy 2020 calls for investment in open and interoperable public digital infrastructure, development of online teaching tools and platforms, creation of digital repositories and virtual labs, and organising online assessments and exams to improve India's device penetration.
- **EMBRACE EDTECH** – The NEP Policy 2020 strongly emphasises utilising modern tools and technologies to improve learning and make education accessible to every child. It encourages EdTech companies and startups to develop and implement learning management systems, assessment platforms, ERP software, online laboratories, etc., to provide students access to tech-driven learning programmes.
- **THE PROMOTION OF MULTILINGUALISM:** Various studies have proven that students learn concepts better when taught in their mother tongue/home language. With that in mind, the revised policy promotes multilingualism and recommends teachers use a bi-lingual approach to interact with learners. It also encourages students to learn three languages; at least two of them should be native to India. The purpose is to broaden their cultural sensitivity, awareness, and tolerance.
- **BLENDED MODELS OF LEARNING:** While promoting digital education and learning, the National Education Policy 2020 gives equal importance to face-to-face in-person learning. Therefore, it recommends identifying different models for blended learning to replicate various subjects appropriately.
- **A Strong Emphasis on Teacher Empowerment:** Lastly, the new education policy suggests teachers and principals undergo rigorous training to become high-quality online content creators. It considers educators the heart of the learning process and recommends a complete overhaul of the teaching profession in India.

Multiple mechanisms with checks and balances will be established to stop commercialization of higher education. All the educational institutions will be audited as per standards of audit. The private higher education institutions will be encouraged which have philanthropic and public spirited intent. "The NEP 2020 talks about creating higher performance standards for teachers clearly stating out the role of the teacher at different levels of expertise/stage and competencies required for that stage. Teachers will also have to be digitally trained to blend into the digital learning processes" (Hindustan Times)

Co-curriculum and vocational subjects such as sports, arts, commerce, and science will be treated at the same level. Students will be allowed to take up coding from class 6 onwards to improve their computer skills. Vocational education will also be given a push with internships from class 6. The exams of class 10th and 12th will be made easier to test competencies rather than memorise facts with all the students allowed to take the exam twice. The curriculum content is set to be reduced in classes and there will be focus upon critical thinking, and more discovery based, inquiry based and analysis based learning. A new and comprehensive National Curriculum Framework for teacher education will be formulated for improving teacher capabilities. "There needs an integration of technology in education with component of digital literacy, scientific temper and computational thinking for a holistic learning experience of the students" (Hindustan Times )

**Promoting Indian Arts and Culture:** The preservation and promotion of India's cultural wealth will be considered as high priority for the country. Cultural awareness is important for the individual as well in order to provide him with a sense of identity, belonging, as well as an appreciation of other cultures and identities. Initiatives will be taken from pre-primary level through the higher education level for exposing the students to Indian music, arts, crafts and languages. An accurate account of traditional Indian knowledge across humanities, sciences, arts and crafts and other sports will be undertaken. "Emphasize on

practical and experiential learning which will lead to instilling the 21st century skills of creativity and critical thinking in the children” (Hindustan Times )

A national literacy mission will be started to mobilise community organisations and volunteers in order to achieve large scale adult literacy and education outcomes. Government will work closely with NGOs and other community organisations and support them as necessary.

India will also expand its institutes and universities studying all classical languages and literature with strong efforts to collect, preserve, translate and study the tens of thousands of manuscripts from ancient India. All languages in India and their associated art, culture will be documented via a web based platform/portal/wiki in order to preserve endangered and all vulnerable Indian languages and their associated rich local arts and culture. The platform will contain videos, dictionaries, recordings, poetry, folk songs etc. to preserve them.

NEP 2020 recognizes now the need to evaluate higher-order skills, such as analysis, critical thinking and conceptual clarity, and hence shifting the focus of assessments from marks based to competency based. The marking system should now be different, there will be a dire need to change the questions so as they have related answers, where based on the child’s aptitude he answers and based on the answers the scores could be calculated.

### **Conclusion:**

The NEP, which is designed to ease the burden of classroom teaching and examination on students, will play an important role in creating the future of the country. It’s success, however, lies in uniform and transparent implementation at all levels, with an equitable distribution of resources. This mammoth task can be realized only when there is a 100% cooperation and collaboration between the Central, State Government and the Ministry of Education.

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## Innovation Centric, Teaching and Learning Process in Technical and Higher Education

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### Abstract:

Teaching-learning is emerging as an important area of reform in the global higher education arena due to the changing nature of students, improvement of modern information communication tools, and newer demands from higher education focusing on employability and entrepreneurship. The theories of teaching-learning can be divided into different segments - some discussing teaching- learning in a more general way, and some are more focused towards higher education analyzing its complexities. The paper reviews some of the select theoretical concepts in the understanding of teaching and learning in higher education. Education is regarded as a process of interaction and interpersonal Communication. In twenty first century with the appropriate use of evolving information and communication technologies (ICT), there is innovation in education system. Knowledge and play an important role in teaching an learning methodology so the role of ICT in education is very important Higher education in the country is experiencing a major transformation in terms of access, equity and quality. ICT based education causes changes in the educational objectives in the conception of the teaching and learning process. Approaches of technology and innovative teaching techniques in higher education is necessary. Also measures required for technology based education need to be considered. In this regard, the paper addresses the innovations in higher education by integration of technology in various aspects of higher education in the present scenario.

**Keywords:** English Literature Teaching, Methods of Teaching, Innovative Teaching, Literature

### Introduction:

Creativity and innovation is the essence of teaching and learning in professional and conventional courses. Innovative teaching technique also emphasizes the importance of establishing a community of learners in which teachers and students share their responsibility for defining and achieving the learning goals of the entire group. The term technology means that all kinds of media and Information and Communication technology (ICT) in higher education for teaching and learning purpose. In 21<sup>st</sup> century higher education in the country is experiencing a major transformation in terms of access, equity and quality. ICT is a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information. This broad definition of ICT includes technologies as radio, television, video, DVD, telephone, satellite systems, computer and network hardware and software; as well as the equipment and services associated with these technologies, such as videoconferencing and electronic mail (UNESCO, 2002). Educational technology is the study and ethical practice of facilitating e-learning, which is the learning and improving performance by creating, using and managing appropriate technological processes and resources. It is necessary to acquire the ability to use technology as a tool to research, organize, evaluate and communicate information and the possession of the fundamental understanding of the ethical or legal issues and use of information.

### Goals And Objectives:

Teaching-learning is considered vital for all educational sectors. While extensive research and development are being conducted on improving teaching-learning in primary and secondary education sectors, there seems a lack of substantial and contemporary research for evidence based policy making to improve teaching-learning in Indian higher educational area. It is an important area to focus considering the continuously changing landscape of higher education, increased international competition, diversity of the student body and types of educational service providers, increasing demand of value for money and efficiency, and hence, call for new teaching methods among other reform prerequisites. Studies also infer

that in spite of the focus on excellence as a national agenda for higher educational reform, teaching in higher education has an overall limited success in improving the conditions of the youth of India.

It is in this backdrop, a research organised at higher education institutions across the nation, focusing on understanding the teaching and learning processes from different vantage points seems the need of the hour. The study may play an important role in providing empirically grounded understandings of how India can better respond to the challenges facing in its higher education system in terms of effective teaching and learning including faculty development. By looking at teaching quality across a whole range of academic disciplines at both bachelors and masters levels, the current study will address a gap in higher education research in India. Indeed, it will be one of the first studies to make a contribution to the literature of teaching and learning as a multifaceted phenomenon in higher education in the Indian contexts.

The overarching scope of the proposed research project is to examine the process of teaching and learning in higher education in India, and develop an empirical body of knowledge that can inform on-going and future national policies. Within this overarching scope, the main objectives of the research project can be articulated as follows:

- a) To understand the process of teaching and learning in the higher education institutions (colleges and universities) in india and identify possible diversities and different practices.
- b) To understand the dynamics of teaching across a range of disciplines at bachelors' and masters' level programs.
- c) To provide an empirically grounded and analytically robust understanding of policy priorities and policy responses in terms of teaching and learning , faculty and learner development in india's higher education institutions.
- d) To suggest specific policy changes in the field of teaching and learning in higher education based on the evidences generated by the research.

**Innovations In Higher Education Using Technology :** Education is a very powerful instrument for social change and transformation. Innovative teaching practice is the only way to enhance the quality of our education. Because of the rapid growth in technology, the present generation students are expecting more and varied knowledge more from teacher which causes the innovative teaching and learning process in higher education. The traits required of the innovative lecturer include humility, courage, impartiality, open-mindedness, empathy, enthusiasm, judgment and imagination. By the use of innovative teaching methodologies, students learn by doing themselves. Task of teacher is to facilitate learning and to motivate, encourage and mentor students achieve knowledge and promote interest in their subject with the use of innovative methods. There is a shift from a teacher as a knowledge transmitter to a learning facilitator/collaborator, coach and knowledge navigator.

**Approaches of Technology in Higher Education:** The Technology Literacy Approach: It indicates increasing the extent to which new technology is used by students by incorporating technology skills into the curriculum. The Knowledge Deepening Approach: It indicate increasing the ability of students to use knowledge to add value to society and the economy by applying it to solve complex and

**Innovative Teaching and Learning Techniques Using Technology :** Innovative teaching and learning technique emphasizes the importance of establishing a community of learners in which teachers and students share the responsibility for defining and achieving the learning goals of the entire group. The Ministry of HRD has insisted that all educational institutions to use technology in classroom. Appropriate use of technology can catalyze the paradigmatic shift in both content and pedagogy that is at the heart of education reform in the 21<sup>st</sup> century. These innovative ways of teaching and learning constitute a shift from a teacher-centered pedagogy to one that is learner-centered. While technology increasingly play a major role in disrupting legacy education models, Innovative methods in higher education with the help of

print media, audio media, audio-visual media, telecommunication and multimedia communication etc are the different stages of the use of technology in educational transaction in higher educational institutes.

- A. **WEB-BASED INSTRUCTION:** It is a form of innovative approach for delivering instruction to a remote audience in which the web is included as a tool, several web sites have been developed to provide learners with access to instructional resources from a distance.
- B. **MULTIMEDIA LEARNING :** The opportunities associated with the development of computer-based technology provides the multimedia software available on CD-ROM plays a powerful role with applications in labs and lectures, tutorials and project work and specially useful in science subjects
- C. **SUBJECT-QUIZ:** It is an innovative teaching method which can be applicable to all the disciplines of teaching.
- D. **SCREEN CAST:** Screen cast is an effective teaching tool on the internet. Screen casts can be used for describing a step-by-step process, explaining a particular concept, or presenting a PowerPoint presentation with narration and multimedia elements.
- E. **SOCIAL MEDIA:** A social media where individuals are in communities that share ideas and interests. Some popular communities are Face book, MySpace, YouTube, blogs, Twitter and delicious. Face book and other social media delivers the promise of new, socially engaged educational experiences for students in undergraduate, self-directed, and other educational sectors.
- F. **Smart pens:** Smart pens are used to capture transmitted information, replay it and sent it. It is like wireless transfer of your ideas anywhere, anytime and ready to share with students and vice versa. During lecture, smart pens help students, when teacher talk fast, student can record and understand all the left out things. Smartpens can record video, audio and diagrams which students can listen and understand during lecture.
- G. **WIKIPEDIA:** Wikipedia provides opportunity to the students to write articles and transforms students into teachers. It provides an ongoing project of developing knowledge for future generation of students.

## 6. Conclusion:

Innovations in higher education is possible by integration of technology. In the coming years, the thrust will be on the use of technology to strengthen the system in the mode of open and distance learning. Teacher has to adapt innovations in teaching by the use of technology for continuous professional development. Institutional and sector-wide higher education policy and planning should identify the specific role of technology in enhancing research capabilities and provide for adequate infrastructure backed by capacity building. Innovations in technology introduces digital libraries, access to online database and networking which can be enhanced through inter-institutional collaboration to ensure optimal usage of technology expertise and resources. Technology supported education can promote the acquisition of the knowledge and skills that will empower students for lifelong learning. As the government increases its investments in technology for education, continued efforts must be made to ensure that investments in technology positively impact all aspects of education. Technology enabled education will definitely lead to the innovations in higher education in teaching and learning process.

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## Teacher and Students Role in Blended Learning (BL)

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### Abstracts:

*This deals about the educational transformations and the prerequisite for Blended Learning. BL is not a mere mix of online and face-to-face mode, but it refers to a well-planned combination of meaningful activities in both the modes. The blend demands consideration of several factors, mainly focusing on learning outcomes and the learner centered instructional environment. Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, the NEP 2020 recommends for use of blended models of learning. The NEP-2020 states that while promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.*

**Keywords:** Teaching, Learner Technology NEP

### Introduction:

The world is changing constantly and the various domains are also influenced by the change. There is no exemption even in the education domain. The evolution of the digital learning platforms has a huge impact in educational institutions and has eventually put the traditional methods in the back seat. However, there are demands for both technology and traditional learning methods. As a result of this, the art of combining digital learning tools with more traditional classroom face to face teaching gave birth to the term “Blended Learning”.

### Need For Flexibility To Students / Learners Centricity:

The National Education Policy has given a rare glimpse in what can be achieved through the transformation of education. The new NEP clearly states that it is time to take on a policy that is undoubtedly student centric, or what can be safely put down as Education 4.0! The time has indeed come to recognize the fact that the student is the main stakeholder and that efforts must be taken to make the system respond to their dreams and aspirations. In this line of thinking the new policy gives the acceptability of many modes of learning including that of face to face learning, online learning and distance or virtual mode. It also promotes use of vocational courses, multi-disciplinary courses and multi-modal approaches there by focusing on Blended teaching-learning.

### The Important Features Of Blended Learning

- Increased student engagement in learning.
- Enhanced teacher and student interaction.
- Responsibility for learning.
- Time management and flexibility
- Improved student learning outcomes
- Enhanced institutional reputation.
- More flexible teaching and learning environment
- More amenable for self and continuous learning
- Better opportunities for experiential learning

### The Advantages of BI For Students:

1. The advantages of BL for students include increased Learning Skills
2. Greater access to information
3. Improved satisfaction and Learning outcomes
4. Opportunities both to learn with others and to teach others.
5. As part of learning is done through ICT, online and offline mode so Teachers and students get more time in the classroom for creative and cooperative exercise.
6. Students gain advantage of online learning and without losing social Interaction element and human touch of traditional teaching
7. It provides more scope for communication. Communication cycle is completed in blended learning which is not possible if we follow only traditional approach Students become more techno savvy and they gain enhanced digital fluency.
8. Students have more strengthened professionalism as they develop qualities like self-motivation, self-responsibility, discipline.
9. It updates course content and so gives new life to established courses

### Benefits of Blended Learning:

- 1) **OPPORTUNITY FOR COLLABORATION AT A DISTANCE:** Individual students Work together virtually in an intellectual Endeavour as learning Practice.
- 2) **INCREASED FLEXIBILITY:** Technology-enabled learning allows for learning anytime and anywhere, letting students learn without the barriers of time and location but with the possible support of in-person engagement. (Any speed, any mode, any language)
- 3) **INCREASED INTERACTION:** BL offers a platform to facilitate greater interactivity between students, as well as between students and teachers.
- 4) **ENHANCED LEARNING:** Additional types of learning activities improve engagement and can help students achieve higher and more meaningful levels of learning.
- 5) **LEARNING TO BE VIRTUAL CITIZENS:** Learners practice the ability to project themselves socially and academically in an online community of inquiry. Digital learning skills are becoming essential to be a lifelong learner, and blended courses help learners master the skills for using a variety of technologies. Making BL Work Technology integration in itself is not necessarily BL. BL provides making learning resources and experiences repeatable, reliable and reproducible.

### Role of Teachers in BI Environment:

#### 1) **BL shifts the teacher's role from knowledge provider to coach and mentor:**

This shift does not mean that teachers play a passive or less important role in student's education. Quite the contrary—with BL, teachers can have an even more profound influence and effect on students' learning. Traditionally, classroom instruction has largely been teacher-directed, top-down, and one-size-fits-all, with a bit of differentiation thrown in, but with BL, it now becomes more student-driven, bottom-up, and customized, with differentiation as a main feature. Much of this new learning dynamic is due to the enhanced role technology plays in instruction. BL provides an appropriate balance between online instructions, which offers the interactive, tech-based learning, individualized pacing, and privacy that keep students continuously engaged and motivated, and teacher-led instruction, which personalizes the learning experience and adds the human elements of encouragement, compassion, and caring guidance that only teachers can give.

### This New Learning Dynamic Benefits Students and Teachers:

- 1) Students and teachers alike Giving students permission and Space to become active learners who gain knowledge directly Lets them assume some control over their learning and herthem develop self-reliance.
- 2) As more students are working independently.

- 3) Time opens up for teachers to provide face-to-face support and Individualized instruction more frequently for more students, effectively improving differentiation.
- 4) BL provides teachers with a fuller, more accurate picture of how each student is doing.
- 5) BL yields more frequent and more personal teacher interaction With individual students, teachers have the opportunity to deepen and strengthen student/teacher relationships.
- 6) The trust that comes with close relationships can give teachers insights into students' personal struggles and needs -insights which empower teachers to comfort and coach students through challenges that often serve as obstacles to learning.

**Implementation Of Blended Learning In Indian Education System :** Implementing blended learning needs a full dedication on the part of educational authorities and managements of educational institutes. It needs a well-planned design that include all from individuals top to bottom of the educational hierarchy. For preparing educational institutes for blended learning we will need to increase educational budgets, it can be done by taking help of NGOs and also coordinating with the industrial and corporate sector. These sectors can be motivated to give their financial inputs for blended learning execution as these sectors will be most benefited if, the output from these educational institutes are more efficiently groomed for the global market. The other very important issue that has to be considered is development of right type of attitudes towards this ground-breaking concept in all those who are concerned with educational system. For changes in attitudes of parents, community, teachers and students awareness programmes, seminars, discussion forums should be organised. These can be utilized to make people aware about the benefits of blended learning so that a right mind set is prepared for its implementation. Mass media can well be utilized for this purpose. Teacher training programmes both in-service and pre-service have to be reoriented to prepare teachers for blended learning approach. The finance and efforts that are put in for various projects to meet education for all should be re directed in preparing our primary schools for blended learning as it will cater many problems simultaneously and both finance and efforts are more fruitfully utilized. To conclude it can be said that blended learning is to some extent is the solution to problems prevailing in our educational system. If implemented in a well-planned, organized way with right type of attitudes it can become the future of our educational system. It is in our own benefit that steps for adapting blended learning are soon initiated.

**Role Of A Learner In The Bl Environment Increase Student Interest:** When technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are studying. Keep students focused for longer: The use of computers to look up information & data is a tremendous lifesaver, combined with access to resources such as the internet to conduct research. This engagement and interaction with the resources keeps students focused for longer periods than they would be with books or paper resources, this engagement also helps develop learning through exploration and research.

**Provides Student Autonomy:** The use of e-Learning materials increases a student's ability to set appropriate learning goals and take charge of his or her own learning, which develops an ability that will be translatable across all subjects. Instill a disposition of self-advocacy: Students become self-driven and responsible, tracking their individual achievements, which helps develop the ability to find the resources or get the help they need, self-advocating so they can reach their goals.

**Promote Student Ownership:** BL instills a sense of 'student ownership over learning' which can be a powerful force propelling the learning, It's this feeling of responsibility that helps the feeling of ownership. Allow instant diagnostic information and student feedback: The ability to rapidly analyze, review and give feedback to student work, gives the teacher the ability to tailor his teaching methods and feedback for each student while improving time efficiency

**Enables Students To Learn At Their Own Pace:** Due to the flexibility of BL and the ability to access internet resources allows students to learn at their own pace, meaning a teacher can help speed up the learning process or give more advanced resources if necessary.

**Prepares Students For The Future:** BL offers a multitude of real-world skills, that directly translate into life skills, from: Research skills, Self-learning, Self-engagement, Helps to develop a 'self-driving force', Better decision making, Offers a larger sense of responsibility, Computer literacy

### Conclusion:

Conclusion The chapter provides detailed guidelines communicating minimum recommendations from UGC for implementation of BL. Universities and parent bodies need to ensure checking essential requirements to begin with and them should monitor processes to ensure successful implementation of BL. BL mode is to be used nation-wide to help learners develop 21st century skills along with the effective learning and skill development related to the subject-domains. BL should be carefully implemented and should not be replacing classroom time as a privilege. Every institute should strive to be a model institute to demonstrate a successful implementation of BL in the higher education of our count

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## NEP 2020 And Teacher's Role

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### Abstract:

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education. For this NEP provides solutions through its forwarding views towards the nation and world. Here the part of the teachers as implementers is more important than anything else. So in this article an attempt is made to know the part of the teachers in NEP success.

KEYWORDS: NEP 2020, Teacher's role, National Educational Policy,

### Introduction :

The National Education Policy 2020 envisions an Indian-centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. The National Education Policy which seeks to address the challenges of: (i) access, (ii) equity, (iii) quality, (iv) affordability and (v) accountability faced by the current education system. This National Education Policy 2020 provides for reforms at all levels of education from school to higher education. NEP focuses on Early childhood care, Reform the current exam system, strengthen teacher training and Restructure the education regulatory framework. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. 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 building upon India's traditions and value systems. The National 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, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

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

pedagogy, and practice. Teachers play very important roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. So the role of teachers in NEP is remarkable.

### Objectives

1. To understand the role of teachers in implementing the NEP
2. To understand the significance of NEP

**Methodology :** This article is prepared on the basis of secondary sources and few of my opinions.

### The Fundamental Principles

- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- Emphasis on conceptual understanding rather than rote learning and learning-for-exams, creativity and critical thinking to encourage logical decision-making and innovation;
- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice are imparted.
- Promoting multilingualism and the power of language in teaching and learning and life skills such as communication, cooperation, teamwork, and resilience;
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
- Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

### Teachers Education :

Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy. The highlights of NEP-2020 for teacher's education are listed below:

- All stand-alone Teachers Education Institutions should convert themselves as Multi-disciplinary HETs by 2030 to offer only four-year integrated B. Ed. programme.
- All schools of foundation, preparatory, middle, and secondary level should appoint 4-year integrated B. Ed. degree holders as teachers with dual major specializations (Education & Subject).
- Till 2030, there will be two years B. Ed. programme for 3-year UG and one-year B. Ed. for four-year UG and those who have Master's degree in other subjects.

- M. Ed. will be one-year with a research focus. The faculty profile in Departments of Education will be diverse with Ph. D. 's in different areas.
- All interested senior or retired faculty will be utilized for short or long term for guiding, mentoring, or professional support for research/training/innovation. A separate National Mission for Mentoring will be established.

**Teacher's Role :** To achieve the real goal of NEP the teachers must work hard and encourage the students to reach their goals. For that there will be no frequent transfers of teachers. Transfers will be absolutely transparent. Teachers will not be asked to undertake non-teaching activities in school. Arrangements should be made for a continuous professional development, career management and progression of teachers. The Role of Teacher is to shape the minds of the younger generation. Teachers will have complete autonomy in choosing the pedagogy most effective for students in the classroom. It indicates that teachers will be given freedom where they had none before. This means that students will encounter happy teachers, and happy teachers are teachers who can inspire. When teachers are themselves free, they will be able to cultivate free thinking in their students too. Teachers of today are already more open and adaptive to changes. They have a passion for learning, they are more innovative with their teaching and their ideas are limitless.

**Teaching Knowledge:** For teachers update teaching knowledge is important for professional development. The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities.

**Creating Classroom Environment:** For classroom environment Teacher-Students interaction is very important. Teachers also play an important role in the classroom when it comes to the environment. Students-Teacher interaction depends on content. If the teacher prepares a warm, happy environment, students are more likely to be happy. Teacher should always give the positive reinforcement for students.

**Role Modeling:** Students always observed to Teachers and he/she is the role model for students, Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers are there not only to teach the children, but also to love and care for them. Teachers are typically highly respected by people in the community and therefore become a role model to students and parents.

**Mentoring:** Mentor-Mentee communication, interaction is very important for encouragement and better development. Mentoring is the best way for students carrier development, Mentoring is a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Mentoring helps build students confidence and helps them want to be successful.

Teachers also perform well, teachers must be valued, supported, respected - happy teachers and students make for excellent teaching and learning! In particular, the everyday working environment of teachers and students must be safe, comfortable, and inviting. Teachers, and their schools, school complexes, and classrooms, must be well supplied with the learning resources that they need for effective teaching. Teachers must have the autonomy to innovate and teach in the style that best suits them and their students. Teachers must have robust opportunities for CPD, and access to learning the latest advances and ideas in both pedagogy as well as subject content. Teachers work must have a caring, collaborative, and inclusive school culture, which encourages excellence, curiosity, empathy, and equity. A large part of this school culture must be set by school principals, school complex leaders, and School Complex Management Committee.

### Conclusion :

The policy is welcomed by one and all of our Nation which seeks to transform India into a vibrant knowledge society. It is a pride in India as well as acceptance of the best ideas and practices in the world of learning from across the globe. Early childhood care education is very important for child development. It is delivered through anganwadis and private-preschools. There has been less focus on the educational aspects of early childhood. National Education Policy recommends developing a two-part curriculum for early childhood care and education. The students-teacher interaction is very significant in the new education era. Hopefully with NEP2020 our schools will no longer be industries where teachers are the machines and children, products; the hope is that now they will be an ecosystem of learning, where the teacher and the student will both evolve as human beings. National Education Policy 2020 will play a important role in the transformation of the Indian education system. Now it is expected to help India in reaping its demographic dividend. NEP will play a significance role for development of pre-primary education to higher education system in India.

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## The New Pedagogies of ELT : Innovative Methods of Discussing Vocabulary in a Class Room - A Study

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### Abstract:

English language, being the language franca, demands skill-set to master the fluency effectively. Naturally, the teachers must constantly re-invent, or innovate the novel methods of teaching the English language in the era of information technology, and communications. "Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed"- David Wilkins (1972). The Longman dictionary of Contemporary English (2014), has listed 9000 most important words to be learnt in order to achieve fluency in both written, and verbal form of English communication. A Thesaurus is considered a treasure house of new words, along with their synonyms, and antonyms augments the process of enhancing the word power.

Ancient Greek philosopher studied the thesaurus to determine truth, and in his dialog, Protagoras, he has discussed the subtle differences in word meanings for use in debates. Indeed, word power is world power, and the era of information, and technology corroborate this need of having a repository of words, to make an Impact. The research article aims at exploring the innovative methods of discussing new set of words in a class room, as vocabulary cannot be taught, but discussed. The objective of this paper is to highlight the need of new set of vocabulary, and to explore the teacher learner dynamics in a language laboratory.

**Key Words:** ELT, Contemporary, ICT, Innovation, Integration, Vocabulary.

### Introduction:

A robust vocabulary improves multiple areas of cognition of English communication- listening, speaking, reading, and writing. A 2010 study discovered that a surprising 64% of variance in the reading score was due to vocabulary size. A larger vocabulary can be a stepping stone to higher levels of language fluency. The Integration of thesaurus in one's learning will put the learner neatly and sweetly in a Rolls Royce, leading to the citadels of English language, and literature. Often, the speakers find tongue-tied while communicating, which exposes the dearth of words. Peter Mark Roget's, Thesaurus of English Words and Phrases, published in 1852, gave a new direction to the ELT, in which he listed a huge corpus of semantically related words, organized into numerous categories. Since a thesaurus also contains antonyms, the learner would be in an advantageous position to pick up the words from the contextual perspective.

**Objectives of the Study:** The study is intended for two main purposes:

1. Innovative methods of mooting the learning new set of vocabulary.
2. To distinguish between the utilities of a thesaurus, and a dictionary. Though the words share the same core meaning, they differ in terms of connotations, styles, dialects, grammatical patterns, and collocation.

### Data Collection and Analysis:

In conducting this study, the data was derived from Longman dictionary of Contemporary English 6th Edition (2014), The Corpus of Contemporary American English (COCA), and Roget's, Thesaurus of Synonyms and Antonyms (Special Indian Edition, 2011). After the investigation was completed, the data from the dictionary, and the data from all the corpus provided much comprehensive information than the dictionary.

### Discussion:

It is important to comprehend the structure of words and their contextual meaning, in order to strengthen the fundamental foundation of language learning. The corpus of words, if organized into formal and informal categories, lends clarity of thoughts, and brevity in expressive writing. In a globalized world, it is essential to cultivate, and set a certain standard when it comes to effective writing, and fluent communication.

Formal	Informal
Salubrious	Healthy
Beverage	Drink
Sardonic	Mocking
Parsimonious	Stingy
Lethargic	Tired

The above table clearly distinguishes the differences between formal, and informal usage of words, and its impact on formal communication, and writings. Human brain seems to develop different pathways for remembering things based on the methods of receiving the information. Writing down a word, and its definition is likely to reinforce the memory, and helps to recall instantly, at times of communicative needs. Mnemonic Devices: Mnemonic devices work by creating a link in one's memory between a word, and its definition through another associated image, phrase or sound. For example, the word, 'fallow' means inactive or dormant. Associating someone familiar with this action, may help the cognitive part of the brain to register the new word, along with its meaning, effectively. Mnemonics won't work until one uses them. Colours, images, characters in books, nature, acquaintances, things, etc can be associated with a new word learnt, and it would be smoothly deposited into the linguistic repository of the learner.

**Flash Cards:** It has been proved that cramming does not help much to increase one's vocabulary. Neither staring at new words for a longer time help either. Flash cards function as cue cards, and if used in a classroom of multiple learners, it creates an enthusiastic ambience. A new word is written on the front side of the card, and its contextual meaning is explained on the reverse. In the process of identifying, or guessing the probable meaning of such a new word, the hippo campus region in the brain, registers such words in its permanent memory. It would be a pleasant experience for the learners, working in small groups, to tackle new set of words in a innovative way. If the flash cards are cut to a portable size, that could be carried by the learners, may further strengthen their affinity with the vocabulary.

**Etymological Approach:** To learn the etymology, or the root of new words, create a deeper appreciation of such words. Etymology seeks the earliest origin of a word by tracing it back to its most basic components. Etymology, also traces the journey of words in to English language, wherein the learner can deep engage in the process of acquiring the elements of linguistics. Identifying the common prefixes and suffixes and making inferences about other words with the same prefix or prefix, works in favour of enhancing the vocabulary.

For example, the word, 'matrimony' comes from the Latin word, 'mater' which means mother. So, the learner may instantly figure out certain things about maternity, matricide, matrimony, matriarchal, etc. They are all related to motherhood. Learning the etymology makes the learning experience more convincing, and fruitful. To think upon, where a word like, 'disaster' came from, it's Greek roots are the negative prefix, "dis", and "Astron"(star). So, it's earliest meaning was something like, "bad star". This might be surprising until one considers Greek astrology, and their strong belief that celestial bodies exerted control over the lives on earth.

**Creative Writing Approach:** Integrating the new set of words into the frame of writing, makes learning experience, a joyful activity. A learner must frequently incorporate the new set of words into the write ups, that could be an essay, a poem, a short story, a report, an article for a newspaper, a letter to the editor, etc. It is a proven fact that the act of writing aids the learner to register new things easily. The practice of

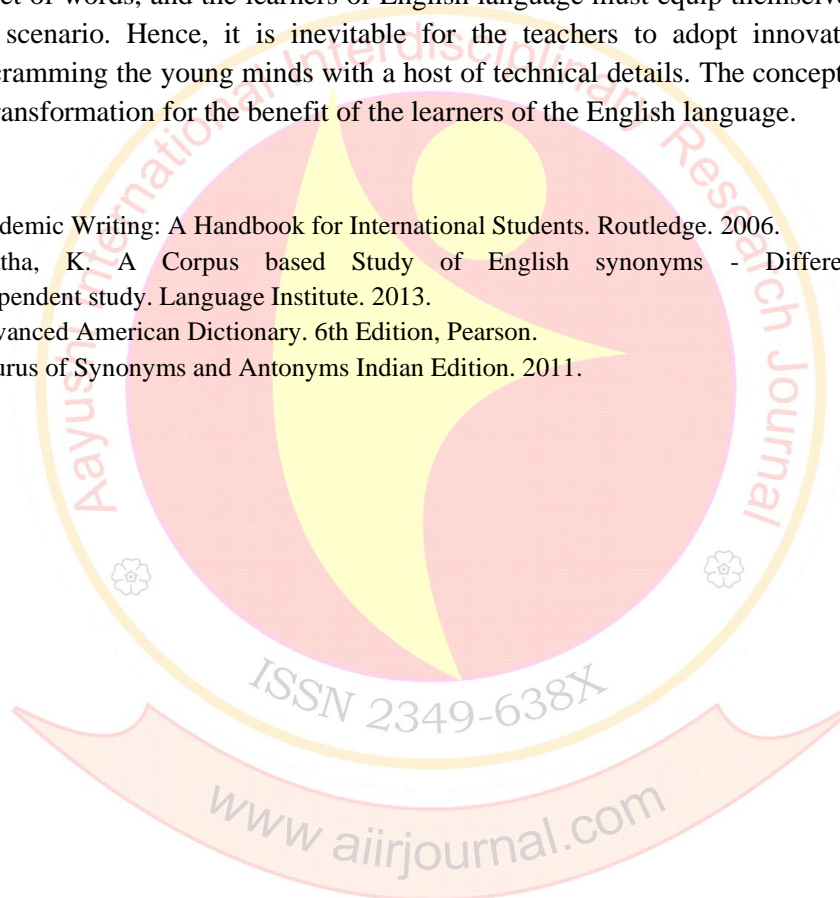
writing reinforces the methods of enhancing the vocabulary, through constant writing. There is a difference between plain writing, and creative writing. Writing with a purpose, using the imagination, new set of words, and a logical thought process makes writing look creative. A learner must be able to think creatively, and attempt to write a own piece, rather than copying. The exercise of writing, provides an opportunity to learners, on the path of mastering the techniques of creative learning, to test themselves how well they integrate the new set of vocabulary into their linguistic repository.

### **Conclusion:**

'Innovation' is the key to master the English language, effectively, in the global era. There has been a revolution in the areas of science, and technology in the 21st century, and all the innovative methods of mastering languages, have permeated into the areas of cognition. ICTs, in classrooms supplement the process of teaching, and engages the learners to pick up the English language effectively. Every occasion requires different set of words, and the learners of English language must equip themselves to compete in the contemporary scenario. Hence, it is inevitable for the teachers to adopt innovative methods of teaching, without cramming the young minds with a host of technical details. The concept of teaching has also undergone a transformation for the benefit of the learners of the English language.

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## Impact of Digital Resources on Effective Teaching & Learning Process

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### Abstract:

Indian education is one of the world's largest and oldest educational systems. Digital technology has created massive impact on teaching and learning process. This literacy has heightened the transformation of education to the Higher Education Institution (HEL). This paper covers the resources required for effective teaching and learning process in educational institutions. The result show that the users upheld the emphasis on lack of training, infrastructures and resources, access to internet and digital platform as the main challenges to the teaching – learning process. Digital technology has become a determined and crucial part of education and learning.

Digital technology of learning and teaching has empowered the students with their mindset and capabilities that set them up for success in their present and future. Digital tools should ultimately make learning journey richer than it would be without them.

**Keywords:** National Education Policy, digital technology, digital tools, creativity, adaptability, motivation.

### Introduction:

**“Technology will not replace great teachers but technology in the hands of great teachers can be transformation”- George Courous** In the past two decades changed from the black board to digital board. The digital technology has grown massively in every aspect of our lives. Nowadays information on matter is easily available instantly with hassle free. Under National Education Policy 2020, both are paving the path for large scale transformative reforms. The modern education system tools and technology have become integral part of teaching and learning process. The Higher Education Institutions (HEL's) has adopted the digital technologies to help various teaching and learning processes and curriculum.

The impact of the digital technology has reported positively on the learning and offering equal opportunities for all the users (Juanetak 2011, UNESCO 2014, 2021 a). Digital teaching is aiming to encourage the participation of the youths in the leaning activity to achieve the set of learning outcome (Pai&Tu 201)

The technology has driven the teaching lessons with a pictorial presentation as well as the video graphical learning. This methodology of leaning has helped many aspirants of students to remember the subject concept throughout their life.

The viewpoints of different researcher digital leaning could be divided into four parts (Keans 2012)

- 1) **DIGITAL MATERIAL TEACHING:** It consists of e-books, digitalized data, contents, e-newspaper, e-journals etc.
- 2) **DIGITAL DELIVERY:** Digital tools consist of intranet, internet and satellite broadcasting through which learning activity can be delivered.
- 3) **DIGITAL TOOLS:** It stresses on learners proceeding learning activity through digital tools like desktop, computer, notebook computers, tablet and smart phones.
- 4) **AUTONOMOUS LEARNING:** It focuses on learners engaging in online or offline learning activity through digital learning by themselves.

As per Koff& Mullis(2011) learning motivation has increased by digital learning as the desire participation has increased and has enhanced motivation among the students in achieving their career goals i.e. academic achievement.

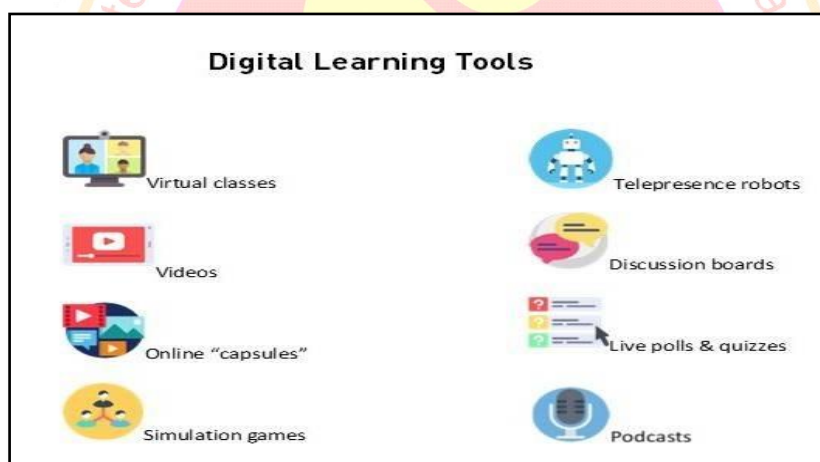
### Impact of Digital Learning:

The digital learning in the recent past years as well as the learning mainstream in the future. Digital learning has not being restricted on time, space and location. The learner can gain knowledge from any part of the world. Through internet the learners can get all the information or data just by browsing the keywords. Through digital learning the process the instructor could understand. The learners learning condition as every individual learning in recorded. The self-space learning contains of teaching materials which covers more of media pictures, sounds, images and it improves our skills and develops the creativity among the learners.

Moreover digital platform provides interactive functions like chat room, alumni chat, discussion room and doubt clearing. It has reduced the teaching cost as we as commutation time. Digital technology has reduced the usage of papers as the materials are shared in PDF format.

According to a recent study published in “Education Industry Analysis- Indian Education Sector(IBEF) “, 2021 the education sector in India has raised to Rs 244824 cr. Due to pandemic the higher education institutes in India have introduced many Online programs to keep the students engaged in learning new things. In India, the online education market is forecasted to reach US \$ 11.6 billion by 2026. In higher education institutes the adoption of digital tools has become more imperious to enhance efficiency and effectiveness.

The digital tools like e learning, collaborative learning, blinded blogs, social networking sites learning, creative learning, evaluating learning, open and distance learning (R.C Sharma & Mishra, 2015)



The biggest advantage of digital teaching and learning in the participants or students can go back and review course materials, lectures, presentation as well as correspondence anytime and from anywhere. Students will themselves adopt the responsibilities and develop the expertise in the process. The learners can practice unlimited assignments and solve question papers in this digital learning process. This has encouraged and motivated students and is very keen to learn.

### Some of the Representative Studies Are Summarized:

Lalitha and Shailaja (1986) study on Computer Assisted Instruction (CAI) in related to traditional to traditional teaching and it was the effective than traditional teaching.

Raghvan and Dharmarajan (1991) conducted field trials for the development of educational computer software in Coimbatore (Tamil Nadu). The outcome of the trial was positive as many students score good marks than traditional method.

Enigo (1997) made an Instructor Controlled Interactive Video (ICIV) and traditional method. He found out that the interactive video was more effective than the traditional method. Living Stone (2008) described the types of wired classrooms:

- a) Hands on electronic classroom
- b) Electronics lectures
- c) Network Classroom

**Blended Learning:** The digital education is also known as hybrid learning. As there is a combination of both physical and online learning. For illustration the lectures can send the supplement lectures which are conducted in physical classes through the digital platform. Some digital technologies are video conferencing, learning management systems, discussion forums etc. this type of teaching methodology is usually synchronous and asynchronous learning. For example if the classes are missed out then the recorded videos can be sent or prior to the class the instruction materials can be sent to the students, which will help the students to interact with the students in the offline classes.

One of the greatest advantages is that students can also take their discussions online and interact with one another and with lecturers. There is still lot to be explored when examining the impact of digital education in the educational system.

**Adaptation of Digital Technology :** The digital technology has long been a part of the classroom space. The transformation from traditional teaching to digital teaching came into boom due to the situation caused by the COVID-19 pandemic. The second group of students supporting this system is the married women who have a lot of chunks of work at home and commitments. The digital tools were also accepted because it saves time, can get back to the recordings again to gain knowledge and also save the lecturers for future requirement. This digital tools have help immensely and accepted by all the learning and teaching pupils.

### Conclusion:

Digital learning in the subject learning relatively enhances the learning performance. The digital learning has motivated students. It has eased the communication gap as well as the relationship between the lecturers and students. This technology of studies has increased the creativity. Consistency between goals and tools is a key to success for teaching with technology. Students are interested in browsing the internet and digital tools for learning purposes. Students' satisfaction on digital learning becomes key for Academic achievement. Digital learning effect on cognitive factors such as decision making, problem solving, communication, quick response to the questions. Overall the digital learning will overwhelm the personality of the students.

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## Role of Teaching and Learning in Higher Education

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### Abstract:

Higher education in recent times brought the traditional roles of academics and as one of the core determinants of quality; teaching has come to the forefront of contemporary discourse. Teaching and learning is questioned and criticized for it disconnect with society and market. Interestingly, while teaching and learning are considered as a vital core educational activity, and extensive research is being conducted on improving teaching-learning in primary and secondary education sectors, there is lack of substantial research to improve teaching-learning, especially in the developing world. In spite of the focus on excellence along with equity and expansion as a national agenda for higher educational reform, teaching-learning has experienced an overall limited improvement. Finally, it is equally important to present the matter to the learners, clarify the information with all its integrity. However, the entire process should have a particular goal, which will take into account the particular context.

**Key Words:** Higher education, Teaching and learning, ICT

### Introduction:

I feel extremely happy to present a paper on ROLE OF TEACHING AND LEARNING IN HIGHER EDUCATION and congratulate the organizers for selecting pertinent topic for the National conference and organizing in a grand manner. Higher education in recent times brought the traditional roles of academics and as one of the core determinants of quality; teaching has come to the forefront of contemporary discourse. Teaching and learning is questioned and criticized for it disconnect with society and market. Interestingly, while teaching and learning are considered as a vital core educational activity, and extensive research is being conducted on improving teaching-learning in primary and secondary education sectors, there is lack of substantial research to improve teaching-learning, especially in the developing world. In spite of the focus on excellence along with equity and expansion as a national agenda for higher educational reform, teaching-learning has experienced an overall limited improvement. Also, the effort to improve teaching in colleges often came too late and, has been less effective in improving the situation substantially.

The teaching and learning in contemporary higher education in several contexts are largely traditional and often ineffective to meet the demands of the learners and that of the market. There is certainly a need to improve it substantially. However, it should be done based on evidences from empirical researches; rather than common perceptions on what is best. In the analytical process, the factors and their influences are to be taken into account, which ranges from institutional, national to international levels, and help shaping the teaching learning in practice. It should also be rooted in the theoretical understanding, as at the core, teaching-learning is a process between the teacher and learners. the analysis of teaching-learning should be context specific, situated in predefined time and space. This contextual specificity seems important to consider. In the era of globalization and inter-connectedness, the demands from higher education is getting largely homogenized, but it is the uniqueness of each of the contexts and its dynamic nature, which help analyze the issue in a meticulous way.

In this backdrop, the attempt has been made to focus on understanding teaching and learning from different points. The theoretical approaches associated with teaching and learning, their development, and aims to develop a tool by combining the theoretical understandings and influencing factors of teaching-learning, which help analyzing the issue holistically with the complexities associated with it. The concerned theoretical development in the field of teaching. The argues for a context specific approach to

understand teaching-learning and attempts to introduce a new conceptual and analytical tool, which helps to understand and analyze teaching and learning in higher education in a context specific way.

Recent trends in global educational landscape suggest that the focus is shifting from education to learning. Whereas education opts for a formal and structured system, learning goes beyond these normative meanings and involves all kinds of learning activities taken by the learner. Thus learning is more personal, consists more of their inner self. It is learner-oriented and relies on their needs and demands. On the contrary education is largely a top-down comes from outside sources and teaching gets more priority. Learning, in addition, focuses on formal, non-formal and informal processes of learning and relates more with acquisition of knowledge, skills and competencies. Moreover, learning in a formal sense refers to a comprehensive and meaningful learning, which includes participation from all ages, systems, and considers the liberal, vocational and social aspects. Hence, it could be inferred that learning in today's educational lexicon carries a more practical and desirable connotation than just learning, as learning alone could also mean learning negative and undesirable things. However, there are also different dimensions of learning. When learning is defined from a social point of view, it becomes more related to the present socio-economic changes, challenges and works as a key factor for socio-economic development. Learning is then seen more as a tool to achieve certain social goals.

Learning is more encompassing than its literal meaning, which expands more than the concept of education. These are: influence of science and technology, restructuring of industry, global demographics, influence of television and other media, changes in the nature of work, focus on the individual, environmental imperatives, new global power and structures. According to them, there are four global trends for enabling learning. They are: increased use of education technology, tools and techniques, greater use of national and international networks, development of cooperative and two-way partnerships and development of learning organizations and individual empowerment. The technological advancement such as, ICT, better and cheaper communication brings the opportunity to experience new kinds of organizations, which are, by nature, global or international. For the traditional education sectors, it brings the following major changes:

In the most technologically advanced countries/ regions, the education system is losing its monopoly on information transmission, as the media, commercial software and the internet, all offer access to information. The technological revolution provides the option of online education, which has potential to replace the physical presence of a teacher with a virtual platform where students can learn on their own with or without the facilitators/ online teachers. At higher education level, this technological revolution may introduce a substantial decoupling of learning from institutional space. Universities are having online degrees and diplomas and even some universities are performing totally at a virtual level. These changes help to inject a new perspective in the education arena; i.e. learners are now responsible for their own learning.

With the changing paradigm shift from state to market centrality, where education is no longer the responsibility of the state, but that of the individuals or individual learners, learning is playing a major role in today's society. The demand for flexibility and multi-dimensionality drives the issue of learning. However, it is very difficult for any institution to change its system as fast as the changing technology and modify their trainings/ teaching to suit the new demands swiftly. What these institutions can do is to help the students to 'learn how to learn'. This is considered as a core competency in today's developed world.

It could be inferred that learning in its present guise is relevant to many stakeholders ranging from international to local levels. Moreover, the emphasis on learning seems highly significant, because it reduces the traditional preoccupation with structures and institutions and instead focuses on individual. As individuals are responsible for their own learning and up-gradation, the state or the government becomes less accountable. However, it is government's responsibility to provide more options for learning in different ways. From the individual point of view, it equips people to make their choices. It also puts importance on the demand-based learning, where government is less responsible to safeguard its citizens,



as citizens are choosing their learning fields on their own. This realization of learning, thus, depends on a large degree on the capacity and motivation of individuals to take care of their own learning.

It can be seen that, for an individual, learning can work as a tool for personal fulfillment. It creates opportunity for individuals to learn and up-grade themselves to stay competitive and make them flexible and more adaptive learners in different situations. However, things are inevitably more complex in practice, and it can be argued that education and learning is 'never neutral' and always occurs within a 'socio-economic and political context' (Jarvis, 2008, p.58). It has many dimensions, e.g. religious, political, but it is also economic and social. It does not only focus on one dimension at one time, rather it is a multi-dimensional, multi-focal and multi-tasking concept, which has evolved over time and revamped recently.

A major focus in higher education in the 21st century is on learning outcomes. It is different from the traditional input-based teaching-learning in higher education, which focused on the process instead emphasized that the focus would be on learning outcome and competencies jointly. With this shift, comes the issue of accountability. The advent of mass higher education shows that the traditional elitist role of the universities is being questioned. The changing funding patterns and, seeing higher education as a valued investment, prepared the platform to heavily focus on the return of the investment on higher education. With the utilitarian outlook and market-driven development of education, the external demands for quality teaching have increased worldwide. The focus, although shifting towards teaching-learning to deal with student aspirations and accountabilities to the clients, yet there are major difficulties in defining what is 'good' or 'quality' teaching-learning. , there are several ways to perceive what quality in higher education is. It is excellence in traditional conception. However, with the changing educational landscape and growing neoliberal market-based approaches, it can also be defined as value for money. On the other hand, providing value for money over long period of time is 'consistency' from a managerial point of view. Looking at quality from institutional perspectives, it yet again provides another dimension. Perhaps, 'fitness for purpose' can be considered, as institutions try to make students to be efficient and hence, fit to move to the post-study levels. Interestingly, a common thread is that quality is transforming. With this understanding, teaching is teaching if it transforms students' perceptions and the way they go about applying their knowledge to real world problems.

Realizing that globalization and the competition for the best students and the best teachers will be at the global level, improvement of quality in higher education institutes appear as an unavoidable mandate. For poorly performing institutes, it poses a greater threat of getting perished. The competitiveness further magnified with international university rankings, national assessments and various other measurements of quality in higher education. However, university rankings are often considered biased heavily towards the more easily countable research publication, citation indices, etc. A change of mind-set in many countries and their higher education institutions with regard to the prioritization of academic teaching and learning in comparison to research is urgently needed. As a consequence, several questions are coming to the forefront in national and international higher education sphere to reorient the focus towards the core issue of teaching-learning and importantly the measurement of learning.

The awareness propels the practice from instruction-oriented teaching to student-oriented learning. This renewed focus on learning infers that teaching practices also need a shift from looking at classroom-based education to learning in broader, formal, informal and non-formal spaces focusing on learning outcomes. The link between teaching and learning outcomes has, in fact, put increased importance on teachers and institutions. Identifying new teaching strategies, test new ideas to enhance students' learning outcome has taken the forefront. Along with them, the global consensus calls for improving of evidences and studies related to teaching-learning in different contexts and levels. In other words, teaching is now more intertwined with learning. Together, they form one of the core pillars of higher education. It also means that the mission is not instruction, but rather that of producing learning with every student by whatever means work best. Consequently, the dominant pedagogic discourse has evolved to a learner-

centered. The interplay between teaching, learning and learning environment influences to discuss the theories explaining teaching-learning processes. Identifying how teaching works, or how students learn or how teachers test new ideas to enhance learning outcome has become the central focus of theoretical discourses.

The term effective teaching is used in a much broader sense than simply referring to what a teacher can do in a classroom. It also consists of managerial and organizational aspects of teaching, including pedagogical processes. The research on teaching can also be viewed from various vantage points and methodological positions. However, despite the difference in approach and point of views, there is a consensus about the generic features of effective teaching.

The first comprehensive idea of effective teaching encompasses sets of teaching behaviors or teaching skills and as a profession, teaching is perceived as task, which is complex. Teaching, as per this view, can be analyzed and correlated to students' success. A surge of straight-jacketed teaching effectiveness with the scores achieved by the students can be observed due to this conceptualization. The second wave of perspectives moves away from this rather simplistic relational model to a more pedagogically-oriented one. It considers teaching as a mix of pedagogical and operational specifications. The model followed by this stressed on the creative side of teaching, or the artistry of teaching. Teachers' ability to respond innovatively and reflect upon practices were highly valued. Within this perspective, a subtle development begins to focus upon the sustainable professional development and the idea of teacher-training started gaining popularity in academic and policy spheres.

Teaching behavior, teaching skills, teaching styles, teaching models and teacher artistry have come out as some of the distinct areas of discussion, which may reveal some of the critical aspects of effective teaching relevant to gain deeper understanding of the discourse of teaching and learning. As a consequence of progress in behavioral sciences, the earliest research in teaching effectiveness focused upon the behavior and personality of the teacher. Extensively discussed teacher personality traits and their relation with student achievements. The key feature of this approach is the assumption that students can be efficiently programmed to learn. This means, the role of the teacher is to organize information in a careful manner and to control the rate or the pace of the study. Students study within a frame, with no or limited freedom. This method demands commitment from the student, and if the student does not learn, it is the responsibility of the teacher to re-plan and redesign the programmed to ensure learning.

These views, based on behavioral aspects, were criticized as they neglect the actual classroom events. The practical limitation of this kind of teaching-learning is that it involves a lot of pre-planning and preparation time, which, once prepared, rather rigid in nature and does not permit any sudden unplanned modifications. This method also shifts the responsibility away from the teacher as he/she only needs to follow the pre-defined study material. For the same reason, this is less learner-centric. Although it might be useful for basic vocational training, yet for higher level learning, this method is rather limited in its scope. The critiques to this approach lead the educational theorists consider actual classroom behaviors into considerations. It considered teaching behavior as a process, and student achievement as a product. The basic premises considered that an effective teacher behavior would result in the growth of student knowledge and skills.

The focus of this process-product studies was on the instructional activities of teachers introduced a distinction between management and instructional behaviors. Several researches went ahead with this approach and produced extensive guidelines on classroom managements. This approach emphasizes on direct instructions as a mechanism to impart greater knowledge gain of the students. The step-wise instructions and their correlations with students' learning and cognitive achievement became the *sin qua non* for the mantra of effective teaching.

This rather rigid structured approach was criticized later on. Although researches also revealed that there is a positive relation between effective teaching management and student achievements. It also revealed that certain aspects, such as content coverage, time allocated to instruction, engaged time,

consistent success and active teaching are the key elements in effective teaching. Nevertheless, this discourse still finds its relevance in modern day measurement of teaching effectiveness, although mostly at secondary level.

Almost parallel to the studies on teaching behavior, researchers observed a number of perspectives on the skills used for teaching argued that teaching is a complex and cognitive skill, based on how to construct knowledge and conduct a lesson and how it should be viewed teaching as a facilitating skill, which enables learning. In this discourse, the aspect of interaction got more priority than instruction of teaching. Emphasize on active teaching or more interactivity in the classroom. three important features evolve under this discourse are: Knowledge of the teacher about the subject, curriculum and teaching methods has the influence on teaching and learning and can impact one's own teaching. Decision making, thinking and reflecting before, during and after a classroom lesson, can have cumulative impact on effective teaching and teaching development. Action and overt behavior by teachers can be undertaken to foster and promote effective learning. on the other hand, has listed the skills needed to be an effective teacher. the organizational skills include the abilities to sort important materials and identify the sources of information. Analytical skills, on the other hand, deal with the organized set of information, and further break them down from its complex forms. The skills to synthesize the information into constructive arguments are another key teaching skill, which helps in building the critical human beings students. Finally, it is equally important to present the matter to the learners, clarify the information with all its integrity. However, the entire process should have a particular goal, which will take into account the particular context. The presentation should be easily understandable and fine tuning is the key to make it better. Post presentation, the job of the teacher is to assess the students.

Nevertheless, these studies hold critical values as they comment upon the difficulties associated with defining teaching styles and relating them directly with learners' outcome. Several authors however, also expressed difficulties to find suitable empirical evidences to support their claims of one or few best styles of teaching. It can be concluded that a mix of approaches and styles as appropriate to the topic which works best in certain condition can be considered as the best style in that particular situation. The discussion on teaching models here helps us to understand the context better, as rather than just two extreme styles. Unlike the early researches on teaching behavior, models of teaching are not premised on matching behavior to student outcome. Rather they work on teaching models and emphasize the need of teachers to adopt a wide array of teaching approaches which fosters learning and supports diversity.

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## A Qualitative Analysis of Impact of Digital Resources on Effective Teaching Learning Process

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### Abstract:

*Digital technology and literacy can heighten the transformation of teaching and learning in higher education institutions (HEIs). This study uncovers the extent to which digital technologies have been used to advance the teaching and learning process in HEIs, and the barriers and bottlenecks to why it may not have been effectively implemented across the HEIs. The results show that the users upheld the emphasis on lack of training, infrastructures and resources, access to internet and digital platforms, as the main challenges to the teaching-learning process. The study also empirically discussed and shed light on critical factors the HEIs, should resolve and adopt in support of the decision-making strategies, operational policies and governance, financial investments, and policymaking, at a time when "digital technologies" have become an inevitable and indispensable part of education and learning. The findings indicate that the system of blended learning comprises the interrelation of the following elements: (1) methodological, administrative (legal and financial), educational and technical support; (2) computerisation of all university-based processes; (3) control of protecting students' rights; (4) solving significant social problem and (5) comprehensive assessment of digital educational resources.*

**KEY WORDS:** Digital technology, literacy, HEIs, training

### Introduction :

Continuous modernization of the education system allows us to identify those trends that change the approach to pedagogy and education, with digitalization coming to the fore. Digitalization not merely makes the education process more flexible, or more adjusted to the realities of the modern day, but also leads to the influx of competitive professionals in the changing digital world. The digitalization of professional education is caused by the need to evolve the vocational education and training to reach the milestones of the modern world. Digital economy and digital education are defined as Russia's top priority reflected in the federal acts. From a policy standpoint, the factors that give rise to the need to build a digital educational process for vocational education and training are the three trends that characterize the formation of a digital society: Continuous modernization of the education system allows us to identify those trends that change the approach to pedagogy and education, with digitalization coming to the fore. Digitalization not merely makes the education process more flexible, or more adjusted to the realities of the modern day, but also leads to the influx of competitive professionals in the changing digital world.

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factors that give rise to the need to build a digital educational process for vocational education and training are the three trends that characterize the formation of a digital society.

### Reviews Of Related Literature:

Higgins et al (2012) provide a summary of research findings from studies with experimental and quasi-experimental designs, which have been combined in meta-analyses to assess the impact of digital learning in schools. Their search identified 48 studies which synthesized empirical research of the impact of digital tools and resources on the attainment of school age.

They found consistent but small positive associations between digital learning and educational outcomes. For example, Harrison et al (2004) identified statistically significant findings, positively associating higher levels of ICT use with school achievement at each Key Stage in England, and in English, maths, science, modern foreign languages and design technology. Somekh et al (2007) identified a link between high levels of ICT use and improved school performance. They found that the rate of improvement in tests in English at the end of primary education was faster in ICT Test Bed education authorities in England than in equivalent comparator areas. However, Higgins et al note that while these associations show, on average, schools with higher than average levels of ICT provision also have learners who perform slightly higher than average, it may be the case that high performing schools are more likely to be better equipped or more prepared to invest in technology or more motivated to bring about improvement.

Higgins et al report that in general analyses of the impact of digital technology on learning, the typical overall effect size is between 0.3 and 0.4 - just slightly below the overall average for researched interventions in education (Sipe & Curlette, 1997; Hattie, 2008) and no greater than other researched changes to teaching to raise attainment, such as peer tutoring or more focused feedback to learners. The range of effect sizes is also very wide (-0.03 to 1.05), which suggests that it is essential to take into account the differences between technologies and how they are used.

In an earlier meta-analysis, Liao et al (2007), considered the effects of digital tools and resources on elementary school learners' achievement in Taiwan. Synthesizing research comparing the effects of digital learning (equipment, tools and resources) with traditional instruction on elementary school learners' achievement, they considered quantitative and qualitative information from 48 studies including over 5,000 learners. Of the 48 studies, 44 (92%) showed positive effects in favour of a computer assisted intervention, while four (8%) were negative and favored a traditional instruction method. Nearly 60% of the studies examined the effects of computer aided instruction for teaching mathematics or science. Another 11% of the studies concentrated on the teaching of reading and language. Osen and Beck-Hill (2012) reported on a study programme that incorporated an interactive core curriculum and a digital teaching platform. At the time of their report it was available for 9-11-year-old learners in English language, arts and mathematics classes in Dallas, Texas. The online platform contained teaching and learning tools. Learners were assessed using standardized tests administered before the programme and after a year's participation.

### Purpose of the Study:

We aimed at establishing pattern between an increasingly active integration of electronic \ resources into education underlying the teachers' digital competencies and the students' redistribution of classroom hours enabling them to study the theory of the subject while enhancing their practical skills. The professional development course 'Digital Education for Teachers' was launched to focus on improving the teachers' digital competencies by means of personalized learning and educational module. We aimed at establishing a pattern between an increasingly active integration of electronic resources into education underlying the teachers' digital competencies and the students' redistribution of classroom hours enabling them to study the theory of the subject while enhancing their practical skills. The professional development course 'Digital Education for Teachers' was launched to focus on improving the teachers' digital competencies by means of personalized learning and educational module. We aimed at establishing a pattern between an increasingly active integration of electronic resources into education underlying the teachers' digital competencies and the students' redistribution of classroom hours enabling them to study the

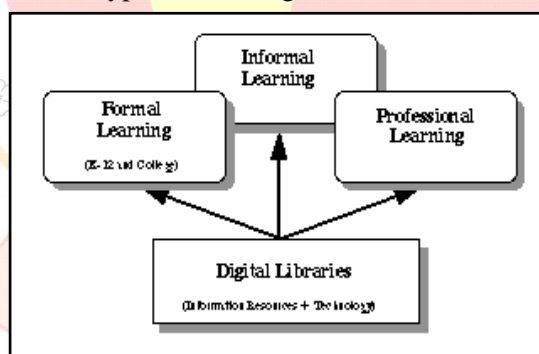
theory of the subject while enhancing their practical skills. The professional development course ‘Digital Education for Teachers’ was launched to focus on improving the teachers’ digital competencies by means of personalized learning and educational module.

In the current study, the research method of content analysis was applied to analyze and measure the teachers' work on Moodle. Along with formal analysis, which is characterized by a lesser degree of subjectivity, content analysis encompasses quantitative analysis to obtain higher accuracy when comparing the first order statistic. Additionally, to achieve the mission of the research, the teachers were exposed to blended learning models.

**Research Method:** In the current study, the research method of content analysis was applied. Along with formal analysis, which is characterized by a lesser degree of subjectivity, content analysis encompassed quantitative analysis to obtain higher accuracy when comparing the first order statistic. Additionally, to achieve the mission of the research, the teachers were exposed to blended learning models.

**Rationale Of The Study:** The best forms of digital learning integrate multiple digital tools into a larger project or overarching concept. What is most important to remember about digital learning is that it is supposed to enhance the learning experience, not add additional burden or complexity. Digital tools should ultimately make the learning journey richer than it would be without them. We aim to use tools that are free or very affordable and are built to be used intuitively by learners with all levels of digital skills.

The information resources--both physical and human--that support these types of learning are customized for specific missions and have traditionally been physically separated, although common technologies such as printing, photography, and computing are found across all settings. Digital libraries combine technology and information resources to allow remote access, breaking down the physical barriers between resources. Although these resources will remain specialized to meet the needs of specific communities of learners, digital libraries will allow teachers and students to take advantage of wider ranges of materials and communicate with people outside the formal learning environment. This will allow more integration of the different types of learning.



### Finding of the Study:

The perception of the surveyed faculties is that HEIs are challenged in their digital transformation at different dimensions. From resource allocation to effective faculty’ development and training programs, e.g., digital skills acquisition. There is a need to address those issues to avoid a broader educational gap in LATAM. It is recommended that HEIs take into consideration “techno-based” skills in the process of developing and attracting professors. For active faculties, it is essential to design training programs aligned with the digital world, and in collaboration with the government and the different companies’ educational initiatives. the study has applied a non-parametric test to analyze the collected data due to its distribution-free, and ability to produce statistically significant results without being affected by outliers. When taking into account the variations and countries in which the analyzed sample size were considered small compared to others.

The findings indicate that the system of blended learning comprises the interrelation of the following elements: (1) methodological, administrative (legal and financial), educational and technical

support; (2) computerization of all university-based processes; (3) control of protecting students' rights; (4) solving significant social problem and (5) comprehensive assessment of digital educational resources. It is noted that notwithstanding the sample sizes, all the studied countries verge to add an idea of what the educators consider to be the impact of digital technologies in their respective education system and countries, which we believe to be very important to the objective of our study, and also allows us to consider new areas of opportunity for future research.

### Conclusion:

The digital world is becoming ever more intertwined with the world of the classroom. As tech continues to present new opportunities for learning, it is crucial for educators to adapt to our new knowledge landscape with approaches that benefit both them and their students.

The use of electronic educational resources is re-engineering vocational education, wherein the share of practical activities in educational experiences is increasing. The electronic educational resources created by teachers meet the urgent needs of students engaged in an independent study of the theoretical material of the course. This in turn affects student motivation in the classroom and systematizes subject knowledge when a student is mastering the core competencies and problem-solving skills. In addition, electronic educational resources are designed as a tool for students to use to develop digital competencies, the vital 21st-century skills for students. The study also shows the benefit of data-structure approach such as the Text mining technique, and its application within the education domain to understand the impact of digital technologies on the teaching and learning processes. The outcome of this study is relevant to support the different operational policies, regulations, research, and decision-making strategies, for both the educators, financial investors, and policy makers, to uphold TEL-based education, Educational Technologies, and Teaching/learning Process Innovations.

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## Learning And Teaching in Blended Mode

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### Abstract:

*Mixed Learning is an educational approach system. Time, place, this with some element of student control over the path or speed, the physical presence of both the teacher and the student is required. It provides an opportunity for individuals to experience the best of both worlds. For example, as a student in the real world classroom you can attend classes at the organization and then fill out the syllabus by studying online. Multimedia course. Blended learning Provides Learning Comfort and flexibility; they have the ability to control their learning pace and those with the ability to learn remotely. Mixed learning provides a comprehensive understanding of the content to learners of the lesson Says academic research. Mixed Learning (also known as hybrid learning) is an introduction to technology and digital media in traditional instructor-led classrooms. Is this the method of teaching? Integrates with activities, which gives students more flexibility to customize their learning experiences. Hybrid learning focuses on a set rate and a combination of offline and online instruction Pays, while hybrid learning seeks to find a flexible balance between online and offline, which is unique Encourages even better experience for students. A mixed course consists of face-to-face class sessions with online materials and activities - mainly live and the "mix" of the two online learning. This is a major reason why students often perform better in mixed courses, but they often have more motivation and less anxiety. The online learning environment depends on computers connected to the Internet. Responsibility for learning shifts primarily to learners. In contrast, mixed learning is face-to-face teaching and Is a combination of an online approach. Mixed learning is a set of digital provide individualized activities and a better learning experience is mixed. The use of learning tools can occur during or after a live session and can support a variety of educational purposes. Modular learning, as the term implies, uses learning modules that make it easier for students to learn on their own. Modular Learning is a form of distance learning that is highly developed by teachers with the help of curriculum developers Uses Self-Learning Modules (SLMs) based on Essential Learning Skills (MELCS). Blended Learning Combines the Benefits of e-learning and face-to-face training. Large numbers of learners in remote areas Inexpensive and highly effective learning in reach.*

**Keywords:** Learning and Teaching in Blended Mode.

### Introduction:

Blended learning is an educational strategy that combines conventional education with online learning. For example, someone could take an online course to learn the basics of a topic but then attend an in-person seminar to directly engage with experts and up their skills.

Enhances teaching and learning experiences for students and teachers. —Mixed learning is an interdependent mix of face-to-face and online education Collaboration. One of the key factors required for effective learning is collaboration. The distance we know today is Education. His course focuses on shorthand

### Conventional Education Examples:

- Conferences
- Seminars
- In-person workshops (in a traditional “classroom” setting)
- Online Education Examples
- Webinars
- Online quizzes



- Online assessments
- Videos/YouTube channel
- Blog posts
- Surveys
- eBooks
- Tutorials

**Types Of Blended Learning:** Now that we know what blended learning is, let's dive deeper, starting by outlining the different types of blended learning.

**The Rotation Model Of Blended Learning:** People “rotate” between content and courses in a structured way. For example, someone could go through a course that includes in-person instruction and an instructor-led webinar before wrapping it all up with an online quiz.

**The Face-To-Face Driver Approach Of Blended Learning:** With the Face-to-face Driver Approach to blended learning, people get a hefty dose of “face-to-face” education, but can also access online material. Most of the time, instructors introduce the online elements to people who need extra time to master a topic or subject matter.

**Enriched Virtual Model of Blended Learning:** The Enriched Virtual Model of blended learning consists primarily of online content, but includes mandatory in-person elements or virtual instructor-led sessions. The Enriched Virtual Model is commonplace among today's leading customer, employee and channel partner education programs given its ability to effectively and efficiently educate a disparate and digital-first workforce.

**Advantages of Blended Learning:** Hopefully, the value of blended learning is coming into view. But let's keep going. What, exactly, are the benefits?

Here are 3 you can't ignore:

**Control:** Blended learning gives you the ability to customize the learning experience to different training objectives and learning styles; you're not pigeon-holed into specific content types or restricted to defined timelines and locations. Instead, you can tailor the experience in whatever way makes the most sense for the outcomes you're trying to achieve. P.S. I'd consider this the greatest benefit of blended learning.

**Convenience :** No matter who you're reaching, their lives are more digital, boundless and on-the-go than ever before. As a result, it's completely unreasonable to expect every one of your customers, employees or channel partners to be able to rely exclusively on in-person education. Blended learning fills this gap, allowing people to learn whenever and wherever they are. There's no waiting around for everyone else to finish or pressure to complete a certain task because everyone else is already done.

**Easy Scaling:** It doesn't matter if you're teaching customers, employees, channel partners or some other party, your goal is to grow. And as that happens, the number of people you'll need to engage with will rise exponentially. Well, I have news for you: Scaling a learning program that relies only on in-person learning isn't possible — for example, a company with a global customer base can't expect everyone to attend a seminar nor could an employer ask newly hired employees to drop everything and meet for a week-long onboarding at their HQ. By implementing some form of blended learning and bringing elements online, you're immediately giving yourself an easy way to scale as your learning program goes. Plus, you won't have to spend an exorbitant amount of money on venues, travel costs and other related materials. It's a total win.

**Disadvantages Of Blended Learning:** The advantages of blended learning are great, but are there any disadvantages? No, not really. At least not any major red flags that should hinder your path to getting started.

There is a hurdle, though: technology.

Technology is constantly evolving, and sometimes, hard to handle. For people who aren't as tech savvy, it may take longer for them to fully benefit from the material you're putting in front of them.

A perfect example: At the beginning of the pandemic (you know, a lifetime ago), my mom's employer went remote, meaning that her life went exclusively online. For the first time. Ever. This meant using Microsoft Teams and Zoom. It also meant learning how to communicate with colleagues only through a screen. Of course, her company provided online materials to bring her up to speed, but the learning curve was steep and it took her a considerable amount of time to truly become proficient.

**A FEW TIPS TO GET STARTED WITH BLENDED LEARNING:** All the moving pieces of blended learning can make it intimidating. I get it. To help you out, here are a few tips:

**Align On Goals:** No matter how you're using blended learning, your first step is to set goals that align with your intended learning outcomes and those of the greater company.

**Business Goals:** Sync with company leaders to understand how they measure success and which metrics they're using to make strategic decisions — for example, customer acquisition cost, employee retention or partner revenue. While these goals may seem far too separated for you to really focus on, the reality is that if you can't tie the impact of blended learning back to these goals, you won't get continued leadership buy-in.

**Departmental Goals:** Talk to other departments (e.g., Marketing, Sales, Support, etc.) to learn about their goals and how blended learning can help them be successful — for example, cost per lead for the Marketing team or deals closed won for the Sales team. Remember: A blended learning strategy can't exist in a silo; for it to be effective, it needs to consider the impact it's having on the rest of the company.

**Team Goals:** Finally, figure out what you want to measure based on the outcomes you want to achieve. These will be learner-specific metrics that help you gauge the overall impact of blended learning (e.g., course completion rates, offline engagement, etc.).

Collectively, these goals should come together to shape your blended learning strategy. As time goes on, return to them, decide if you're still on track and then iterate to generate more impact.

**Allocate Resources:** Once you have your goals, it's time to determine your current resource availability, what you'll need to get started and have you'll allocate them moving forward. Given the nature of blended learning, make sure you're looking to evaluate both online and offline resources.

For example, how much content do you have available that can be used online? If you do, great. If not, work closely with a subject matter expert (SME) to understand the information and an instructional designer (ID) to translate that knowledge into structured courses optimized for both online or offline placement.

You should also consider whether or not you have instructors and venues readily available for in-person events, the budget for associated costs as well as the logistical know-how to manage it all.

Source Feedback and Evolve

If you don't understand your learners, even the best blended learning strategies won't have their full effect. For this reason, it's imperative that you make every effort to source feedback and evolve in the best interest of your learners and your goals.

**Listen:** Implement processes that make it easy for people to provide you with feedback. A great way to do this is with online surveys, which will serve you especially well if you're attempting to source feedback from a large learner base. If you're hosting in-person events, carve out time throughout for people to ask you questions. If you're doing face-to-face webinars, allocate time at the end to do a live Q&A.

**Understand:** Take every piece of feedback to paint a picture that tells a vivid story about how blended learning is working. Is there too much face-to-face instruction? Are the online elements too drawn out? Are in-person seminars too restricting insofar as the time and place they're held? Use each piece of feedback as an opportunity to improve the way you approach blended learning.

**Guide:** Finally, take every piece of insight and evolve your strategy. Your goal is to create a frictionless learning experience that helps everyone be successful — and makes it easier to achieve your goals.

**Blended Learning Technology:** Using an LMS to Improve Learning Outcomes

There's nothing stopping you from implementing blended learning without a super robust tech stack. Without one, however — one that includes a learning management system (LMS) — you'll eventually be faced with challenges related to efficiency, measurement and scale.

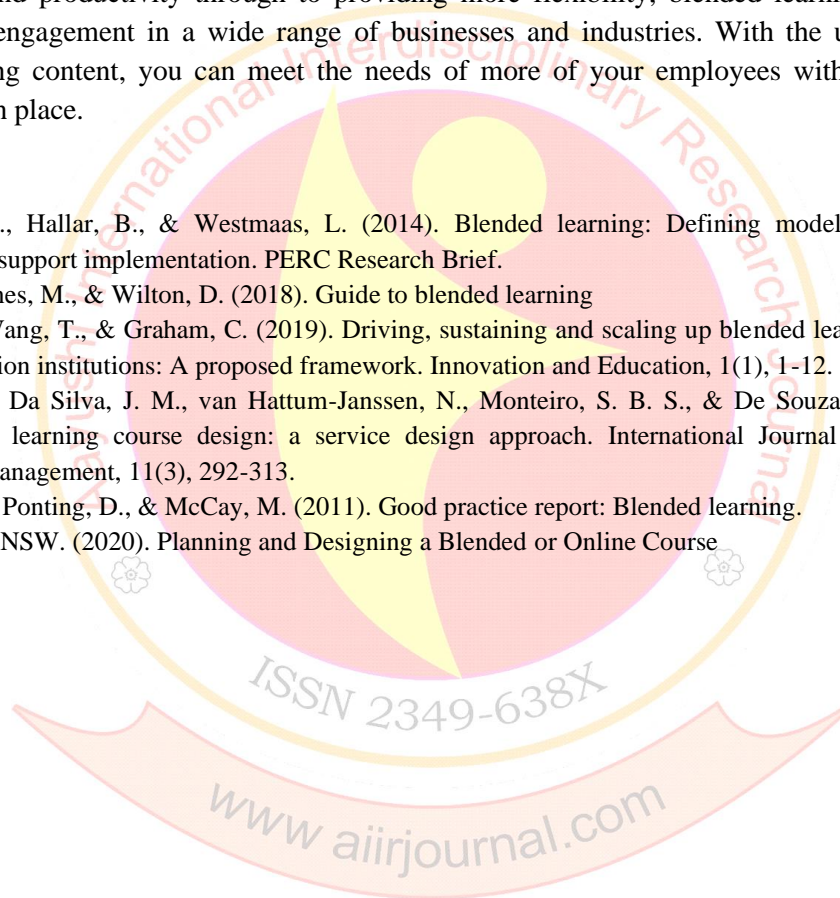
With an LMS, like Northpass, you can seamlessly marry online and offline learning in one centralized location, measure it all and create a learning experience that truly makes an impact.

**Conclusion:**

The use of blended learning within your organisation comes with a wide range of benefits. From boosting morale and productivity through to providing more flexibility, blended learning is proven to increase learning engagement in a wide range of businesses and industries. With the use of effective, adaptable eLearning content, you can meet the needs of more of your employees with every learning initiative you put in place.

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## Pedagogical Innovations Adapted in NEP

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### Abstract :

*There is a need in adopting and empowering learners with capability and proficiency in educational system so that they can cope up with dynamic prospect. To meet the fast –changing challenge of the world innovative methods are essential in education for learners.*

*National Education Policy has adapted certain significant changes in pedagogy. They are principles of pedagogy, planning for teaching, building a positive relationship between Teachers and children, learning through play-conversation, stories, toys, music, art and craft, strategies for literacy and numeracy, creating a positive classroom environment.*

*The present paper focuses on the these aspects viz.,*

- 1) Building a positive relationship between teachers and children*
- 2) Learning through play-conversation, stories, toys, music, art and craft.*

**Keywords :** *Empowering , dynamic , proficiency , innovative , positive , relationship , teacher , children , stories.*

### Introduction:

Change is part of life and making changes in pedagogy is need of an hour for the learners to meet the requirements of the fast- challenging world. Hence in NEP the pedagogical structure and the flexibility for play-based learning at the foundational stage is a must and also for the learner to have development in all capacities including social, emotional, ethical, intellectually there must be an effective prominence in the science, art, social sciences curriculum.

The present paper will focus on the innovative adaptations in pedagogy with special reference to a) Learning through play- conversation, stories, toys, music, art and craft b) Building a positive relationship between teachers and children

### Learning And Significance Of Play For Learners:

It is through playing children enjoy doing and actively take part which is a work of a child. In Karnataka Govt Schools from 1<sup>st</sup> to 3<sup>rd</sup> grade classes are known as ‘Kali-Nali’ classes which means ‘learning through playing’. It is a shared two way give and take process. This play makes the children to be active engaged, interacting with their peers, fun learning with their teachers and adults. As this will meet the necessary learning that occurs.

### What Changes Do We Observe When Children Are Engaged In Play?

- 1)They Choose What To Do:** In order to reach their goals, they decide to choose. Like they solve puzzles, join the blocks, learn to count through marbles and stones, learning rhymes with actions, by using face masks in understanding any story. In these they choose what to do.
- 2)Wonder And Joy Is Seen Their Learning:** They enjoy and wonder, ponder and concentrate on things like why does the kite fly high? This helps them to think, solve problem, learn from others. Thus play is the key process of learning and for their development.

**Learning Through Music, Art, Craft, Play and Movement:** Children here develop their self-expression, imagination, creativity can be gained though arts, communication, thoughts, reasoning such

qualities will be encouraged through arts. Here we need to give them opportunity to paint, draw, clay modelling, paper craft such concepts must be supported. Through music they move, dance and enjoy themselves.

**Comprehending Through Stories, Conversation, Poems And Play:** Here learners develop a sense of inquisitive, imagination, thinking skills are developed. Stories can be reached through role play, skit, poems with picture description helps them to reflect, question and predict. Involving children through music, art, craft, play is an amazing way to encourage relationship with them.

**Erudition Through Materials And Toys:** Learning through toys, which are tangible objects. They enjoy to learn with toys. They don't expect an expensive toy to play. Children remove, break toys, try rejoining them as their motor –skills develop.

**Gaining Knowledge Through Environment And Outdoor Play:** They explore natural environment, by observing nature closely they also develop sense of scanning, experimenting, handling whatever they see. Ex-by touching the parts of plants instead of mere observing the plant diagram on the board. When they play outdoor games they build confidence, physically become fit. They enjoy playing, running, climbing, as to relax and calm themselves through this learning they understand their physical strength.

**Toy Based Learning:** Through toy based learning children develop motor skills, their hand-eye co-ordination takes place. They hold toys, dolls, puppets they start building stories and live with that sense of belongingness with those toys viz., dolls. Although this is an innovative methodology included in NEP. Some teachers are already using it. (To Mention B. Jayant, teacher working at Panchayat Union School Chinna Mettuplaayam SS Kulam block, Coimbatore) is been using puppets in her classes and found that children are seeking utter interest and comprehending ideas as these hand –made puppets are made by their teacher herself. For her efforts the teacher has been recognized and awarded by their state. Such teachers can be inspiration for using toy –based learning.

**Developing Positive Relationship With Teachers And Children:** These young minds spent 7-8 hours with teachers at school. Teachers need to be patient, calm, compassionate, open and give their time and attention as they are bright, in observing things. They ask questions, lose interest, at times enjoy a story. They cry, laugh to get back home. In such circumstances they child must be persuaded to stay back by comforting. They get closer to teacher, remain delightful and affectionate until they get use to school environment.

If it is the child's first experience at school spending some hours who is away from their homes such children need love, affection and sympathy. Children must feel at home, feel free to explore and learn better. Teachers can help them learn better by listening, making them independent, helping them solve their problem, provoking them to learn better, think.

### Conclusion:

The above mentioned pedagogy **namely** developing positive relationship with children by teachers and learning through music, art, toys, play are just the two sections under the title pedagogy which is an innovative teaching adapted in NEP. The whole of NEP's is on multi-disciplinary, child –centered and its goal is to bring positive deviations in the curriculum comprising pedagogy.

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## Role of Teaching Learning and Evaluation in Higher Education

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### Abstract:

*Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. The Indian education system consists of three levels beginning from Primary followed by Secondary and then Higher education. The type of institutions that provide higher education include Central universities, institutes that provide higher education include Central universities, State universities, deemed universities, institutes of national importance, private universities and colleges affiliated to the university. India had three National Education Policies in 1968, 1986 and 2020 respectively. The latest one is the National Education Policy-2020. It is a welcome step, which will bring about a paradigm shift India's education system and will transform it into a modern, progressive and equitable one. NEP-2020 provides for quality higher education through multidisciplinary universities and autonomous colleges. The aim, objectives and details are well known to practitioners and the Public NEP 2020 is an innovative and futuristic proposal with an expectation of holistic and research-oriented progress.*

*This conceptual research article is based on NEP-2020 focuses on Higher Education.*

**Keywords:** National Education Policy 2020, Higher Education, Education system, Implementation strategies

### Introduction:

At present, the world is undergoing rapid changes in knowledge and employment landscapes. In this scenario, an education system must build and shape character, enable learners to be ethical, rational, compassionate and caring, while at the time prepare them for gainful employment. It is to be noted that the gap between current stage of learning outcomes and what is required can be bridged through reforms in education system. Therefore, it was necessary that India should have an education system with equitable access to the high quality education for all learners regardless of social or economic background. The new policy envisions an India Centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high quality education to all. The first NEP was proposed and disseminated in 1968 by the Government of India, the second policy was in 1986 and the third major reformative policy was in 2020 by the existing prime Minister of India Shri Narendra Modi ( Govt of India, 2020) The First Education Minister of India, Maulana Abdul kalam Azad, forecast the uniform education system through booming Central government control over the education system and policies.

Keeping in view the development objective of the entire country, the Indian government decided to change India's education policy after 34 years. To formulate a new education policy, the central Government in 2017, Dr.K.K. Kasturirangan constituted a committee drafted under the chairmanship of the kasturi rangan committee drafted the National Education Policy 2019. In India The Nation Education Policy 2020 (NEP) which was approved by the Union Cabinet of Foundation 29th July 2020, outlines the vision of India's new education system. The new policy replaces the previous National policy on Education 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. In connection with this approval, Prime Minister Shri Narendra Modi tweeted and the minister of Human Resource Development "Shri Ramesh Pokhriyal Nishak" made the Public aware by the press conference. It was also clarified that the ministry of Human Resource Development has been

renamed as "Ministry of Education" It is pedicle that India will be the third largest economy in the world by 2030-32 with estimated GDP of ten trillion dollars

### Objectives of The Study:

The primary objective of this research is to Study the impact of New Education Policy 2020 higher education. The study also outlines the salient features of NEP and analyses how they affect the existing education system.

### Research Methodology:

This research is a descriptive study. The necessary Secondary data collected from various newspapers, websites including those of Government of India, magazines other publications etc.

### Study of NEP 2020:

The old policy is replaced by the National Education Policy to bring a education to a nationalized level under NEP, the different benefits will be provided to the students these changes will help children's to grow in various fields. This is a quiet a great initiative which has been taken by Ministry of Education so as to improve the quality of education for all the students of India. Along with the education, more focus will be given to the student's mental health and social work.

The National Education Policy 2020 has advocated, that "wherever possible, the medium of instruction until at at least grade 5, but preferably till grade 8 and beyond, will be the home language/mother tongue/local language /regional language" for both public and private schools. In line with recommendations of NEP-2020, developing and operational sing the curricular frame work to actualize the benefits of learning in mother tongue in schools, is a top priority for Ministry of Education. A "high- powered committee" to explore and recommended the pathways for the promotion and growth of Indian languages has been setup. The course material, including text books and teaching sources for grades 1- 12 are available on DIKSHA portal not only in 32 Indian languages but also in Indian Sign Languages. NISHTHA 3.0 has Incorporated a teacher training module on multi lingual teaching in early grades. the Vidyanjali portal invites volunteers familiar with mother tongue to assist teachers and learners. The development of more text books, work books, videos, plays, poems, novels, magazines etc in local languages.

### Some Changes in NEP: The list of changes in NEP are as fallows

- Formulation of state education policy will take place soon.
- Gross Enrollment ratio from 26.3% will get increased to 50% by 2035.
- Efforts will be put to increase the GEO in occasional studies.
- NCC courses will be offered to the students for the selection of optional subjects.
- Students will be selected for a scholarship exam based on their merit performance.
- Soon the Meghalaya state will start implementing their education policy.
- Graduation will consist of a four-year degree programme.
- Schools will start installing digital weighing machines for weighing the weight or burden of school bags on the shoulders of students in schools.

### Teaching, Learning and Higher Education:

With the key principles of a) respect for diversity and local context, b) equity and inclusion, c) community participation , d) emphasizing conceptual understanding, e) building unique capabilities, f) imparting critical thinking and creativity, g) use of technology, h) continuous review, NEP-2020 has intended to focus on universal access to early child care and education this is to be done through foundational learning curriculum, multiphase learning models, and preparatory classes at the childhood level. Ensuring universal access to education at all levels, school education emphasizes multiple pathways, bringing back drop-outs, promoting on building schools, promoting alternative and innovative education

centers, achieving desired outcomes, peer tutoring at all levels to ensure access and opportunities to all children.

### Teacher Education as Higher Education

In many countries, including the country for best teacher education programmes in the world Finland, the entire teacher education falls within the prior examination of university education in the NCTE Regulation 2014, nine out of fifteen recognized teacher education programmes were under university jurisdiction. The university education schools are best places for experimenting innovations, articulating and integrating traditional wisdom, including for instance for ex uncertainty of contingency. Traditionally the learning theories have tried to remove uncertainty by suggesting universal principles of learning and teaching methods for each discipline / subject, determined the methods to ordering and presenting the content of the discipline subject.

Universities have traditionally been the seats of research and development, and for broad basis the theoretical discourses within interdisciplinary perspectives. This puts the discipline of “Education” and specifically teacher education in stronger footing within a university contour. By exploring more post-modernist, constructivist as also connective perspectives in curricular organization and academic methods, and organizing teacher education practices based on open learning and open academes, university teacher educators do not necessarily lose sight of facilitating teachers / student-teachers to explore discipline – subject reasoning.

### Implications And Suggestions:

The National Education Policy 2020 is meant to rebuilds school circular and teaching methods in another 5+3+3+4 plan so that school can be made applicable to the necessities and interests of students at various formative stages, i.e., a “Foundational Stage”( 5 years), a “Preparatory Stage”(3 years), a “Middle Stage”( 3 years), and the “High Stage”(4 years , covering grades IX,X,XI,XII). The focus of NEP is to achieve “universal foundational literacy and numeracy” among students in primary schools by 2025. To ensure this government will be accessing and accrediting the schools on different criteria. The primary aim of the policy is to increase the gross enrolment ratio. From the study, it is clear that the objective of NEP 2020 is to create a conducive environment and institution which support research in the higher education institutes and strengthen the foundation of education in India by reinforcing holistic development by offering vocational training to students at the elementary and primary education level too. The result also indicated that the central concern of the government is to evolve the current education system.

The primary focus of the Indian government by introducing NEP 2020 is to develop the systems to ensure that quality education is imparted at both schools as well as university level. The examination reveals that the policy document focuses on the development of introductory courses, professional courses, and vocational courses for the students. The objective of developing courses is to develop a student’s attitude and aptitude. It also focuses on creating industry-ready and entrepreneurial orientation among the students. The NEP aims to increase the use of technology in education. There is a provision in the policy, technology or e-learning is the need of the hour.

It is expected that it would help students to select the subject and career of their choice. One of the most severe issues faced by students in India is the language. Many bright students are not able to come to their full potential as they do not have option of studying in their regional language. Under the NEP, various multiple exit points will be offered to under graduate students. India is a country where the language and dialect change every 20 miles. Furthermore, because of its enormous size, it becomes challenging for the government to ensure that every student gets an opportunity. The great initiative by the government is to introduce languages for studying in school education so that there is no break in the education of the student, considering language as a barrier. The policy also focuses on the use of local language as instruction medium till grade V. However, if accepted, it could well go till grade VIII or beyond. The student will have an option of regional languages as well as the third languages, which would



be acting as a bridging language. It is visible from the patterns made through the Word Cloud base examination, Tree Map, Project Map and Mind Map of the content in NEP 2020.

The best thing about NEP 2020 is that there is extreme flexibility in the subject choices available to the student. Subjects offered are Arts, Humanities, Science, Sport and various occasional subjects. The Government's focus is to start occasional education from grade VI only. The policy also includes various internship opportunities.

### **Suggestions:**

- The initial 5 years are included in early childhood care education. It will be implemented through Anganwadi First. Anganwadi should be converted into Kids Zone so that the child can get an education in sports. Also, one of the two Anganwadi workers should be replaced by an ASHA worker and physiotherapy so that both education and health will work together. It is said that 85% of brain development takes place in this period. Therefore, to prepare a strong and capable generation in this, skilled training will have to be made available to the children in this period.
- Will receive education from class 3 to class 5 in the primary stage. Children between 8 and 11 years of age come. In this class, the child has to reduce the burden of books. In this phase children should get an education through moral stories so that the round development of the child is possible. Bag less education should be imparted at this stage.
- In the secondary stage, the child develops knowledge about his environment. The Government not only disturbs by cycle, mid-day meals to children, as well as facility of de warding like Navodaya. Because of the economic problem in rural areas of India, They are unable to get an education by engaging in agriculture work and leave their education in between.
- Also 50% textbooks and 50% evaluation should be based on local arts promotion. Culture and small cottage industries only then the concept of employment education will come true.
- In a presence of parents in addition to the provision of custom education in the higher secondary stage abstain from sexual education also.
- Internships in various areas of the country to the child through vocational training and entrepreneurship should be given so that the children are aware of geographical environment.
- Implementing all the declarations requires strong political will of basic infrastructure.
- To improve education, universities must be made autonomous.
- 200 top ranked universities should be given full academic, administrative financial autonomy to diversify the updated circular to promote global innovation.
- Less money is spent on research in India. Research spent 0.7 % of GDP in 2017-18. The United States spent 2.8 % in China and 2.1 % in Israel. To promote research in the new policy the National Research Foundation needs to be set of on fast track messages.
- Top universities of India should be produce more than 50,000 PhD's every year so that innovation and speciality talent can be improved.
- To increase the Gross Enrolment Ratio, the Central and State Governments should equally provide special packages to institutions.
- The new policy is emphasizing on the environment, sports, culture, research and development. There is a lack of basic infrastructure require to meet all these needs. For this, the government should arrange to give a large amount to the universities in the form of a loan for 20 – 30 years.

### **Suggestions For Teachers**

- The socio-economic status of the teacher must be raised so as to attract talented people towards the profession.

- Teachers should train about stress management mechanism so that they could help students in managing the stress and the sustaining themselves in this time of social isolation, parental pressure and cut through the competition. Teacher education programmes should enables the teachers to develop the relief skills among students.
- Teachers should be able to think critically make right decisions and maintain harmonious relations with others.
- Techniques used in teaching should develop habit of self-learning and reduce dependence on teachers. It will help them to reflect on their own and doing something new.

### **Conclusion:**

Higher education is an important aspect in deciding the economy and social status technology adoption and healthy human behavior in every country. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution. NEP-2020 is expected to fulfill its objectives by 2030. The policy focuses on identifying the gaps and bridge them with autonomy, research, multi-discipline and quality. The policy looks promising but its success will be dependent on its implementation. The teacher will be a crucial player in policy implementation so their effectiveness is required to be enhanced by building up accountability and incentives. the quality of education and research can meet new height as the policy aims by proper and continuous training and development of teachers. A lighter regulatory touch is proposed by the NEP-2020 thereby providing universities and colleges more autonomy. The Government needs to focus on an adequate academic work force. The Government should focus on removing the threats, strengthening the weaknesses and converting opportunities in favor of NEP -2020.

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## Teaching Methods for Higher Education

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### Abstract:

*Teaching is successful only to the extent to which students are able to grasp it fully. The purpose of this paper was to determine the effectiveness of various teaching methods used for teaching students at higher level. The main strategy of modern education should focus on the student's independent activity, the organization of self-learning environments and experimental and practical training, where students have a choice of actions and can use initiative—as well as flexible training programs where students can work in a comfortable rhythm.*

**Keywords:** Teaching, environments, self-learning, education

### Introduction:

The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students' ratings of the "amount learned" in the course and their overall ratings of the teacher and the course. The literature on teaching is crammed full of well researched ways that teachers can present content and skills that will enhance the opportunities for students to learn. Students often have little expertise in knowing if the method selected by an individual instructor was the best teaching method or just "a method" or simply the method with which the teacher was most comfortable.

### Teaching Methods:

Earlier, teachers were the only means to create a bridge between education and learners. They were using conventional pedagogical methods to explain the topic or to provide notes. However, modern education sees a vast scenario which encourages learners to study profoundly and study to satisfy their curiosity. In recent years, we are getting introduced with different modern teaching techniques, and the introduction of technology along with innovative ways to teach has brought a revolution in the education sector. So, let's discuss which new teaching methods are:

- 1. Online Learning:** Teaching online may not have been the norm for most teachers before the COVID-19 pandemic, but there have always been some teachers who prefer to work online. Online tutors often enjoy the freedom of working from home, choosing their working hours, and being their own boss. It's the process of educating others using the internet, whether that's through individual or group video calls, webinars, or messaging platforms. Normally it'll be a combination of things to keep students engaged. This is because all of your communication will be online, and you'll need to create digital resources for your students. These resources might be presentations, lesson plans, worksheets, videos or audio lectures. The great thing about online learning is that it's accessible to many people. Not everyone is able to go to school, but more people have access to the internet. Of course, technology can be a barrier to education too, but as the years go by, this barrier is, fortunately, breaking down.
- 2. Collaborative Learning:** Earlier, when students were asked to revise the topic or syllabus during an examination or regular days, they used to revise the syllabus in isolation or at home. This practice was widespread in traditional teaching methods. To deal with this issue or provide a more useful platform for students, schools are coming up with collaborative learning. In this modern teaching method, teachers form a group of students where they can solve their problem, debates on topics, and

clear their queries. This helps in developing social skills and allows students to understand the subject faster.

In this modern teaching method, every student is a part of the success of a group as they help each other to reach the desired result, and they also learn to communicate with each other. Learners learn to tolerate others, develop skills to listen to others and how to work in a team. They will be able to meet different personalities and can get a genuine review of their work.

Students present their ideas and expect a response when they are in group learning. It allows them to exchange their creativity and gain more knowledge. In return, it helps them to learn to face healthy criticism and cross-questions. So, school management should choose to take up a collaborative method of teaching to teach their students.

3. **Spaced Learning:** Spaced learning is one of the modern teaching methods, which is being followed by teachers. In this method, teachers repeat a lesson multiple times, basically until the students understand entirely. The gap is meant to refresh the mind by playing physical activities or mindfulness techniques which prepares them for the next session of the same lesson. This method gives the students intervals to inherit the knowledge and create connections between learning. It truly defines a proverb that a healthy mind is in a healthy body. It improves both mental and physical health of a student.

4. **Differentiation :** Differentiated learning is a teaching method that tailors instructions to students depending on their individual needs. This method could be a great option if you're teaching mixed-ability classes and want everyone to get the most out of each lesson. This is a fairly traditional approach to teaching mixed-ability classes, but it can be successful if managed sensitively.

A better way to approach differentiation is to teach in a variety of ways, including books, films, images, and verbal presentations. This gives different students the opportunity to get involved and understand the lesson content. You can even go further than that and offer differentiated class activities and assessment styles.

5. **Blended Learning:** The next teaching method we'll be exploring is blended learning. Essentially, blended learning is a combination of traditional face-to-face learning and technology-based learning. Although blended learning did exist before the COVID-19 pandemic, it's become more popular with schools and universities in the two years.

Using a blended learning can be great for both students and teachers because it forms a middle ground between traditional and technology-based methods. It uses enough technology to keep students focused and interested, but it also provides opportunities for students to talk in-person to teachers and fellow classmates, which can be invaluable.

6. **Self-Learning:** Curiosity pushes the learner to learn new and more always. It drives the learners to learn and memorize large spaces of the text that they will either miss gratefully or forget immediately. Through their curiosity, students get motivated to explore the subjects they are interested in. Teaching students to operate the internet and find results themselves helps them to be self-dependent and gives them a deep understanding of the content.

A teacher should allow the students to bring new ideas and work on it for the development of their brain and ability to work alone. This modern teaching method plays a significant role in learners' period of education.

7. **Gamification:** It is a well-known fact that children love games either it is online games or playing games at the field. Teaching through games is one of the essential modern teaching methods that has been in use under modern teaching ways. The significance of Gamification in teaching has mostly been seen in the elementary and preschool system. Learning through playing games won't be even realized by students. It motivated students as well and proved effective not only to the students of preschool but of any age.

The responsibility of teaching through Gamification is of teachers as they should plan or design projects that will be suitable for the students of their respective age. They should incorporate attractive measures to connect the students for a longer time and keep their interest alive. Teachers can also take help of the online platform under Gamification. Teachers can organize online quiz, puzzles or brain games. This modern teaching method is a fun learning method to teach.

8. **Visual, Audio, And Kinesthetic Teaching (VAK):** VAK is a modern teaching method whose effects can be seen clearly. In VAK, V is visual means seeing the data, A is Audio means gathering information by hearing the data, and K is kinesthetic means feeling the data. A teacher should keep the category of students in kind while teaching because some students catch the information by seeing, by hearing or by feeling. So, they should present the same material in different ways. , its impact is more effective in the modern era. In the time of the internet, watching and learning through videos has become a popular new medium of teaching. Students grasp fast when they see, hear or feel instead of reading the material. And also, a learner is not limited to any one of the media as they can use even all three mediums of instruction.
9. **Rossover Learning :** The not-so-common modern teaching method is Crossover learning which uses both formal and informal teaching and learning environments. It is one of the perfect ways to give the best education to learners. Crossover learning effectively engages learners and provides authentic yet innovative results.  
A formal setting is a traditional setting, i.e., Classroom to provide education. While, the informal environment of teaching is museums, seminars, and after-school places. Schools and colleges teach with content, study material and use everyday experiences to add knowledge. On the other hand, informal learning generates curiosity and interest and increases understanding by asking questions to their teachers.  
Teachers should introduce new queries or questions in the formal setting and answers for which students should try to find in informal settings such as by exploring that question on their museum visit. The learners can take notes or collect pictures as their data and produce them as the information once they backed in the Classroom. They can share collected information with other classmates and can discuss it for better results.
10. **Competency-Based Learning:** The competencies refer to the tactical skills of the students which they want to learn and acquire, are in the process of learning and developing or the ones which they have already accomplished. This type of learning focuses on the benefits provided by the acquirements of core competencies or the skills they prefer to learn and how it is delivered to the students.

### Conclusion:

The success or failure of teaching depends on the methods of teaching. Every good teaching is able to establish his own model of teaching in the course of his life-span of Teaching with teaching aids and scientific appliances will make students more attentive in the classroom. Hopefully, this list of teaching methods has given you some ideas to bring to the classroom. Teachers are introducing different innovative ideas to explain the content to learners. Also, it is the responsibility of teachers to teach students with suitable and modern methods. It is a teacher who plays a vital part in students' success. So, it becomes the duty of a teacher to take a step towards accepting modern methods of teaching. To provide a sound education, there should be an amalgamation of a skilled teacher and innovative ways of teaching. So that students will be ready with not only theoretical knowledge but also with practical experience of subjects to face the world and compete against their competitors.

In short, the inclusion of modern teaching methods in this time is necessary as it opposes the idea of traditional forms of repetition and memorization of the syllabus to educate students. To develop

decision-making skills, problem-solving skills, and critical thinking ability, modern teaching techniques are best suited. The new ways of teaching make students more productive and encourage them to collaborate.

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## Challenges Faced by The Undergraduate Courses Under NEP-2020

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### Abstract:

*The main hope of education lies in the proper education of its youth (Roterodamus, n.d.). Education leads to the exchange of ideas, and knowledge across the world. Education creates numerous job and employment opportunities. To bring the revolution in the education system the government needs to change the education policy, therefore after 34 years, India's education policy is changed by the Indian government and came up with a new approach called National Education Policy 2020. After the independence of India, this is the third education policy. In this paper, an attempt has been made to focus on the issues and challenges faced by the undergraduate courses under NEP 2020 and to provide some suggestions regarding the same.*

**Key Words:** Education, Revolution, Challenges and Suggestions.

### Introduction:

Education is the most significant component for the development of any nation. Education promotes a democracy that comprises a civilized and well-mannered society. It leads to the exchange of ideas, and knowledge across the world. Education creates numerous job and employment opportunities. It plays a vital role in the creation of a well-developed and progressive nation. Especially a country like India with an alarming population still have the tag of a developing nation. Here education act as a key to a better standard of living and a prosperous future.

Therefore, education in modern India focuses on a good blend of academic disciplines of science, commerce, and arts as well as the enhancement of necessary skills such as critical thinking, problem-solving, decision-making, and essential life skills. It ensures that there is interactivity between the students and the teachers.

To transform India from developing country to a developed country, we need to bring changes in society and the change in society is possible if we change the education system. The NEP is the first step to transform our nation to a developed nation.

After 34 years the education policy changes is proposed by the Indian government and aimed at making India a self-sustained and super power nation. The first step towards transformation was taken by changing the name of the Ministry of Human Resource Development to the Ministry of Education. In 1968 the first education policy was introduced by GOI (Government of India) under Mrs. Indira Gandhi. The second education policy of GOI was formed by the Mr. Rajiv Gandhi in 1986. The NEP-2020 is the third education policy of GOI.

To achieve the objectives for the development of the nation the current education policy is becoming ineffective. Therefore GOI has constituted a committee under the chairmanship of Dr. K.K. Kasturirangan and drafted the NEP-2019. In July 2020, the Central Government approved the National Education Policy 2020.

## Review of Literature:

Many scholars and researchers have discussed and analyzed the NEP 2020 from various point of view. An attempt has been made in this present paper to review some of the relevant literature.

Dr. Hemlata Verma and Adarsh Kumar, (2021) focused on the analysis of the requirements for NEP 2020 provisions and management practices at the university level and also talked about the challenges and suggestions for the NEP 2020. Venkateshwarlu (2021), mentioned the issues, approaches, challenges, Opportunities, and criticism of NEP 2020 with a critical study and focused on the various aspects of NEP and its future targets. Ratika Rana (2021), observed the modern education system, which encourages curiosity, and questioning, which results in inventing different solutions to the same problem. Meanwhile, also describe NEP 2020 as a welcome change as it was the first reform in education in this century. Aditi Jain (2021), described the NEP 2020 with positive perspectives and points of Criticism.

Khushboo Garg (2021), Critically analyzed the NEP 2020 with some key points, its Implementation, and Challenges in its implementation. Meanwhile also attempted to compare the NEP of 1986 and the NEP 2020. Along with this also focussed on the government scheme called Parakh: which stands for Performance, Assessment, Review, and Analysis of Knowledge for Holistic Development. Kamaldeep Kaur S, Sanya P, and Kabir Singh K (2021) mentioned the milestones for the NEP 2020 and also highlighted some significant challenges such as the implementation of the Three Language Formula, the possibility of amplified inequalities, privatization and financing concerns under NEP 2020.

## Objectives:

1. To converse the implementation of NEP in undergraduate courses.
2. To find the solutions for existing challenges.

## Data Base and Methodology:

The present study is mainly concentrated on primary and secondary sources of information. The secondary data related to NEP 2020 is extracted from the ministry of Human Resources Development, Government of India, and other published reports related to NEP. The primary data have been collected by framing the questionnaire and using the Google form to collect responses. The analytical method has been employed for the analysis.

## Analysis:

“Education is the most powerful weapon which can be used to change the world” (Mandela, N.D). The set of rules and regulations formed by the government concerning the education system brings a drastic change in the existing education structure. As a result, various education policies have been coming up with some specific visions. As the NEP 2020 is based on the four fundamental pillars, Access, Equity, Quality, and Accountability. The pillars focus on the holistic development of the students with a blend of multi-disciplinary education and effective practical training for overall skill enhancement.

As the government with its New Education Policy 2020, trying to change the existing education system to bring a revolutionary change in the society. But this is not an easy task for a country like India where the population growth is alarming. Implementation of such a policy needs some time and effort so that the Teachers and the students could adjust to the new system. NEP 2020 is pivoted around the Teachers and the students both have to adapt themselves to this new environment.

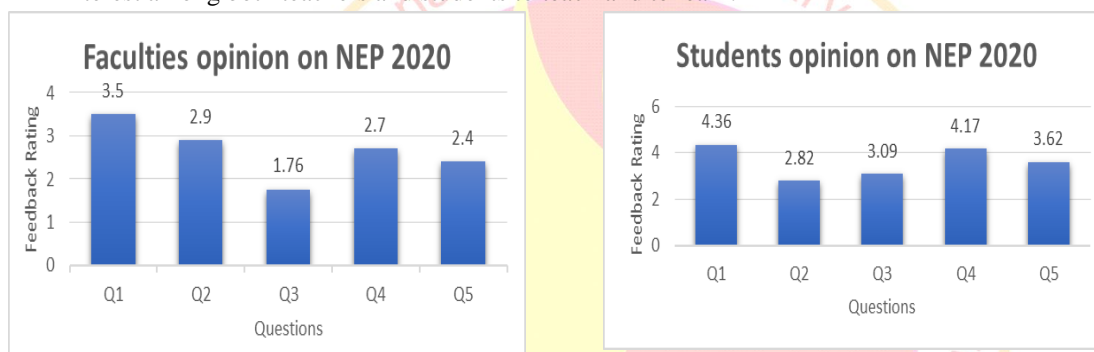
To examine the challenges faced by the teachers and students for the undergraduate courses under NEP 2020 in Karnataka, a survey has been conducted. The data has been collected with a personal interview method by framing the questionnaire and also using Google forms to get the feedback. The study reveals that the teachers and students agreed that NEP 2020 policies will bring revolutionary changes in the education system. Most of the teachers responded during the discussion that, we too learn something new and their knowledge get enhanced. The blend of theory, field-oriented study, and skilled-based application, are the most effective combination to enhance the understanding of the practical and theoretical application. The students are showing interest in learning through field visits, case studies, and small projects conducted within the vicinity of their institution or nearby villages. But all these new methods and strategies demand lot of efforts, time and dedication from students and teachers.

Pros and cons are like the two faces of the same coin. NEP 2020 with some unique characteristics also has some challenges. This will be revealed by this present study.



### Challenges Faces the UG Courses Under NEP 2020:

1. Teachers are not happy with content of the syllabus because they are finding difficulty in delivering the content within the specified time and finding impossible to complete the syllabus before the completion of a semester.
2. The students also facing the problems with the content. The content of the syllabus is appearing to be burdening the students. They want the syllabus to be reduced so that they can get the knowledge with the better understanding of the concepts.
3. Most of the topics are new to the teachers and they think that the UG syllabus is similar to the PG syllabus and it's very difficult for the students, who just finished their PUC.
4. Most of the students are not studied the subjects like Geography and Journalism in their PUC and now they opt for these subjects which are new to them and find it difficult in the beginning and if the content is more then it may lead to a change of subjects combination. Less number students will opt for such optional subjects.
5. The faculty in rural areas are facing issues because of lack in basic infrastructure, to conduct the class. Also there is a lack of permanent teaching faculty. The limited amount of infrastructure facilities and lack of books pertaining to the subjects may leads to difficulty in teaching and learning process that will reduce the interest among both teachers and students to teach and to learn.



**Fig.1. Feedback from Faculties Fig.2.Feedback from Students**

To analyze the effectiveness of the NEP 2020, the teacher's and student's feedback is collected. The feedback questions were mentioned in the appendix. The Fig.1 shows the feedback analysis from faculties. The good response received for Question 1 and 2, which are based on understanding of the concepts. Question 3 is related to the completion of the syllabus, and it needs improvements. It can be improved by reducing the content or giving some more credits to the course so that, timely completion of the syllabus must be possible. Finally, Question 4 and 5 is satisfactory which are related to the reviews and assessment.

The Fig.2 is also analyzed by collecting the feedback from the students on the effectiveness on NEP 2020. Q1 is based on the assessment question regarding the NEP 2020 and the feedback is very good. Q2 is also assessment type of question, the response is satisfactory and needs some improvement. Finally, Q3, Q4 and Q5 are the review and assessment questions which show response as good, very good and good respectively. Two feedbacks collected in this study help us to understand the effectiveness of the newly implemented NEP system and the scope for further improvements.

### Suggestions:

There are some suggestions for the further improvements in the grass root level. Education institutes lack in basic infrastructure particularly government institutions present in rural areas. A thorough survey is to be conducted to identify the scarcity of the basic infrastructure in UG colleges and the stakeholders take responsibility in mitigating the same.

To enhance the caliber of the faculties and to learn new tools and techniques introduced in the NEP curriculum, Workshops and FDPs need to be conducted. An awareness programme to be conducted to provide the thorough knowledge about NEP 2020 to the faculty and students.

### Conclusion:

The success of NEP 2020 lies in its swift execution. NEP2020 possesses various changes that benefit the students. This policy not only focused on the syllabus based education but also concentrated on critical thinking and conceptual clarity of the students. This NEP policy is expected to bring a drastic change in the education system with the flexibility of multiple entries and exit in academic programme to give the flexible curricular options to the students. This scheme will prevent students from dropouts. As every policy has its own pros and cons the NEP 2020 is also not exception to this. But it requires cooperation, dedication and time to adjust with this new revolution of education system.

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## Digital Education in India – A Study on Government Initiatives

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### Abstract:

*Almost every aspect of life is being affected by digital technology and education (teaching-learning) is no exception. ICT has become progressively popular in recent years. Educational institutions are leaning more on digital education, as it is easily accessible on various devices which are known to most of the learners. The Government is also taking various initiatives to reach digital education even to the remote villages. The study is conducted to understand the impact of digital education on teaching-learning in India and the Government's initiation in supporting digital education in India.*

**Key Words:** Digital Learning, Digital resources, Technology, Government

### Introduction:

In the field of education technology is playing a significant role through the implementation of scientific knowledge to enhance the effectiveness of teaching and learning. India has accepted digitalization in education system. During Covid-19 pandemic, digital learning was the best alternative for learners. Digital learning is a learning method based on use of digital tools to enable learners learn in a unique way, whether it be asynchronous or synchronous. Digital learning sources are the tools such as software, websites etc., that can be utilized to intensify the learning quality of learners. The Government of India has launched the 'Digital India' initiative in July 2015, to build up network infrastructure and broaden internet accessibility among citizens. As a part of this Government of India has also initiated many e-learning sources to provide digital learning in urban and remote areas with the use of smart phones and software applications.

### Objectives of The Study:

- To know the digital resources initiated by the Government of India.
- To understand the development of digital resources in the field of education.
- To study the effect of digital resources in teaching-learning.

### Methodology:

The study is purely based on secondary data collected from various published journals, magazines, reference books and websites.

### Digital Education:

Digital education is a type of learning that is supported by digital technology. Digital education in India is evolving at faster rate over the years. We can see that the traditional chalk and talk method in educational institutions has been slowly changing with digital tools. Digital learning involves more participation from students as the current generation students are well-versed with laptops, I-pad and smartphones. Digital resources are becoming more inherent to our lives. Digital learning increases access to education and knowledge while empowering learners with a mindset and competence that sets them up for success. We can find many Government players in the field of digital education.

## Advantages of Digital Education

- With study materials available online, learners can take their time to understand any topic.
- Through digital education, learning can be made more engaging and interactive between students and teachers.
- With digital learning, a learner can engage in online classes anywhere, at any time.

## Following are the key initiations taken by the Government of India to facilitate digital education in India.

- **National Digital Library of India (NDLI)** : It is sponsored and mentored by Ministry of Education, Government of India, through its National Mission on Education through Information and Communication Technology (NMEICT). It is a virtual resource providing learning materials. It provides specific services such as examination preparatory for school and college students and career aspirants. services for researchers are also provided. It provides sources in 10 most widely used languages in India. It is maintained from Indian Institute of Technology Kharagpur.
- **DIKSHA (Digital Infrastructure For Knowledge Sharing)** : It is an initiative of National Council for Educational Research and Training (NCERT) under the Ministry of Education, Government of India launched in 2017 by Honorable Vice President of India Shri M. Venkaiah Naidu. DIKSHA can be accessed by learners and teachers across the country and currently it supports 36 Indian Languages. It's policies and tools enables to participate and contribute a common platform to achieve learning goals.
- **NISHTA (National Initiative For School Heads' And Teachers' Holistic Advancement)** : It is an Integrated Teacher Training Programme initiated by NCERT under the aegis of Ministry of Education, Department of School Education and Literacy, Government of India. It is launched to enhance learning outcomes at the elementary level. It aims to build proficiency among all teachers and heads of the schools at the elementary stage. It is the worlds' largest Teachers' Training Programme of its kind.
- **E- PG Pathashala** : e-PG Pathashala is initiated by MHRD under its National Mission through ICT (NME-ICT) which is executed by the UGC. It provides high quality, curriculum-based, interactive e-content in 70 subjects across all disciplines of social sciences, arts, fine arts, humanities, natural and mathematical sciences, linguistics and languages.
- **SWAYAM (Study Webs of Active-Learning For Young Aspiring Minds)** : Government of India initiated SWAYAM in the year 2017 to afford the best teaching learning resources to all. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.
- **PM E-VIDHYA** : PM E-Vidhya is a programme announced in the year 2020. The objective is to unify digital and online education for better reach and access e-learning. The programme expected to benefit 25 crore school students.
- **On Air Shiksha Vani** : On Air Shiksha Vani, DAISY by NIOS for differently-abled. E-Pathashala is being used for children in remote areas who cannot access internet.
- **National Education Policy (NEP-2020)** : The main aim of National Education Policy, 2020 is to make "India a global knowledge superpower" by introducing several changes from school to college level in Indian education system with special emphasis on digital education.

## Hurdles in Initiating Digital Education

- Provision of devices and technology to the people belonging to socio-economically weaker section.
- Making digital cost-effective should be a key motive of the Government.
- Easy access to internet connectivity in remote areas is still an issue.

## Conclusion:

Study on the effect of emerging technology on digital education invariably finds favourable outcomes. Apart from education, technology plays a significant role in every aspect of human life today. The positive initiation taken by the Government of India have made the education system easier. Increasing participation of private players to offer e-learning resources, along with the government's effort to strengthen digital education in the country. At the same time it has to be analyzed as to how this system has to be implemented so as to nullify the adverse effect.

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## NEP 2020: Reforms in Higher Education

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### Abstract:

The new policy NEP 2020 is framed in such a way that an entire new generation of youth will be prepared for the challenges of the 21st century. We will endeavor to train students academically, professionally, socially, economically and politically. It must allow an individual to study one or more specialized areas of interest at a profound level, and also evolve character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21<sup>st</sup> century competencies across a scope of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.

With respect to higher education, the NEP 2020 policy predicts broad-based, multi-disciplinary, and holistic under graduate education with flexible curricula, creative combinations of subjects, composite of vocational education and multiple entry and exit points with appropriate certification. The NEP 2020 was conceived to raise the Gross Enrolment Ratio from 26.3 percent to 50 percent by 2035 in higher education system. It aims at building the comprehensive personality of students by strengthening infrastructure for open and distance learning, online education and increasing the usage of technology in education.

**Keywords:** NEP 2020, The National Education Policy (2020), Higher Education, Vision, Reforms.

### Introduction:

The National Education Policy (NEP 2020), launched on 29 July 2020, outlines the vision of India's new education system. NEP 2020 focuses on five mainstays: Affordability, Accessibility, Quality, Equity, and Accountability to ensure constant learning. It has been designed consistent with the needs of the citizens as a demand for knowledge in society and economy called for a need to obtain new skills on a regular basis. Thus, providing quality education and creating lifelong learning opportunities for all, leading to full and productive employment and adequate work as enlisted in United Nations Sustainable Development Goals 2030, forms the insertion of NEP 2020. The new policy replaces the previous National Policy on Education, 1986 and forms a complete framework to transfigure both elementary and higher education in India by 2040. The NEP 2020 calls for key reforms in both school and higher education that prepare the next generation to compete and succeed in the new digital age. Thus, there is much stress upon multidisciplinary, digital literacy, written communication, problem solving, logical reasoning, and vocational exposure in the document.

### Objectives of The Study:

The purpose of this paper is to study the Reforms of NEP 2020 in Higher Education. In order to achieve this broad objective, the following workable objectives have been set.

- To study the features of NEP 2020 related to higher education.
- To study the vision of NEP 2020 pertaining to higher education.
- To study the reforms of NEP 2020 in higher education.

### Methodology:

The present study uses secondary data and information which is collected from the concerned sources as per the requirement of the study.

**Features Of NEP 2020 Relating to Higher Education:** The salient features of the policy are as follows:

- Recognizing, identifying, and development the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic domains.
- According the highest priority to attaining Foundational Literacy and Numeracy by all students by Grade 3.
- Flexibility, so that learners have the ability to choose their learning courses and programmes, and thereby select their own paths in life according to their capacities and benefits.
- No hard bifurcations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eradicate harmful hierarchies among, and silos between different areas of learning.
- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge.
- Emphasis on conceptual understanding rather than routine learning and learning for exams.
- Creativity and critical thinking to encourage logical decision-making and innovation.
- Promoting multilingualism and the power of language in teaching and learning.
- Life skills such as communication, cooperation, teamwork, and flexibility.
- Focus on regular formative assessment for learning rather than the cumulative assessment that encourages today's coaching culture.
- Extensive use of technology in teaching and learning, eradicating language barriers, increasing access for Divyang students, and educational planning and management.
- Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject.
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system.
- Teachers and faculty as the heart of the learning process their recruitment, continuous professional development, positive working environments and service conditions.
- A light but tight regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment.
- Outstanding research as a co requisite for outstanding education and development.
- Continuous review of progress based on sustained research and regular assessment by educational experts.
- Education is a public service; access to quality education must be considered a basic right of every child.

### **The Vision of NEP 2020 Pertaining to Higher Education**

- **Institutional Reformation and Consolidation:** The main thrust of this policy regarding higher education is to end the decentralization of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and higher education institution clusters or knowledge hubs, each of which will aim to have 3,000 or more students. This would help build vibrant communities of scholars and peers, break down harmful silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education.
- **Towards A More Holistic And Multidisciplinary Education:** A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, artistic, social, physical, emotional, and moral in an blended manner. The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education. Such an education will help grow 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.
- **Optimum Learning Environments and Support For Students:** Effective learning requires a broad approach that involves suitable curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and important, and updated regularly to support with the latest knowledge necessities and to meet specified learning outcomes.
- **Internationalization of Education:** The New Education Policy 2020 of India focuses on internationalization of education. It stimulates excellence through internationalization with a clear goal of making India a "global

study destination". The NEP 2020 has charted a determined roadmap for making internationalization of higher education a reality by 2035. The NEP 2020 states that the World's Topmost 100 universities will be facilitated to work in the country through a new law, thus opening doors for foreign universities to have campuses in India with the aim to stop the brain drain. It allows international academia to participate in Indian education system. They assume that allowing top-rated foreign universities to set up campuses in India is awaited to raise the standards of their Indian counterparts and motivate India's talented students to stay in the country.

- **Transforming The Controlling System Of Higher Education (Single Regulator):** The NEP 2020 also covers the way for a single central regulator for Higher education, which will replace the UGC and the AICTE into a single regulator called the Higher Education Commission of India (HECI). The HECI will have four independent verticals to carry out the function of regulation, funding, accreditation, and setting standards for education outcomes.
- **Revising Vocational Education:** Vocational education will be integrated into all school and higher education institutions in a step-by-step manner over the next decade. Focus areas for vocational education will be selected based on skills gap analysis and mapping of local opportunities.
- **Competent Governance And Leadership For Higher Education Institutions:** It is competent governance and leadership that facilitates the creation of a culture of excellence and innovation in higher education institutions. The common feature of all world class institutions worldwide including India has certainly been the existence of strong self-governance and excellent merit based appointments of institutional leaders.

### Reforms Of Nep 2020 In Higher Education:

Higher education system prepares a student for a professional life. With the increasing requirement for creative, multidisciplinary, and highly skilled workforce for employment, Indian higher education system needs to be re-adjusted and revamped to meet the emerging requirements. Higher Education in India is up for a re-novation with the National Education Policy 2020 bringing in multi-dimensional changes right from the regulatory framework to curriculum structure and research environment. Some of the key reforms introduced vide NEP 2020 in the Indian higher education system include:

- As per the NEP 2020, the students will now have options of multiple entries and exits during their UG programme. For example, a student can exit just after 1<sup>st</sup> year of graduation with a certificate in hand. If he or she opts to exit after the second year, an advanced diploma will be awarded for 2 years of successful completion of study. As usual, the 3<sup>rd</sup> year of UG completion will result in a bachelor's degree and 4<sup>th</sup> year of UG completion will be awarded with a bachelor's of research.
- The National Education Policy 2020 has also accentuated on setting up of a Gender Inclusion Fund which is aimed at creating an environment of equitable and fair quality education for girls as well as transgender students. In addition, as per the NEP 2020 document, Special Education Zones will be formed for disadvantaged regions and groups which will make higher education opportunities more available for students.
- As per the National Education Policy 2020, a central body named National Research Foundation will be created to build a strong research culture and research capacity across different fields in higher education. To develop both the quality and capacity of academic research, the Government will start Multi-Disciplinary Education and Research Universities (MERUs), at par with Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs).
- The NEP 2020 policy has contemplated phasing out the system of affiliation over the next 15 years and providing graded autonomy to colleges. Thus, over the upcoming decade, every college would develop into either an autonomous degree-granting college or a constituent college of a university.
- The NEP 2020 policy aims at concentrating on multi-disciplinary culture in institutions offering professional education. For example, stand-alone technical universities, health science universities, legal and agricultural universities etc. will be helped to become multi-disciplinary institutions.
- To promote 'Online Education and Digital Education', a devoted unit will be established to facilitate building of digital structure, digital content and also to look after the e-education needs at the level of both school and higher education. Moreover, under the 'Open and Distance Learning' will be made more significant with credit based



recognition of Massive Open Online Courses (MOOCs) to make these courses at par with the highest quality in class programmes.

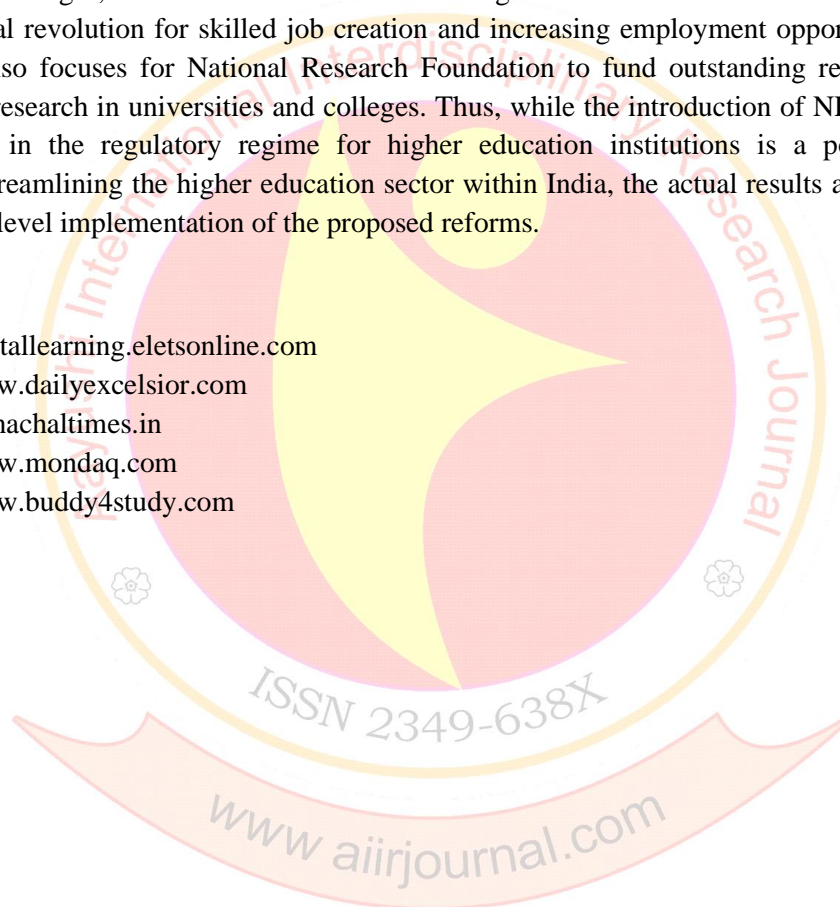
- The Government will also established up an autonomous body National Educational Technology Forum (NETF), which will work as a platform for free exchange of ideas on the usage of technology to develop learning, assessment, planning, and administration.

### **Conclusion:**

The National Education Policy 2020 focuses on key reforms in higher education that prepare the next generation to develop and compete in the new digital age. The NEP 2020 will definitely reconstruct India's education system. The policy has also identified the requirement to reform the entire educational system through the appropriate use of technology. In the context of higher education, NEP 2020 has brought remarkable changes in governance and institutional transformations aiming at establishment of multi-disciplinary colleges, universities and clusters of higher education institutions by linking with upcoming industrial revolution for skilled job creation and increasing employment opportunities. All the way, the policy also focuses for National Research Foundation to fund outstanding researches and to dynamically seed research in universities and colleges. Thus, while the introduction of NEP 2020 and the proposed reforms in the regulatory regime for higher education institutions is a positive step for overhauling and streamlining the higher education sector within India, the actual results and changes will depend on ground level implementation of the proposed reforms.

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## A Theoretical Analysis of New Educational Policy 2020

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### Abstract:

*Change is the eternal and unwavering rule of the universe. Here, it varies from moment to moment. No society is untouched by the process of change. Social change is the nature of society. Presently, if there is to be some change in terms of development in a society, then the education policy should be changed first. The picture of education in any country shows that the place of education is the priority of the government there and how much it deals with it. The National Education Policy 2020 (NEP) envisages far-reaching transformations in the prevailing Indian education system. It is a significant stride towards making education meaningful, assimilative and skill-centric. The NEP has a clear objective to make higher education in India at par with international standards.*

**Keywords:** Higher Education HEIs, National Education Policy 2020, NEP-2020, Implementation Strategies, Approaches, Challenges, Opportunities of NEP 2020.

### Introduction

The National Education Policy 2020 (NEP) envisages far-reaching transformations in the prevailing Indian education system. It is a significant stride towards making education meaningful, assimilative and skill-centric.

It intends to build a self-reliant society on the foundations of the great ancient Indian wisdom. It is an attempt to make pedagogy "more experimental, holistic, integrated, discovery oriented, learner-centered, discussion based, flexible and enjoyable." It is focused on character-building, inculcating rational thinking and compassionate care, and ensuring employment through skill development. It is indeed an honest endeavor to dissolve disciplinary boundaries that have been creating hindrances in the holistic development of a learner.

The defining principles of the NEP are flexibility for students to choose their learning trajectory and program, autonomy for teachers to design and implement their courses and a blurring of disciplinary and curricular boundaries. The NEP reorients learning towards skill-acquisition and multi-disciplinarily. It lays particular accent on conceptual understanding, creativity and critical thinking on ethical, human and Constitutional values. A regular formative assessment of the learner, respect for diversity, equity and inclusivity, light-but-tight regulatory system, and a wide-ranging autonomy are the other standout provisions of the policy that aims to overhaul a sector that was caught in a time warp.

A striking feature of the policy is its aim to curtail dropout rates and ensure universal access to education at all levels. The fundamental lacuna of the current education system is that it has largely failed in creating skilled citizens ready to take up the challenges of life. The NEP is a sincere endeavor in this direction to ensure that every learner develops some life skills through vocational training while studying in school/college/university.

That language is an important skill and proficiency in multiple languages opens new avenues cannot be overemphasized. The NEP not only underlines the significance of mother tongue, regional languages, and classical Indian languages, but also makes provisions for the introduction of foreign languages as an option right from the secondary-school level.

Learning a foreign language at an early age not only simulates cognition, but it also inculcates cultural tolerance and conviviality. A foreign language is not just another tongue. It opens a window to a foreign culture, people, their customs and attitudes, helping the learner evolve into a truly global citizen and actualize the concept of Vasudhaiva kutumbakam. With the three-language formula, the NEP virtually

provides wings to fly. Thanks to the NEP, a learner can acquire an engineering degree or a diploma in hotel management or a diploma in journalism or a degree in medicine with proficiency in a foreign language of his/her choice. Such an academic degree under the extant system is inconceivable.

The NEP intends to establish Higher Educational Institutions (HEIs) as large, multidisciplinary universities in every district by 2040. In today's globalized world, demarcations between various disciplines are becoming less rigid. A research in Medical Sciences requires Engineering inputs. Similarly, a research in Computer Science may need to refer to Linguistics and languages. A researcher in Economics may draw on the insights from Sociology or Anthropology. Thus, a multidisciplinary university that provides flexibility to students to choose courses as they desire would lead to a cross-fertilization of ideas, potentially turning out individuals who not only understand the cosmos, but also the creative arts.

One of the biggest drawbacks of higher education in India today is that higher academic degrees do not always lead to better employment opportunities. The blame lies with archaic curricula and academic programs that have lost relevance. Few undergraduate (UG) and postgraduate (PG) programs equip students with skills that are employable. The NEP has proposed vocational training from grade 6 onwards to curb the rat race for securing UG and PG degrees. If a student gets a job that pays a decent salary after school education itself, then the burden on HEIs will ease considerably. This will also lead to an improvement in quality of higher education and research. In such a scenario, only those who are genuinely interested in scholarship and research would knock the doors of HEIs.

The NEP has a clear objective to make higher education in India at par with international standards. To begin with, four-year undergraduate program are fairly common in several countries. Here, it is pertinent to note that the proposed four-year degree program has multiple respectable exits that will ensure zero dropouts. For instance, a student leaving a UG program after completing one year may get a Certificate, a Diploma after two years, and a bachelor's degree after three. The fourth year of the program would be mandatory only for those students who wish to pursue further research. The students get a certification of whatever they have learnt. They need not spend three years in case they wish to take up a job after one year itself. However, it is easier said than done. To make it work, the HEIs will need to design their curricula after wide consultations with the industry so that students could be equipped with employable skills at every stage of exit from the UG program. To elaborate, if a four-year B.Tech programs curriculum is designed in such a way that after the completion of two years, a student gets an employable engineering diploma, then many would likely be willing to exit with a diploma and start working. Such a scheme would help save a lot of precious time, energy and resources.

HEIs will have the flexibility to offer different designs of PG programs. For example, the NEP envisages a two-year PG program with the second year devoted entirely to research for those who have a three-year bachelor's degree, a one-year PG program for those who have a four-year bachelor's degree, or a five-year integrated UG/PG program Undertaking a doctorate (PhD) shall require either a master's degree or a four-year bachelor's degree with research. MPhil has been done away with, and rightly so.

MPhil in its present form has become obsolete. The relevance of MPhil has been questioned multiple times by a number of pedagogues. There is no parity in the duration of MPhil program in the country. Some HEIs award MPhil degrees in one year, and some in two. A one-year MPhil program has one semester of coursework involving research methods while the second semester is devoted to writing the dissertation. The quality of such research work is almost always suspect. A two-year MPhil program has one year of coursework (which is fine), and the other for completing the dissertation. Writing a research dissertation in one year often compromises the quality of research. It is generally known that collecting bibliography, data and finalizing synopsis/research proposal itself take a year or more for serious research. Research is not just about collecting data and bibliography. The researcher has to process the collected data, and analyze them to reach a logical conclusion. It is only then that the actual process of

writing the thesis/dissertation begins. The duration of the current MPhil programs had bred ad-hocism in research, which is otherwise a serious business and requires rigor.

The NEP has made its objectives clear. It aims to restructure the existing higher education system to make it holistic, integrated, accountable, enjoyable and employable, reorienting it towards quality research. It is a revolutionary document and marks a tectonic shift from the existing norms that will shake the narrow boundaries of disciplines and programs. If implemented sincerely with a careful designing of syllabi and curricula, it has the potential to transform India into a self-reliant knowledge superpower by the end of the first half of this century.

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## National Education Policy 2020: Structure of Student, A Teacher, Higher Education Institution

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### Abstract:

India's latest National Education Policy (NEP) has been updated, revised and approved on 29 July 2020. The policy signifies a huge milestone for India's Education system, which will certainly make India an attractive destination for higher education world-wide.

Ministry of Human Resource Development of Government of India has projected an elaborate and all-encompassing National Education Policy 2020 (NEP2020). Before independence, the education in India was under the complete control of the "Masters, the British Empire." The education policies, like the one drawn by Macaulay, as would be obvious, were not for providing any quality education to the Indians, but to churn out the "Babus;" clerks and bureaucrats, to serve the masters, pure and simple. After independence, the society went through series of changes, policies were charted and certain reforms were brought in, but the impact was still not achieved. In 2015, the GOI adapted, "2030 Agenda for Sustainable Development (SD)" and since then the impetus has been initiated. The final culmination of a long drawn and all-inclusive process is NEP2020. NEP2020 has been a very elaborate planning document. The salient features of the issues, principles, aims, vision, challenges and solutions have been dealt with in this article. The main focus has been on the higher education and its implementation. Due importance also has been accorded to other issues such as vocational education, research and online and digital education to mention a few. Overall, it is a commendable and a very positive step forward on the part of the government. During the past 2 years she entire humanity has undergone a near-total transformation, due to COVID-19 pandemic. The life as we knew has become more or less obsolete and we have already transformed into a new world order/system, a system, which is governed by Covid-19 and all the issues related to it.

**Keywords:** National Educational Policy 2020, Sustainable Development , COVID-19 pandemic.

### Introduction:

In 2015, India adopted what is called as "2030 Agenda for Sustainable Development (SD)." Under this agenda, Goal 4 (SDG 4) seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities to all by 2030." Based on five main foundation pillars, namely, access, equity, quality, affordability and accountability, NEP2020 has been aligned to 2030 Agenda for Sustainable Development. As we progress and proceed more and more, toward, the information and communication technology (ICT) oriented and artificial intelligence-dependent society, the unskilled and semi-skilled level jobs, shall be taken over by machines and computer/mathematics and technical based jobs shall be more in demand. Education must build character, enable learners to be ethical, rational, compassionate and caring, while at the same time prepare them for "gainful, fulfilling employment' The fundamental and paradigm shift between NEP2020 and previous policies is, "revision and revamping" of all the aspects of educational structure including its regulation and governance, to create a new system, that is aligned with the 21st century aspired educational goals while building on the India's traditional value system with more stress on developing the creative potential of each individual.

### Principles of NEP 2020

- Recognizing, identifying and fostering the unique capabilities of each student. This is to be achieved by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres

- Achieving foundational literacy and numeracy by all students by Grade 3 as the highest priority
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc., to eliminate harmful hierarchies among and silos between different areas of learning
- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities and sports to ensure the unity and integrity of all knowledge
- Creative and critical thinking to encourage logical decision-making and innovation
- Ethics and human and constitutional values such as empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality and justice
- Life skills such as communication, cooperation, teamwork and resilience
- Focused regular formative assessment for learning rather than the summative assessment that encourages today's "coaching culture;"
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students and educational planning and management
- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions
- A "light but tight" regulatory framework to ensure integrity, transparency and resource efficiency of the educational system through audit and public disclosure while encouraging innovation through autonomy, good governance and empowerment.

### **NEP Policy:**

1. An education system rooted in Indian ethos
  - A. That contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society
  - B. By providing high-quality education to all and thereby making India a global knowledge superpower.
2. The curriculum and pedagogy of our institutions must develop among the students a deep sense of respect toward
  - A. The fundamental duties and constitutional values
  - B. Bonding with one's country
3. To instill among the learners a deep-rooted pride in being Indian.
  - A. Not only in thought but also in spirit, intellect and deeds, as well as
  - B. To develop knowledge, skills, values and dispositions that support.
    - I. Responsible commitment to human rights
    - II. Sustainable development and living

Global well-being, thereby reflecting a truly global citizen. There are mainly four parts, the first three being various levels of learning followed by the actual implementation.

- Part I – School education
- Part II – Higher education
- Part III – Other key areas of focus
- Part IV – Making it happen (implementation).

### **PART I – SCHOOL EDUCATION**

1. **ENSURING UNIVERSAL ACCESS TO ALL LEVELS OF SCHOOLING FROM PRE-PRIMARY TO GRADE 12** The ultimate target to be achieved shall be 100% gross enrollment ratio (GER). To achieve this, following initiatives shall be undertaken
  - A. Alternative and innovative education centers to minimize/reverse the dropout rate

- B. Careful tracking of learning level of students for their universal participation
- C. Continuous interaction between the teachers, counselors and specially trained social workers with the students and their parents for their continued attendance.

### Early Childhood Care Education

- A. Emphasis on criticality of early years so as to ensure quality early childhood care and education for all the children between 3 and 6 years by 2025
- B. A National Curricular and Pedagogical Framework for Early Childhood Care and Education for children up to age of 8 years by NCERT

### New Curricular and Pedagogical Structure

#### I. Main aims shall be

- a) “Experiential learning” to achieve the holistic development, with reduction in “content” to promote essential learning and critical thinking
- b) Wider flexibility and choices of subjects for them to pursue the paths of their own liking, according to their talent and interests

#### II. Design shall be [Figure 1]

- A. The present day 10+2 structure of school curricula is to be replaced by a 5+3+3+4 (total of 15 years) curricular structure corresponding to ages 3–8 (5) + 8–11 (3) + 11–14 (3) + 14–18 (4) years, respectively
- B. This will bring the up until now, uncovered group of age group of 3–6 years under school curriculum, globally accepted as the crucial stage of mental faculty development
- C. Three years of pre-school/Anganwadi + 12 years of schooling
- D. Essentially, there shall be four stages:
  - i. Foundation stage: 5 years duration: Divided into two parts, namely; 3 years of pre-school/Anganwadi, covering ages 3–6 years + 2 years of primary school in Grades 1–2, covering ages 6–8 years
  - ii. Preparatory stage: 3 years duration: Grades 3–5, covering ages 8–11 years
  - iii. Middle stage: 3 years duration: Grades 6–8, covering ages 11–14 years
  - iv. Secondary stage: 4 years duration: Grades 9–12 in two phases, first phase – Grades 9 and 10, while second phase – Grades 11-12, covering ages 14–18 years.

NCERT shall be entrusted to develop a new and comprehensive National Curricular Framework for School Education (NCFSE 2020–21).

- 4. **ATTAINING FOUNDATIONAL LITERACY AND NUMERACY:** A national mission on foundational literacy and numeracy will be set up so as to focus on early language and mathematical skills from Grades 1–3 by 2025. A national book promotion policy shall be created
- 5. **MULTILINGUALISM AND POWER OF LANGUAGE:** The medium of instruction at least until Grade 5, but preferably till Grade 8 and beyond will be in local/regional language/mother tongue. A project “Languages of India shall be conducted between Grades 6 and 8, for every student. “Sanskrit” will be offered as an option, at all the levels of school/higher education under three language formulas.
- 6. **NATIONAL ENTRANCE TEST :** The principles for university entrance examinations will be similar. The National Testing Agency (NTA) will work to offer a high-quality common aptitude test, as well as specialized common subject examinations in the sciences, humanities, languages, arts and vocational subjects, at least twice every year.
- 7. **EQUITABLE AND INCLUSIVE EDUCATION:** Special emphasis will be for socially and economically disadvantaged group (SEDGs) inclusive of gender identities (female and transgender), sociocultural (SC, ST, OBCs and minorities), geographical (rural), disabilities (specially learning disabilities) and socioeconomic (migrants, low income, orphans and any other vulnerable) groups.

- Special attention will be provided to the children with disabilities, both physical and learning. Special “Bal Bhavans” and “Samajik Chetna Kendras” will be established to assist the students.
8. **TEACHER RECRUITMENT AND CAREER PATH:** Recruitment, promotions, assessment of Teachers will be carried out, through, a robust, transparent and merit based process. “National Professional Standards for Teachers (NPST)” will be developed by 2022, by National Council for Teacher Education (NCTE), in collaboration with NCERT, SCERTs. There shall be a review/revision in 2030 and every 10 years thereafter.
  9. **ACCREDITATION AND STANDARD SETTING OF SCHOOL EDUCATION:** A State School Standards Authority will be set up. SCERTs shall develop, school quality assessment and accreditation framework. There shall be same assessment and accreditation criteria, benchmarks and processes for both public and private schools.
  10. **VOCATIONAL EDUCATION:** The students are planned to be oriented with vocational education at middle and secondary school, which will then be integrated into higher education, through it is, polytechnics, even local industry. They will learn at least one vocation, with orientation to many. Ten days of internship between 6 and 8 grades with, local experts such as carpenters, potters and gardeners same program being followed every year during vacation in Grades 6–12.

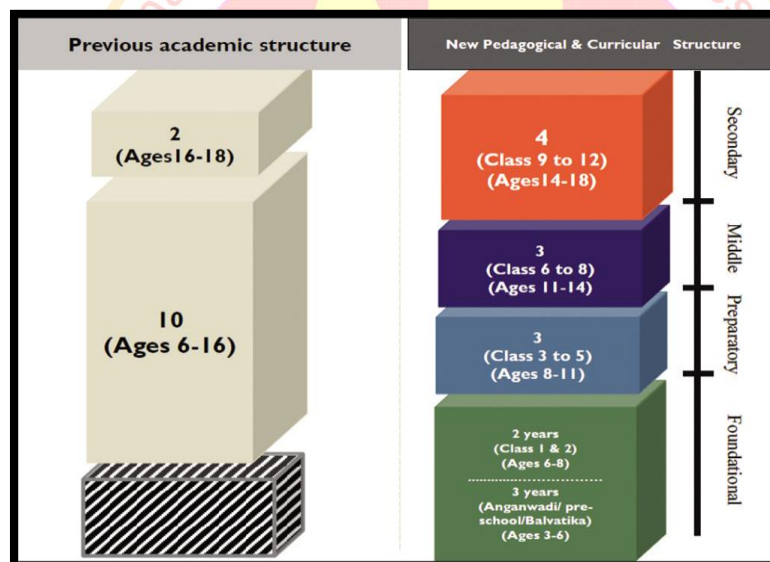


FIGURE 1:: Diagrammatic representation of existing and proposed newer curricular and pedagogical structures.

## PART II – HIGHER EDUCATION

### 1. Establishment of new Quality Universities and Colleges

- i. Aim: The main aim is to create good, thoughtful, well rounded and creative individuals. Such individuals may be allowed to study one or more specialized area in depth so that values such as intellectual curiosity, creativity, ethics & morality, scientific temperament and social commitment are allowed to develop, without the rigid barriers of streams, specializations
- ii. To create more universities and colleges (HEIs) which offer multidisciplinary undergraduate as well as graduate programs/education with medium of instruction in local/Indian and other languages
- iii. To establish a National Research Foundation



- iv. Institutional Restructuring and consolidation All HEIs to be multidisciplinary by 2040. Single stream HEIs shall either be phased out or will have to move to be multidisciplinary or as a part of multidisciplinary HEI clusters
- v. By 2030 at least one large multidisciplinary HEI, in or every district
- vi. Public as well as private HEIs, but emphasis on PUBLIC
- vii. University will get redefined as: Those which place equal importance on teaching and research as Research-Intensive Universities (RIU) or those which place greater emphasis on teaching but still conduct significant research as Teaching-Intensive Universities (TIU)
- viii. Large multidisciplinary institutions, which have main focus on undergraduate teaching and grant mainly the undergraduate degrees, will be labeled as Autonomous Degree Granting College (AC). Concept of “affiliated colleges” shall be gradually phased out in next 15 years (by 2035)
- ix. These and HEIs, shall undergo a gradual, stage wise assessment mechanism before granting graded autonomy. HEIs can have autonomy to gradually move from one category to other
- x. The UG degree programs will be of 3 or 4 years duration with multiple exit options in built and with appropriate certification in any discipline/field inclusive of professional/vocational/technical streams. For example;
  - a) A certificate after completion of 1 year,
  - b) A diploma after completion of 2 years,
  - c) A bachelor’s degree after completion of 3 years,
  - d) Preference shall be for multidisciplinary degree after 4 years.
- xi. A 4-year program may also culminate in to a “Degree with Research,” if rigorous research project in the major area/s of study as specified by HEI, has been carried out
- xii. An Academic Bank of Credit, for digital storing of academic credits earned from various HEIs, so that degree from a HEI can be awarded
- xiii. Departments such as art, dance, economics, education, indology, language, literature, mathematics, music, philosophy, pure and applied science, sociology, sports, statistics, translation and interpretation shall be established and strengthened in all the HEIs.
- xiv. Credit-based courses in community service, environmental education and value based education will be integral part of HEI

## **2. OPTIMAL LEARNING ENVIRONMENT AND SUPPORT FOR STUDENTS**

- i. HEIs and their faculty will have autonomy to innovate in terms of curriculum, pedagogy and assessment within a broad framework
- ii. CBCS shall be reinvented and revived. Assessment, including final, shall be decided by HEI with a criterion based grading system. The emphasis will be on the continuous and comprehensive evaluation
- iii. Standardization, regulation and accreditation of ODL will take priority.

## **3. STUDENT ACTIVITY**

- i. There will be provision of all the facilities required to provide, comfortable, safe and quality education such as, adequate hostels, medical facilities, counseling center, various clubs like, sports, art, culture, eco, activity community service so on and so forth will be established
- ii. Financial support, especially, the students belonging to SC, ST, OBC and other SEDGs, will be supported with scholarships, sponsorships.

## **4. FACULTY MOTIVATED, ENERGIZED AND CAPABLE**

- i. Faculty shall have autonomy to design their own curriculum and pedagogical modalities within approved framework
- ii. Faculty recruitment and promotions as per clear, well-defined and transparent process.

**5. EQUITY AND INCLUSION OF HIGHER EDUCATION** – government and HEIs equal partners

- i. Approach by the government
  - a) Assistance to SEDGs, financial and other, irrespective whether public or private HEI
  - b) Assistance to fairer gender
  - c) Earmark HEIs in promising districts/create special education zones
  - d) Improve technologies.
- ii. Approach by HEIs
  - a) Regulate the fees and other expenditure to the students
  - b) Provide scholarships, sponsorships and other financial assistance
  - c) Make admissions, curriculum and opportunities more inclusive
  - d) Make all the facilities available for the differently abled and disadvantaged
  - e) Non-discrimination, non-harassment and gender equality are the basic tenets
- iii. Research: Catalyzing quality academic research in all the fields through a New National Research Foundation (NRF)
  - a) Establishment of a new, NRF
  - b) Sphere of activities includes.
    - ✓ Find peer-reviewed, competitive grant proposals from all types and all streams/disciplines
    - ✓ Initiate, facilitate and promote research at HEIs
    - ✓ Act as a Liaison between researchers and government branches.

**6. TRANSFORMATION OF REGULATORY SYSTEM OF HEIS**

- i. Under one umbrella of Higher Education Commission of India (HECI), four independent verticals will be set up, to govern the four major aspects, namely,
  - a) Regulation will be named as National Higher Education Regulatory Council (NHERC). It will function as a “single” point regulator for all the education, including teacher education, except medical and legal
  - b) Accreditation – National Accreditation Council (NAC), which will base its assessment of the institutions on the basis of basic infrastructure, public self-disclosure, good governance and outcomes
  - c) Funding – Higher Education Grants Council (HEGC) will do funding/financing using transparent criteria
  - d) Education – General Education Council (GEC) will frame the learning outcomes on the basis of specially formulated National Higher Education Qualification Framework (NHEQF)

**7. EFFECTIVE GOVERNANCE AND LEADERSHIP FOR HEIS**

- i. Over next 15 years, with graded accreditation and associated graded autonomy, all the HEIs in India, will aim to become, independent self-governing institutions pursuing excellence and innovation under specially selected BOG
- ii. BOG of an institution will be empowered to govern the institution free of any external interference

**PART III – OTHER KEY**

**1. PROFESSIONAL EDUCATION: HEALTH-CARE EDUCATION**

- i. All stand-alone universities be it, agricultural, health sciences, legal, technical shall transform themselves as multidisciplinary and holistic education providing HEIs
- ii. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly and in an integrated manner by 2030

**2. TECHNOLOGY IN EDUCATION**

- i. An autonomous body National Educational Technology Forum (NETF) will be created to provide a platform for free exchange of ideas on the use of technology for

- a) Learning
  - b) Assessment
  - c) Planning
  - d) Administration.
- ii. Technology-based education platforms such as “Diksha/Swayam” will be better integrated.

### **3. ONLINE AND DIGITAL EDUCATION**

- i. New circumstances and realities require new initiatives. The recent epidemics/pandemics necessitate that the alternative modes of quality education are utilized whenever and wherever traditional and in-person modes of education are not possible
- ii. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all
- iii. The use of technology for online and digital education must adequately address concerns of equity
- iv. Teachers require suitable training and development to be effective online educators, as good teacher in a traditional classroom may not be a good teacher in an online classroom

### **PART IV - MAKING IT HAPPEN**

1. Strengthening Central Advisory Board of Education
2. Redesignation of MHRD as Ministry of Education
3. Financial and other infrastructural support.

### **Conclusion:**

NEP2020 has been unveiled, with lot of thought process, optimism, as well as fanfare by Government of India. The proposed delivery of education is extremely broad based, circumspect and all-encompassing.

There are no specific compartments, boundaries and divisions. The predicted timespan is significantly prolonged, with nearly 20 + years of duration envisaged. It starts at the grass root; school level goes through the graduate and even higher level of education. Main thrust as contemplated is on multidisciplinary, holistic and broad-based education. There is also main emphasis on vocational education, which is supposed to start earlier in school phase itself. At school level, the old 10+2 system shall be replaced with new 5+3+3+4. More stress on the local/Indian languages, more help to SEDGs and teachers to be assisted in self-improvement and thus upgradation. At university/HEI level, no single stream/discipline university shall remain in existence but transformed into multidisciplinary, holistic delivery systems.

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## A Conceptual Study on “National Education Policy 2020 With Respect to Research Domain”

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### Abstract:

*This article focuses on National Education Policy 2020 which was approved by the Union Cabinet of India on 29 July 2020, and replaced for National Education Policy 1986 which was inexistence for 34 solid years. Our Indian government has crafted and launched NEP 2020 to overhaul and uplift the Indian education system that promises quality education for all. The present Education Policy 2020 has given prominence over “Research domain”. The policy has sought to overhaul the whole spectrum of Indian Education System by restructuring the contours of higher education. The important elements of the policy foster creativity, critical thinking and innovation among students. Various challenges being faced by the educational institutions and the educators of higher education in wake of changing and advanced technologies and communication means have been taken care. New age learning methods and tools are required to be applied. The educators need to learn and cope up with the changing methods, techniques and new areas of knowledge. Under the policy the educational systems need to achieve and assure quality, work for unified frameworks for assessment and strive for international recognition. The purpose of innovation is clearly woven through various initiatives in the policy. They are very well related to generation of new ideas and avenues with more outputs and less of the inputs. The innovations thus are the solutions to conserve and preserve the culture, the resources and the environments. Innovation has a tremendous impact on almost all the aspects of society because the result of the innovation always leads to improvement. Innovation has imminent link with research, as the research also always seeks to bring the change or improvement by seeking solutions to the various issues and problems existing all around us. Both research and innovation are the growth engines in this technologically driven era, where sustainability depends totally on these two factors. Research and innovation are so important in all spheres of our activity today, whether individual, societal, governmental or market levels, that innovation and critical thinking cannot be ignored. It is directly related to developing innovative, progressive and prosperous nation. NEP puts emphasis on creating culture of innovation. In this article is an attempt to analyse the guidelines with respect to all aspects of Research, so as to understand the implementation of possible measures in our college to promote research and innovation through which teachers and student researchers can contribute in their mighty way to the society and the nation’s economy.*

**Keywords:** National Education Policy, Quality Critical thinking, Transformation, Skilling, Knowledge, Empowerment

### Introduction:

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Creativity, critical thinking, research and innovation are very significant in bringing transformation by generating new knowledge in new areas. Innovation is what adds value to the products or the processes. Technological and scientific innovation is also the main source of development and economic growth More so, can be aptly said, in relation to market-oriented economies where, innovation and research are the buzzwords and which they put lot of emphasis on. Innovation and research are important if one wants to remain relevant for today and for tomorrow. The inquisitive minds need to work on these creative areas with education at an early stage, so that it culminates to bring visible and sustained changes for good of nation and for all humanity. Education must lead to nation building, “What the nation wants is pluck and scientific genius. We want Great Spirit, tremendous energy, and boundless enthusiasm. A nation is advanced in proportion as education &

intelligence spread among the masses”. -Swamy Vivekananda. Implementation of NEP aligned with nation building would establish an energetic and vibrant knowledge society.

### Major Objectives of The Study

1. To Understand the importance of launch of National Education Policy 2020.
2. To Analyse the guidelines provided in the National Education Policy 2020 with respect to Research domain.
3. To Collect the opinions of academicians and identify the highlights and challenges of NEP 2020 and offer a few suggestive measures to promote research to the next level.

### Methodology

- Research design: A conceptual study
- Primary Data: From 100 teaching faculty of different colleges under Karnatak University, Dharwad, State Karnataka (For confidentiality purpose, name of the Colleges is not revealed).
- Secondary Data: Published articles, Official Websites, Opinions from blogs, etc.
- Period of Study: March, 2022 to November, 2022

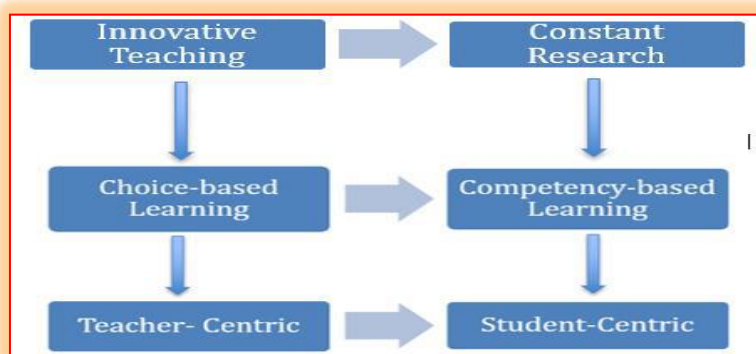
### Launch of NEP 2020 – in Research Perspective



Figure 1: Roadmap of Indian Education Policy

India has seen many education policies since its independence: 1968 – Indira Gandhi government announced first National Education Policy, 1986 – Rajiv Gandhi government launched New Education Policy focusing on adult education and empowerment of minorities, 1992 – 1986 Education Policy was modified under PV Narasimha Rao government adding entrance exam for professional and technical education programmes, 2005 – New Education Policy introduced by Manmohan Singh government, 2016 – Education Policy addressed the gender discrimination and common curriculum for all Science streams, under Narendra Modi government, 2017 – Narendra Modi government proposed to launch a New Education Plan with major changes and finally at present 2020 – National Education Policy approved by Union Cabinet launched with a motive of quality education for all. The National Education Policy 2020 is drastically unlike from all its predecessors in many aspects, and it looks at our educational demands in a new angle, with an eye on the future. The policy claims that 6% of nation’s GDP is going to spend on education sector. Like a cherry on the cake, the Policy aims at ‘real understanding towards learning how to learn’ and thus insists on the importance of research to ensure experiential learning. In order to enhance the capability and credibility of teachers to do their jobs effectively to cater needs of 21st century, greater

emphasize is given to research at every stage of the profession, by restoring teacher's professional autonomy



**Figure 2: Key transformations – NEP 2020**

In order to take our nation in a progressive and productive path, colleges and universities are going to reform as research-intensive units rather than just teaching-intensive units. Research is at the base for knowledge/wisdom creation and it plays a dominant part in sustaining and further uplifting any human society and nation's economy. One of the key recommendations of the NEP 2020 includes improving academic research in higher education institutes across all disciplines, by setting up a Research Foundation. In order to create/seed a high-quality research culture, the policy envisions the establishment of a National Research Foundation (NRF), that encourages genuine researchers and avoid duplication/plagiarism in research work.

**Guidelines For Research Domain:**

As per the previous research policies, the standalone research institutes were getting favour as opposed to universities. The new NEP 2020 has brought research to universities thereby paving way for the universities to get bulk of funds to carry-out research activities. Lack of focus was giving to research as compared to teaching which led to fossilized material being taught in the class, which considerably reduce the interest among students to take-up research as the career. Research is an integral part of the higher education system. The NEP 2020 recommends setting up an independent National Research Foundation (NRF). All research funding will be granted and regulated by the National Research Foundation. There should be a proper monitoring system to avoid injustice to many genuine researchers with novel ideas due to partiality in granting funds. NEP 2020 encourages establishment of research institutions at universities and promote students as independent thinkers to frame a problem, analyses and then look for solutions. Thus, research culture is inculcated at the early stage of learning of student

The National Education Policy 2020 has transformed the Higher Education system from information centric to invention and innovation centric, to create new intellectual property. Experimental learning with research-based internship is the primary motive of higher education section of NEP-2020. Faculty members who are guiding quality research should have research motives and experience to create a thirst for research among students and thus they can be their role models. Ph.D. degree is compulsory along with pass in NET/SLET as an essential qualification to become an Assistant professor in any three types of HEIs (Research-intensive Universities, Teaching-intensive Universities and Autonomous Degree granting Colleges. The new education policy further focuses on promotions faculty members on merit-based which is linked with their performance in the area of research and publications or patent to contribute to the IPR of the organization and hence of the country. Thus, the accountability of every faculty member in higher education system depends on their research productivity for a specific time streamline. Appointing research experienced faculty appointments is crucial and the foremost step in implementing research-oriented curriculum. The National Education Policy 2020 insists that The minimum qualification to become eligible as Assistant Professors in colleges is Ph.D with NET/SET. This

clearly shows the importance of research to involve in teaching service. Moreover, for any faculty to get appointed in HEIs a quality Ph.D. with at least 5 IPR in the form of either scholarly publications or patents are mandatory. National Digital Library (NDL) should be strengthened to adding every book published in the country. All HEIs should be the compulsory member of the Integrated NDL to have access to books, periodicals, Journals, Patents, and every other database from a single place. This would greatly encourage the teacher and student community to involve in constant research at comfortable space.

### **Analysis of Opinions of Academicians on NEP 2020:**

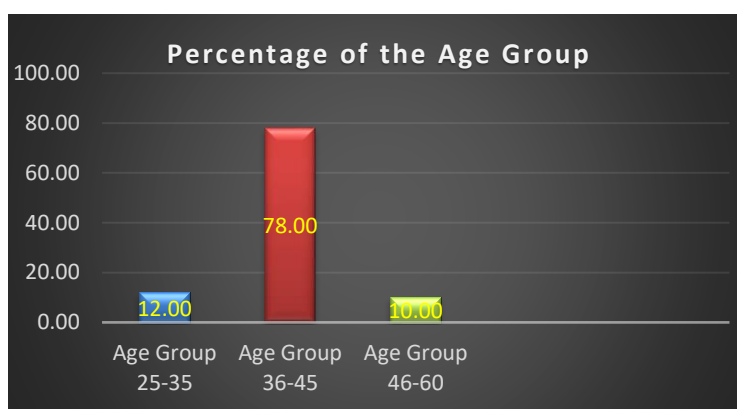
The following table is the summary of opinions offered by teaching faculty across Arts, Science and Commerce disciplines. Totally 100 teaching faculty from various colleges under Karnatak university, Dharwad, State Karnataka who working in the college contributed to this article through their opinions and suggestions. 12% of teaching faculty are from 25-35 years of age group, most of whom are just stepped into this teaching career, consider this NEP 2020 as nightmare due to overemphasize on research for promotion purpose. They are dissatisfied with the removal of M.Phil programme idea. 78% of teaching faculty are from 36 – 45 years of age group with the teaching experience between 11 to 20 years. This middle-aged group are half-way through their career and opine that acceptability and adaptability to new education policy is a big challenge to sustain their position in the field and to cross the line in their whole career. Third group of faculties (10%) is the senior most from 46 – 60 years of age group with around 21 to 30 years of experience in their institution. They welcome the positive changes brought in by the NEP2020, particularly promoting research-cum-experiential learning, no excessive teaching duties, etc. that is going to make teaching pleasant and ensure quality time for smooth conduct of research. They also question that how far the government will ensure the flow of funds for promoting research in private/self-financing colleges, where already the overall ratio of investment in research domain is very low in India, as compared to many leading nations.

Overall, 10% of teaching faculty is satisfied with that NEP 2020 and opine that it will bring gradual prospects in the research domain and faculty's professional development, 78% of teaching faculty are moderately satisfied as they opine that sustainable development can be achieved but it will take many years to adapt to the NEP 2020 and unhappy with the fact that the Central government is running away from its responsibility of funding for research, by allowing foreign universities to operate in India and permitting foreign direct investment in education. 12% of teaching faculty are completely dissatisfied and unhappy with the view that their professional growth is tied up with research, which may disrupt their work and personal life balance. Moreover, they feel that whatever amendments our Indian government brings on education system, it always has a flaw of not fetching jobs, even for well-educated and deserving students. This creates pool of unemployed educated youth which is a bad sign of nation's economy.

**TABLE :01-SUMMARY OF OPINIONS AND PERCENTAGE**

<b>S.No</b>	<b>Age Group</b>	<b>Percentage</b>
<b>01</b>	25-35	12%
<b>02</b>	36 – 45	78%
<b>03</b>	46 – 60	10%

Graph: 01



### Identifying The Highlights and Challenges Of NEP 2020

Highlights	Challenges
<ul style="list-style-type: none"> <li>6% of share of GDP on Education</li> </ul>	<p>Low and stagnated amount of investment on Research– 0.69% (far behind compared to many countries across the world, Poor research and infrastructure facilities.</p>
<ul style="list-style-type: none"> <li>Centralised regulatory body for research i.e., National Research Foundation will lead to increased flow of funds to promote research in quality and quantity wise. This would help in seed outstanding research including cross-disciplinary/multi-disciplinary research by reducing greater level of duplication/plagiarism and encouraging genuine researchers</li> </ul>	<p>Insufficient teachers in terms of quality and quantity. This would hamper the involvement of teachers in research to generate more future researchers. This fact is highly contradictory to the new policy of “Teacher-Student ratio to be low”.</p>
<ul style="list-style-type: none"> <li>Research activities are to be excessively carried out in Research-intensive universities and also significant amount of research by Teaching-intensive universities.</li> </ul>	<p>Inviting universities from other countries in the name of collaborative learning, with out encouraging/rebuilding our own universities with strong research ecosystem</p>
<ul style="list-style-type: none"> <li>Introducing a rigorous/preliminary research project as primary part of curriculum in the 4th year of UG programme and 2nd year of PG programme. Adding, STEM Model has been replaced with STEAM Model which would increase critical and analytical thinking</li> </ul>	<p>Demise of M.Phil programme, which has been fundamental to training future young researchers. Elimination of M.Phil would further diminish the scope for research and research capacity in India.</p>
<ul style="list-style-type: none"> <li>Creating an academic healthy environment by reducing burden of non-teaching activities, so that they can devote quality time for research.</li> </ul>	<p>The question of where would the 6% GDP on education raised from – Public or Private investment, is to be answered yet.</p>
<ul style="list-style-type: none"> <li>Teaching faculty promotions and incentives are linked with the parameters like publication in peer-reviewed journals, IPR, innovations in teaching and pedagogy, commitment and service to the community. This merit-based scheme makes it clear that no faculty can hold any administrative position without required qualifications. This would boost-up the level of motivation, energy, capability and credibility of teaching professionals.</li> </ul>	<p>Many academicians opine that National Education Policy 2020 is high on goals, but low on realism to be implemented and followed, in the diversified culture across the country.</p>



### Implications And Concluding Remarks:

Analysing the guidelines, we have to accept the truth that we cannot approach the new National Education Policy 2020, with old mindset. Previous Indian education policies were also framed with many motives for nation's development. But unfortunately, those policies only remained as words in the document rather than taking a working form to serve its core purpose. Higher education is the base for deciding any nation's economy. Hence, it demands equal proportion of accessibility, affordability, accountability and adaptability from both the government and all other stakeholders, rather than leaving the policy as one-sided coin. For example, the total education history of India can be divided into pre-Covid 19 period and post-Covid 19 period. During Post-Covid 19 period, the education system has taken a drastic transformation, where 'Digital Literacy' has become inevitable for survivability of academicians in education sector. This might never be a dream even for MHRD or other" and arrangement of infrastructure to research at every college/university across the nation to contribute to the well-being of the society. Indeed, NEP 2020 is an ambitious policy and ideal in many aspects, the biggest challenge for any policy arises in the phase of implementation. The NEP 2020, to be fruitful, should be constantly reviewed in consultation and consensus with all stakeholders connected to the education community. We are keeping our fingers crossed to know the fate of NEP 2020 at present. In this 21st century, a synchronized effort of Central and State government would surely make our teaching work force more competent to strive in par with all leading nations. This would greatly instrumental in achieving the goal of sustainable improvement of quality education and nation's development by 2030.

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## Role of Teaching, Learning and Evaluation in Higher Education

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### Abstract:

Rapid changes of modern world have caused the Higher Education System to face a great variety of challenges. Teaching is key component in educational planning, which is one of the most important factor in steering educational plans. It discusses different levels of teaching, their focuses and possible consequences on learning. It is observed that teaching and learning in higher education is influenced by various other factors spread across institutional, national and international levels. The paper reviews some of the select theoretical concepts in the understanding of teaching and learning in higher education. There is a need of an analytical tool to better understand teaching-learning process in higher education in a context specific manner. It is important to go beyond the discussion of teacher, students, pedagogy and include other factors into the discourse. It deals to investigate effective teaching, learning and evaluation for higher education. Rapid changes in the modern world has caused the Higher Education System to face overabundance of challenges. Research and exploration to figure out effective teaching and learning methods are one of the most important necessities in the modern educational systems.

**Key Words:** Effective teaching; learning; Higher education; Evaluation;

### Introduction:

Teaching-learning is emerging as an important area of reform in the global higher education arena due to the changing nature of students, improvement of modern information communication tools, and newer demands from higher education focusing on employability and entrepreneurship. The research and exploration to figure out useful and effective teaching and learning methods are one of the most important requirements of education system today. Given the quality of education, attention of student towards education as a main product that is expected from education system is in much greater demand as compared to past. Consideration of research in higher education is regarded as a major factor in education. For their instruction, educators must pay attention to learners and learning approaches. A large number of graduated students especially bachelor degree holders do not feel ready enough to work in their related fields. Being dissatisfied with the current situation at academic institutions and then making decision to upgrade requires abundant research and assistance from the experts and managing bodies of institutions. the educators must move forward to adopt and practice new teaching approaches. In the traditional approach, instruction was teacher-centered and the students are expected to receive and retain those instructions. This is the time when instruction must change into a method in which needs of the student are considered and as a result active behavioral changes takes place in them. The faculty ideas about teaching method could be itemized just through a qualitative study. there is a need of an analytical tool to better understand teaching-learning process in higher education in a context specific manner. As an effort in this direction, this paper proposes an analytical tool, which is not a theoretical model, but aims to facilitate analyzing and understanding teaching-learning from different dimensions.

### Teaching-Learning :

The term 'effective teaching' is used in a much broader sense than simply referring to what a teacher can do in a classroom. It also consists of managerial and organizational aspects of teaching, including pedagogical processes. It is the process of acquiring new or modifying existing knowledge, behaviors, skills, values and preferences. It can be organized into four categories based on two major parameters: teacher-centred approach versus student- centred approach, and high-tech material use versus

low-tech material use. Teacher-Centered Approach to Teaching To interpret in better way, teachers are the main authority in a teacher-centered instruction model. Students are viewed as “empty vessels” who passively receive knowledge from their teachers through lectures and direct instructions with the objective of positive results from testing and assessment. In this style, teaching and assessment are viewed as two separate entities and learning of students are measured through objectively scored tests and assessments. Student-Centered Approach to Learning While teachers are still an authority in student centered teaching model. Here, teachers and students play equally active role in the learning process. Recent trends in global educational landscape suggest that the focus is shifting from education to learning. Whereas education opts for a formal and structured system, learning goes beyond these normative meanings and involves all kinds of learning activities taken by the learner. Thus in learning, the focus is on the learner, or in other words, it is more personal, consists more of their inner self. It is learner-oriented and relies on their needs and demands. On the contrary education is largely a top-down notion or in other words, comes from outside sources and teaching gets more priority.

### **Analyzing Teaching-Learning in Higher Education:**

An analysis of teaching-learning in certain context thus requires an understanding of various factors and the theoretical knowledge of teaching-learning. Therefore, it can be argued that an analytical tool is needed to better understand and analyse teaching-learning in context specific manner. The analytical tool may include the understandings from the theories, which could help in explaining teaching-learning critically. As an effort in this direction, this paper proposes an analytical tool. It is important to highlight that this is not a theoretical model, like the ones discussed. The tool does not have pre-conceived notions, explanations and pre-conditions attached with it. It does not attempt to define, the stages/ levels/ limitations/ strengths and weaknesses of a model. The tool helps in determining the context, the possible factors in it and the connections between the components. It leaves it to the analysis of the researchers, who use the tool to understand the issues in a context specific way. The researcher can use one/ multiple theories to explain the issues, as the tool does not provide any explanation to come to any conclusion. That is why, this is not a theory or a model, rather a tool for analysis. The Multi-Dimensional Analytical Tool for Teaching-Learning emerges from the impulses to understand deeper into the process of teaching and learning in a certain context. The tool attempts to look into the teaching-learning process and how it is perceived and practiced in the higher educational institutions. It has also emerged from the studies, which focus on understanding teaching and learning from different vantage points to recommend reforms based on empirical evidences.

### **Evaluation:**

The whole sequence of social development spins around evaluation processes. In every area of life the process of evaluation takes place in some or the other manner. In education how much a child has succeeded in his aims, can only be determined through evaluation. Thus there is a close relationship between evaluation and aims. The term evaluation conveys several meanings in education and psychology. the systematic collection and interpretation of evidence leading as a part of process to a judgment of value with a view to action. Systematic collection of evidence The first component of ‘systematic collection’ means whatever information is gathered should be acquired in a systematic and planned way with a reasonable level of precision. Its interpretation The second element in Beeby’s definition, ‘interpretation of evidence’, is an important aspect of evaluation process. The mere collection of evidence does not on its own establishes evaluation work. The information collected for evaluation purpose for an educational program must be judiciously interpreted. Sometimes, uninterrupted evidence is presented to indicate the presence (or absence) of quality in an educational project. For example, in a two year program in computers, it was noted that almost two-third of each entering class failed to complete the two years program. On closer checking it was found that most of the dropouts after one year were offered good jobs by companies. The managers of companies felt that the one year of training was not only more

than adequate for entry and second level positions but also provided the foundation for further career advancements. Under such circumstances, the dropout rate before program completion was no indication of program failure or deficiency.

**Characteristics Of Evaluation:** The analysis of all the above definitions makes us able to draw following aspects of evaluation:

- Evaluation is an ongoing process. It is a mistaken belief that the evaluation procedure follows the teaching-learning process.
- It helps the teacher to determine, evaluate and refine their instructional techniques and in setting-up, refining and clarifying the objectives.
- Evaluation stresses on broad personality changes and major objectives of educational program. Therefore, it includes not only subject-matter achievements but also attitudes, interests and ideals, ways of thinking, work habits and social adaptability.
- Objectives and learning experiences accordingly should navigate students towards accomplishment of learning goals. It helps a student in encouraging good study habits, in increasing motivation and in developing abilities and skills, in knowing the results of progress and in getting appropriate feedback.
- Evaluation system suggests an orderly procedure which removes casual and uncontrolled observation of students.
- To assess the students and their attained development through education is evaluation.
- Evaluation is the determination of the synchronicity between performance and objectives.

**Functions Of Successful Evaluation:**

- Evaluation helps to understand the entry behaviour of the children in all salutations.
- It also helps in selecting students for higher studies, other vocations or specialised courses.
- It helps to formulate and reformulate suitable and realistic objectives for instruction. To plan appropriate and adequate learning strategies.
- Helps in improving instruction and to plan appropriate and adequate techniques of instruction. It also aids in the improvement of curriculum and quality of teachers.
- Evaluation has to identify weak points in the program in addition to weakness of the students.
- Helps a teacher to know the children in details and to provide necessary educational, vocational and personal guidance.
- Gives feedback and reinforcements to teacher, students and teaching learning processes.
- Assists in the modification and improvement of the teaching strategies and learning experiences.

**Conclusion:**

Teaching, learning and evaluation method plays an important role and continuous changes and modification as per requirement enhance the education system. It helps exfoliating the interactions and influences of the global/international level to the national/ sub-national level which, in turn, help changing the higher educational institutions and their practices, including teaching-learning. With the help of this tool, it could be possible to analyse teaching-learning in a non-linear way, where several factors, entities and stakeholders influence teaching-

learning in a complex manner. The success of educational programs require integrated efforts of teachers, students, parent, administrators and managerial members of educational institutions. Society at large provide for and gets benefited by good education. A good education system is a ideal win-win situation for all. To analyse teaching and learning in a context specific way, it is important to consider various factors/ components and their interlink ages, which are crucial in determining the way teaching-learning is perceived and practiced. This paper,

therefore, has taken clues from the theoretical discourses and used them in developing a new 'Multi-dimensional Analytical Tool for Teaching-Learning'

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## Blended Teaching-Learning: A Way Forward in Higher Education

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### Abstract:

COVID-19 Pandemic has brought many abrupt and profound changes in the Education Sector around the world. With the current priority of reopening the schools and bringing the students back to the classrooms in a safe manner, blended learning is seen as a crucial part of the future education. With the utmost priority to bring back children safely to the schools, various studies see technology playing a crucial part in the process. This allows the scope of providing more and better opportunities for collaboration, enhanced access to learning, advanced systems for tracking learning levels and preparing learners for a tech-oriented future. In this backdrop, National Education Policy is the first education coverage of the twenty first century that envisions the future of educational sector. The policy encourages to adopt the sophisticated technology to make teaching and learning more effective. For this research article data is collected from both primary and secondary sources with the objectives to understand the importance of digital technology in education and impact of blended teaching-learning on teaching fraternity and students. The research concluded that technology has a greater impact on teaching learning and is the future of the educational sector.

Keywords: COVID-19, Education Sector, NEP, Digital technology, Blended Teaching-Learning.

### Background :

It is an instructional methodology, a teaching and learning approach that combines face-to-face classroom methods with computer mediated activities to deliver instruction. This pedagogical approach means a mixture of face-to-face and online activities and the integration of synchronous and asynchronous learning tools, thus providing an optimal possibility for the arrangement of effective learning processes. Blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face-to-face teaching. Resources such as video lectures, podcasts, recordings and articles would be provided in order to transfer the main bulk of the necessary knowledge from teacher to student before each class. This then frees up time in class for teachers to support students in activities, lead discussions and facilitate engagement. Blended learning is required to stimulate innovation through a cohesive learning system. The Ed-Tech space must focus on easing the pressure on teachers while making the classes more interactive, filled with fresh challenges, quizzes, and simulations instead of trying to do away with the classroom culture. Digital literacy will inculcate the spirit of collaboration enabling participants to work together and engage in discussion accelerating the dream of Digital India. 2022 will be an exciting year with its own set of challenges, now more than ever we will see the education scenario tilting towards new age learning and teaching solutions. It is fair to conclude that those who are unable to get on the blended learning bandwagon may remain far behind the curve. (Sharma, 2021)<sup>1</sup> says Blended Learning term has been popular in recent years, with more educators leveraging the technology to improve learning through Ed-Tech based teaching methods. This mode of learning is also known as Hybrid Learning, as it integrates technology and digital media with the traditional teacher-led classroom activities, providing more flexibility for students to customize their learning experience.

### Blended Learning in The Indian Context:

Indian Education sector has been witnessed various Ed-Tech advancements recently and the pandemic has ramped up the need for such advancements now. With the present urgency to bring children back to the schools and recover from the learning loss, Ed-Tech innovations are now seen with huge

hopes. The educational community adopted a multitude of mediums to ensure minimum interruption to education delivery.

**LEARNING MANAGEMENT SYSTEMS FOR SCHOOLS:** Learning Management System (LMS) is an online integrated software used for creating, delivering, tracking, and reporting educational courses and outcomes. This can be used to support traditional face-to-face instruction, as well as blended/hybrid and distance learning environments. LMS has now become a one-stop platform integrating administration, communication, and planning tools to benefit students with their learning process.

**TEACHER'S PROFESSIONAL DEVELOPMENT:** With the pandemic rapidly shifting the education sector to the adapt of digital mode of teaching and learning. The teachers had to quickly find more and more effective and efficient ways to interact with their students. Platforms like Zoom meetings, Google classrooms, Microsoft teams became the new chalk and the board.

**ASSESSMENTS:** Assessments of the learning levels of the students will play an imperative in the planning of the targeted acceleration programs to support the learning recovery. Ensuring students are taught at their actual level will be the most effective method for improving learning. Software-focused solutions can help in conducting such assessments and analyzing such extensive data.

**MOOC (FOR HIGHER EDUCATION):** MOOC stands for Massive Open Online Courses. They have been around for a decade but witnessed a massive surge in the users during the pandemic especially. All people need is a strong and stable internet connection and the will to learn. It allows the learner to get access to the best educational content from prestigious universities or institutions. India's journey with various MOOC platforms like SWAYAM, has been a success story in the mission of providing quality education, support lifelong learning, and increase enrolments in the higher education of the country. Platforms like Coursera, Udemy are providing opportunities for Indian students to enhance their skills to the best of their knowledge around the world.

**DIGITAL LESSONS FOR SPECIALLY-ABLED CHILDREN:** Assistive Technology tools are helping learning reach especially abled learners. Tools like Text-to-Speech (TTS) software are designed to help learners with reading difficulties. This is also helpful for learners having disabilities like blindness, dyslexia, or any type of visual impairment, learning disabilities, or physical condition that impedes the ability to read.

### Review Of Literature:

(Aithal & Aithal, 2016) in their research work say that the conventional education system at higher education level is analogous to brick-and-mortar type business system. In this system, a student gets systematic education by personally attending required courses regularly. This conventional education system has many drawbacks and lot of improvements are anticipated in coming days and one such improvement is online education. (Kalita Simi & Boruah Sarmah, 2022)<sup>2</sup> have studied the acceptance level of teachers towards NEP in Assam and concluded that teachers have higher acceptance level for accepting the implementation of NEP. (Zhang et. al., 2022)<sup>3</sup> in their research work have concluded that blended learning is one of the vital methods to improve the teaching quality of institutions in the intelligent education era. Though institutions always face obstacles in accepting the reforms, but they have gradually accepted and implemented the blended learning methods. (Gowdy, 2017)<sup>4</sup> in his study "Beyond Stalemate: Seeking Solutions to Challenges in Online and Blended Learning Programs" studied that most of the higher educational institutions worldwide are moving increasingly to partial or complete online course offerings. Indeed, what are the solutions to the challenges we are facing in instituting successful higher education online learning programs? Scholarship in the area of fully online programs, like Massive Open Online Courseware (MOOC's) or their hybrids, so-called Blended Learning Programs, in its all-purpose fervor for the possible capacity and value of these programs for knowledge generation and building communities of inquiry, has been alleged by some as "hype mixed with promise" (Prinsloo, 2016)<sup>5</sup>. From this standpoint, there are no problems and thus no need of solutions. Yet even e-learning enthusiasts comprehend the elephant in the room - that despite the successes of these innovations, there

are distressing tensions and disparities including: firstly, student attrition (Tait & Gore, 2015)<sup>6</sup>, secondly, the fact that efforts to increase student engagement remain generally unsuccessful, and thirdly, cost benefit drivers being questionable (Hulsmann, 2016)<sup>7</sup>.(Sondhiyalal, 2022)<sup>8</sup> in his research work “A study on the Awareness on New Education Policy (2020) among the schoolteachers in Jabalpur district” says a well-defined and futuristic education policy is essential for our country at school and college levels due to the reason that education led to the economic and social progress.

**Research methodology:**

In this study, both descriptive and inferential research are used to get the better comprehension about the of blended teaching-learning by faculties and students at varsities and colleges.

**Population of the study:**

Population of the present study constituted the faculties and students at universities and colleges of Hubli and Dharwad.

**Sample:**

The present study was conducted in Hubli-Dharwad. Data was collected from 100 sample and this sample was comprised of the teachers and students from both colleges and universities of Hubli-Dharwad.

**Objectives:**

1. To study the acceptance level of blended teaching-learning by faculties and students.
2. To identify the level of acceptance of teachers on NEP 2020 towards support for students.

**Hypothesis:**

H<sub>01</sub>: There is no difference among teaching methods and pass percentage of students.

H<sub>10</sub>: There is difference among teaching methods and pass percentage of students.

H<sub>02</sub>: There is no difference between gender and acceptance of blended teaching-learning in universities and colleges.

H<sub>20</sub>: There is difference between gender and acceptance of blended teaching-learning in universities and colleges.

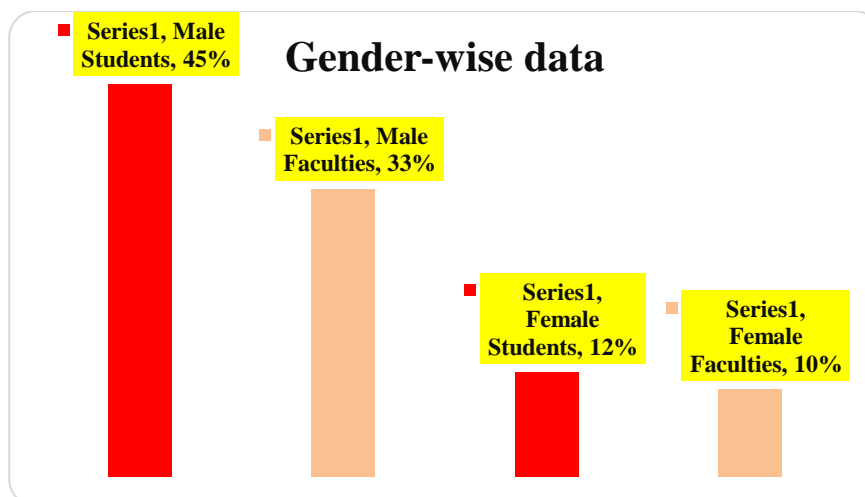
**Reliability Test:** The reliability test was conducted, and it was observed that the data is reliable with Cronbach's Alpha of 0.616.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.616	.638	7

**Analysis:**

Male		Female	
Students	Faculties	Students	Faculties
45%	33%	12%	10%





Out of 100 respondents, 45 percent were male students and 33 percent were male faculties and out of 22 female respondents, 12 percent were female students and 10 percent were female faculties.

### Hypothesis Testing:

**H<sub>01</sub>:** There is no difference among teaching methods and pass percentage of students.

**H<sub>10</sub>:** There is difference among teaching methods and pass percentage of students.

ANOVA					
Total monthly saving	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3647	4	9056862	34.849	0.000
Within Groups	1486	96	259930.5		
Total	5133	100			

From the above ANOVA table, it is clear that there is a significant difference between different teaching methods and the pass percentage as the p-value is less than the significance level (0.05). Hence, blended mode of learning and teaching will enhance the passing percentage in colleges and universities.

**H<sub>02</sub>:** There is no difference between gender and acceptance of blended teaching-learning in universities and colleges.

**H<sub>20</sub>:** There is difference between gender and acceptance of blended teaching-learning in universities and colleges.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	82.689a	16	0.000
Likelihood Ratio	61.052	16	0.000
Linear-by-Linear Association	31.452	1	0.000
N of Valid Cases	100		

<sup>a</sup> 4 cells (15.0%) have expected count less than 5. The minimum expected count is .04.

As p-value is less than the significance level (0.05) indicates there is sufficient evidence to conclude that relationship exists between gender and level of acceptance of blended teaching-learning.

### Findings:

1. From the study, it was researched that blended mode of teaching-learning enhances the passing percentages at universities and colleges.

2. Males and females have different acceptance level of blended mode of teaching and learning. Males accept new methods of teaching and learning easily than females.

### Suggestions:

1. Colleges and universities must encourage blended mode of teaching-learning.
2. Colleges and varsities must open more online courses to encourage enrolment and further increase the pass percentage.
3. As females have less acceptance towards new ways of teaching and learning, they must be made aware of this, and shall be given basic training of how to use online modes of teaching and learning.

### Conclusion:

Blended mode of teaching-learning has made rapid progress in the recent times making it one of the most analysed and discussed subject in higher education system. In this paper, the researcher has discussed the blended teaching-learning as next generation education system and its impact on enrolment and higher education. Making use of the opportunities in the era of intelligent education, the present study designed an intervention of institutional Blended Teaching-Learning reform. Blended teaching-Learning is “student-centred, quality-focused, ability-oriented.” Hence, it is probably one of the teaching approaches that is worth popularizing in the near future.

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## Quality Enhancement in Higher Education Through Innovation and Best Practices

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### Abstract:

*Quality Enhancement is the solution for problems of higher education. We know that quality is not a destination, it is a continuous journey. Quality education is to learn the right things and learn them well. Today, improving the quality is the biggest challenge before the higher education system. Access to the global economy will depend more on the quality and productivity. Higher education requires special emphasis and has major role to play in the nation determining the quality of life and pace of development of the nation. Quality education is the education that best fits the present and future needs of the learners. It is the education that provides students with the tools to deal with and find solution to challenges in life. Quality Enhancement through innovation and best Practices assumes greater significance in improving the quality of higher education.*

**Keywords** – quality, higher education, innovation, bestpractices, intelligence, action research, current scenario, Enhancement.

### Introduction:

“A lamp can never light another lamp  
Unless, it continues to burn its own flame  
A Teacher can never truly teach  
Unless, he is still learning himself”

**-RabindranathTagore**

The word education has its origin in the Latin word “educatum” composed of two terms ‘E’ and ‘Duco’. ‘E’ implies a progress from inward to outward, while ‘Duco’ means developing or progressing. In its most literal sense, education means becoming developed or progressing from inside to outside. Thus, education is the process of developing the inner abilities and powers of an individual.

The ancient system of Vedic Education in India through Gurukul system was replaced by British model based on Macaulay’s minutes on education in the year 1835. Though this system does not suit the socio-cultural ambit of Indians, it was formally enforced and practiced. Significant reforms have always been carried out to bring continuous change leading to development in Higher Education.

### Objectives:

- To analyze the present scenario of higher education in India.
- To analyze the quality Enhancement mechanism in higher education.
- To know the different methods of innovations in Higher Education.
- To find out the best practices which can be adopted by the teachers in Higher Education.
- To suggest some measures that can be used as the innovations & best practices in Higher Education.

### Methodology:

The paper is prepared on the basis of secondary data. The information related to the quality Enhancement mechanism in the higher education field is collected from the various books, journals and periodicals. Information is also collected by referring scholarly research articles and the leading websites. Information collected is presented in tabular and diagrammatic form.

### **Current Scenario of Higher Education in India:**

India is the third largest education system in the world after China and United States. Gross Enrollment Ratio (GER) for higher education is increased to 25.2%. Higher education system has helped in developing pool of skilled man power worldwide. There are prominent Indians occupying highest positions in the 'Fortune-500 companies' of the world in the diverse fields.

#### **As on October - 2022**

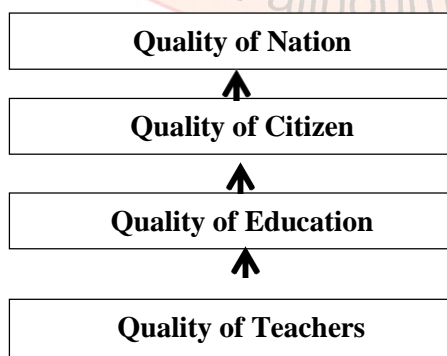
Central Universities in India	54
State Universities in India	455
State Private Universities in India	421
Deemed to be Universities in India	130
Colleges in India	39,931

We have seen the best and the worst of higher education in India. The long march of educated unemployed knocks at doors that do not open. The frustrated youth who find everything uninspiring – the curriculum, the campus, the teaching fraternity, their own home and the society! As per available reports, two third of the Indian universities are providing sub-standard education while 90% of colleges in India are below average. Today most of the institutions have become factory of degrees only. Students / teachers are running after attaining or providing degrees and not towards gaining knowledge and wisdom. Hence, graduates are becoming unemployable. According to a report by 'Aspire Minds job skills credential Company' nearly 80% of engineering graduates in India are not employable. Then what about the general degrees?

The Kothari Commission Report (1966) on education exclaimed that “the destiny of the nation is structured in classrooms”. But, unfortunately, the overall scenario of higher education in India does not match with the global quality standards. It does not match with the needs and expectation of the employment sector.

#### **Quality Education:**

Quality education is the solution for problems of higher education. We know that quality is not a destination, it is a continuous journey. Quality education is to learn the right things and learn them well. Today, improving the quality is the biggest challenge before the higher education system. Access to the global economy will depend more on the quality and productivity. Higher education requires special emphasis and has major role to play in determining the quality of life and pace of development of the nation. Quality education is the education that best fits the present and future needs of the learners. It is the education that provides students with the tools to deal with and find solutions to challenges in life. The role of the teachers assumes greater



#### **Significance In Improving the Quality of Education:**

How can teachers contribute towards innovations and the best practices in Higher Education for Quality Enhancement?

No system of education can rise above the level of quality of its teachers. The success of any education system depends on the quality of its teachers. Thus, the quality of higher education depends upon the quality of those who impart it. Teachers can adopt the following innovative methods for the improvement of the quality of higher education:

1. **DEDICATION AND COMMITMENT:** Dedication and commitment of teachers plays an important role in improving the quality of education. Dedication and commitment of teachers increase their quality and in turn the quality of teaching learning process increases. Moreover, students may emulate their teachers.
2. **LEARNER CENTERED TEACHING:** A teacher should act as amotivational force and should be ble to create a learning environment in which students are encouraged to think carefully, rationally and express their thoughts. It is the responsibility of teachers to create a context in which students desire to learn effectively.
3. **SKILL DEVELOPMENT:** Skill development is important for the success of students in the job market. With the liberalization, privatization and globalization of economic activities, the need to develop skilled human resource of high caliber is imperative. Therefore, preparing students to achieve communication and other skills is very important. This requires that the teachers should be innovative, creative and entrepreneurial in their approach, to ensure skill development among students.
4. **IMPARTING VALUE BASED EDUCATION:** The role of teachers is quite significant in the development of social values. It is the teaching community which moulds the future society. A teacher, once he accepts teaching as a profession cannot make compromises with life because he has to realize that he is playing with the future of the nation. The teacher is trusted by the students, parents and the society as a Guru and this trust must be repaid by honest service. Teachers have to beever inspiring models. Infact they are life long students.
5. **USE OF INFORMATION TECHNOLOGY:** Efficient use of e-resources helps to produce uniquely educated, highly satisfied and employable graduates. 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 helps to improve the quality of teaching.
6. **USE OF BLENDED LEARNING:** Blended learning is an education programme that combines online digital media with traditional classroom methods. It is a mixture of learning methods that incorporate multiple teaching models, most frequently e-learning and traditional face to face learning. Blended learning is a student experience whereby the learner interacts with other students, with the teacher and with content through thoughtful integration of online and face to face environment. Blended learning can increase access and flexibility for learners, increase level of active learning and achieve better student experiences and outcomes. Teachers should use this method to improve the quality of education.
7. **ACTION RESEARCH:** Teachers should involve in research activities. This will increase their knowledge and skills. Action research projects will enable to study the problems and the result can be analysed to take actions.
8. **MULTIPLE INTELLIGENCE APPROACH:** Teachers should use Multiple Intelligence Approach in their teaching, in order to influence the students. Psychologist Howard Gardner in his book “Frame of Mind: The theory of Multiple Intelligences” classified human intelligence into eight types. This theory may be used for teaching in the classroom.

#### Multiple Intelligences and Teaching Strategies:

Intelligence	Teaching Strategies
1. Linguistic	Lectures, discussions, word games, journal writing, etc.
2. Logical/Mathematical	Problem solving, brain storming, mental calculations etc.
3. Spatial	Visual presentations, mind-mapping, metaphor etc.
4. Body-Kinesthetic	Hands on learning, fieldtrips, skit, drama etc.
5. Musical	Rhythmic learning, musical composition etc.
6. Interpersonal	Co-operative learning, peer tutoring, social gatherings etc.
7. Interpersonal	Individualize instructions, independent study etc.
8. Naturalist	Nature study, ecological awareness etc.,

### The Best Practices Which Teacher Can Adopt In The Higher Education:

- Teaching with Sense of Humor
- Concept of Mind Mapping
- Team building exercise (TBX)
- Z to A Approach
- Each one teach one
- Counseling & Case Study Analysis
- Group Study
- Surprise Test
- Open Book Exams
- Learn a word a day
- Divide & Learning Method

### Findings & Conclusion:

To sum up, teachers play a vital role in improving the quality in higher education by adopting innovation & best practices in the Higher Education. The future of the world is in our class rooms, in the form of curious students with varied expectations about the colleges and their teachers. We often hear students saying 'I have taken admission to this college trusting it to be the best'. 'This is my college which would be my life's launch pad; 'my college has the best teachers who will show me the right path for my life', etc.

These expectations indicate the importance of teachers and their significant role in positively impacting upon the lives of students, their parents, families and the society at large. It is therefore a continuous calling on us as teachers to explore the ways and means for fulfilling the students' expectations. The statement given by Mahatma Gandhi on 'CONSUMER' is accepted as an eye-opening definition to the entire business world. If the same is reformulated to define a 'STUDENT' it is equally enlightening for teachers. It is adapted as follows:

"A student is the most important person on our campus.

He is not dependent on us; we are dependent on him.

He is not an interruption of our work: he is the purpose of it. He is not an outsider to our academics: he is part of it.

We are not doing him a favour by teaching him.

He is doing us a favour by giving us an opportunity to do so."

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## Employability Skills and New Education Policy 2020: A Critical Evaluation

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### Abstract:

According to the Center for Monitoring the Indian Economy (CMIE), the unemployment rate reached 8% in 2020. Only 40 percent of the working population of India is employed, down from 46 percent five years ago. Unemployment, especially among the educated youths is a concerning factor for the Indian economy. The major reason apart from many is the Poor employability skills of our educated population. Students are unable to secure suitable jobs in the job market after completing their studies, and as a result; they get confused and most often become a liability rather than an asset to the nation.

The present research paper makes use of secondary sources of data and highlights, how NEP through its various elements aims at inculcating employability skills. The New Education Policy (2020) with a major emphasis on digital education, vocational education, and skill development programs aims to answer the extraordinary challenges of our education system on the one hand and on the other hand create a pool of employable labour force needed by corporate giants. The New Education Policy helps in bridging the gap between students' job readiness. The new education policy mandates a compulsory shift towards a multidisciplinary education by giving equal importance to extracurricular activities (arts, sports, vocational skills).

The paper also critically evaluates the need of efficient implementation of NEP and reduces the gulf between our education system and job market.

**KEYWORDS:** Unemployment, NEP, employability skills, education system, technical skills

### Introduction:

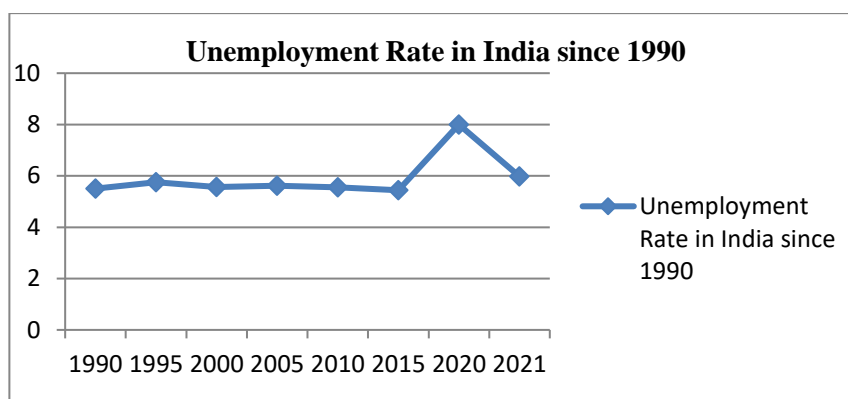
Indian Economy has attained phenomenal transformation in the last 75 years and has emerged as a US\$ 3 trillion economy. (Time of India Report, 20<sup>th</sup> June 2022). India is the 3<sup>rd</sup> largest Asian economy. Millions have successfully come out of poverty and millions have turned to be aspiring middle class. In spite of this significant growth in the economy India has failed to provide the benefits of this growth to every individual in the country. Being the world's second populous country with the 1,417,173,173 population faces many challenges. The major challenges among all are the challenges of the Employment Market. According to the Center for Monitoring Indian Economy, there has been a sharp fall in the employment ratio in the last five years. The employment rate among the Indian youths in 2016-17 was 20.9 which fell to 10.4% in 2021-22. As Indian economy grew, unemployment also increased simultaneously. According to the Center for Monitoring the Indian Economy (CMIE), the unemployment rate reached 8% in 2020. Only 40 percent of the working population of India is employed, down from 46 percent five years ago.

### Current Employment Scenario in India:

A nationwide private survey of over 1.75 lakh states that the unemployment rate in the country reached 11.9% in May 2021. It continued to rise in June 2021 as well and reached 13% on June 6, 2021. "If you look at a poor person in 1947 and a poor person now, they are far more privileged today. However, if you look at it between the haves and the have-nots, that chasm has grown," said Gayathri Vasudevan, chairperson of LabourNet, a social enterprise.

"While India continues to grow well, that growth is not generating enough jobs — crucially, it is not creating enough good quality jobs," said Mahesh Vyas, chief executive at CMIE. Only 20 percent of jobs in India are in the formal sector, with regular wages and security, while most others are precarious and low-quality with few to no benefits.

The Centre for Monitoring Indian Economy estimates that India's unemployment rate will be 6.50% in September 2022. It is 7.70% in urban India whereas only 6.00% in rural India. The following table reveals the changing patterns in unemployment ration in the country since 1990



Data Source: World Bank

Unemployment, especially among the educated youths is a concerning factor for the Indian economy. Unemployment among the educated population in the Indian economy has also risen in the country. The unemployment rate among people with at least a graduate degree was 13.17 percent in September-December 2018, which was 10.39 percent from May to August 2017. The major reason apart from many is the Poor employability skills of our educated population.

Employability skills can be defined as the core skills that are required to make an individual employable in different sectors. Along with the technical skills, employers want numerous soft skills/transferable skills to be possessed by individuals for them to be more equipped to carry out their duties more effectively. Nearly 50% of our graduates lack good employability skills. The following graph shows the present employability of our graduates.

#### **The Education System in India Pre-New Education Policy 2020:**

In India, there exists a wide gap between knowledge input from schools and colleges and what is the need of the Job market. Our present system of education is still based on the traditional method of teaching learning and remote memorization process with a lack of emphasis pragmatic approach to the same. The existing evaluation system is marks based is encouraging the students to strive for the highest academic scores, yet unfortunately, creativity, innovative thinking, critical analysis, problem-solving skills, etc are taking a backseat. Educational institutions, students, and parents alike are in a race to achieve the top score on academic score boards yet; producing a skilled human workforce is being ignored. Students are unable to secure suitable jobs in the job market after completing their studies, and as a result; they get confused and most often become a liability rather than an asset to the nation.

#### **The Watertight Division of Various Streams:**

The watertight and rigid division of higher education into three compartments as Arts, Science, and Commerce streams with no flexibility and link between these studies is also proving a hindrance to the students in choosing their career. With the science stream being considered a superior stream compared to commerce and humanities, children are pressured from high and low to score high enough to go for the science stream. This unhealthy competition forces the children to mug up more, understand less, and consequently choose careers in which they have less interest and aptitude. The rigid division in streams can also be conceived as putting limitations in choosing career options as one can choose from only limited career options according to the discipline. Education has become a burden rather than enriching and pleasant for the children more so because there is a complete lack of practical learning with no creativity. It has become overly monotonous and unexciting that many children opt for dropping out instead of going for higher education. This trend of premature drop out of school leads to an increase in the rising number of the unskilled workforce and a decline in the skilled workforce.

#### **Technology in Education:**

Despite all its numerous weaknesses, the importance of technology in education in the current system cannot be ignored. The process of education with suitable technology makes learning fun, engaging, and more effective. It enables both the teacher and the taught to be more alert and up-to-date.



The use of technology in the teaching-learning process encourages participation, collaboration, critical thinking, problem-solving skills, cooperation, etc, the skills that cover a massive portion of employability skills in demand in the modern labor market. But the question remains, how far has the Indian education system integrated technology? Unfortunately, traditional chalkboard teaching is proving to be ineffective in producing employability skills among students. Along with enhanced technical skills of the students, there is a need to stress upgrading the soft skills of the students. According to Jack Ma, the founder of Alibaba, the e-commerce giant “The knowledge-based approach of ‘200 years ago, would ‘fail our kids’, who would never be able to compete with machines.” Children should be taught soft skills like independent thinking, values, and teamwork.

### **NEP, 2020:**

On July 29th, the Indian government introduced a new education policy with many proposals to bring significant changes in school and higher education. The National Education Policy, 2020 is meant to provide a comprehensive vision and framework for both school and higher education across the country. Many elements of NEP-2020 are directly linked to enhancing the employability skills of the students. There is no doubt that with a better education system, the chance of employment becomes better. The New Education Policy helps in bridging the gap between students’ job readiness.

The New Education Policy (2020) with a major emphasis on digital education, vocational education, and skill development programs aims to answer the extraordinary challenges of our education system on the one hand and on the other hand create a pool of employable labour force needed by corporate giants. The core areas in higher education cover two broad concepts, the

### **Choice Based Credit System And The Skill And Capacity Building of The Students.**

#### **The Choice-Based Credit System:**

NEP empowers students with more flexibility to choose their courses. The policy stresses that “there will be no hard separation among ‘curricular’, ‘extracurricular’, or ‘co-curricular’, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams.” Additionally, the achievement of learning outcomes, the classroom atmosphere will adopt competency-based learning and education. Students have been given flexible choice of subjects like physical education, the arts and crafts, and vocational skills – which can help them to design their own paths of study and future plans. Further NEP will also create ways and means for students to acquire & retain credits which will enable them to continue their learning process from where they had left, off in case they discontinue for some reason. This flexibility and autonomy now presented to the students will help them to explore a variety of options and build more relevant skills needed for the job market.

#### **Focus on Skill Up-Gradation and Capacity Building of The Students:**

The modern job market required behavioral traits like resilience, dexterity, creativity, innovation, and adaptability in the workforce. From recruiting, performance reviews and promotions, these skills are always given greater importance. The traditional education system lacked the focus on building such competencies among the students, but the new policy has increased the scope of learning beyond subject matters and made learning these skills essential.

The policy proposes to produce a highly skilled workforce by stressing hands-on skill-based education right from the elementary level. The NEP 2020 envisions imparting 21st-century and employability skills with no compromise on quality, says its draft panel head K Kasturirangan. The New Policy, with emphases on life skills such as communication, teamwork, cooperation, and resilience as one of its fundamental principles can be a revolutionary step in making the youths of India skilled, employable, and self-reliant which would in turn rejuvenate the nation.

It also emphasizes on language learning and numeracy through activity, play-way and discovery learning would encourage effective communication skills, social skills, cooperation, teamwork, creativity etc from a very young age. This would enhance their skills of employability in their future career.

The experiential learning and exploratory learning with flexibility of combinations would enable students to learn towards achieving their life's aspirations and ultimately aid in future career choice. Concerted curricular and pedagogical initiatives, including Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc in relevant stages will be undertaken to develop these various important skills in students at all levels.

Mathematics and computational thinking will be given increased emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging.

Activities involving coding will be introduced in Middle Stage.

The new education policy mandates a compulsory shift towards a multidisciplinary education by giving equal importance to extracurricular activities (arts, sports, vocational skills), The vision that NEP has in making a difference in the education system of our country is inclusive and equitable. However, the successful implementation of this policy may face some serious threats if educational Institutions both government and private doesn't understand execute it efficiently. The efficient and successful implementation of policy depends on,

- ❖ **CREATION OF NECESSARY INFRASTRUCTURE:** The educational institutes must focus on building an infrastructure that fosters skill development and provide flexibility to students in choosing varied opportunities offered by the policy.
- ❖ **RECRUITMENT OF SKILLED STAFF:** An important element on which successful execution of the policy is the availability of sufficient qualified and trained staff. Unfortunately most of our institutions seriously lack in such staff. Especially institutions from rural and semi urban areas must put greater efforts in appointing such staff for successful implementation of the policy. The recruitment and filtration criteria for the faculty appointment have to be changed. The private sector is willing to welcome skill-based employment with open arms, but the changes in the government sector need to be improved.
- ❖ **HI-TECH LIBRARIES:** The library plays very crucial role in both learning and teaching process. There are remarkable technological changes in delivering library services. Libraries must be equipped with the technologies like e-library, digital books, access to the central library and with designated spaces that allows for reading and discussions as this enhances collaborative efforts among students.
- ❖ **FUNDING:** The successful execution of the policy depends upon the sufficient flow of funding by both government and private players.
- ❖ **CHANGE IN THE OUTLOOK OF STAKEHOLDERS:** There is greater need of the shift in the mindset of all stakeholders regarding the shift of age-old practices to the modern and technical approach. Higher education institutions (HEIs) must play a key role in ensuring that graduates are trainable with the skills that are required in the job market. The technically integrated higher education system on par with the NEP 2020, must be executed to produce more and more employable labor force.

### Conclusion:

To sum up, the policy, aims to address employability problem of Indian youths by dealing with pedagogical issues, structural inequities, and technical shortcomings. Although Karnatak University Dharwad officially launched the policy in 2021-22 academic and many others are in the process to do the same. Yet, there is a long road ahead of the HEIs in implementing NEP as a tool to promote employability.

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## Role of Teachers in New Education Policy

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### Abstract :

*Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.*

**Keyword** Empowerment, Teacher education, knowledge, Recruitment

### Introduction :

The recently released National Education Policy (NEP) is to be implemented in phases beginning 2021. In the past decades, we have seen similar policy recommendations such as the Kothari Commission, many that are yet to be implemented. A critical review of two earlier policies indicates there are gaps in implementation and limited training for educators. NEP 2020 should not suffer a similar fate, leading to delay in development of human potential, for progress of the nation. The teacher's role may have changed at the present time, but his importance and responsibility of personality-building has become more relevant. Because without the enhancement of all-round ability, it is very difficult to walk with the world and to sustain oneself. Only a little resolve and ability to do everything can improve one's personality. It is teachers who create such personalities. According to Mahatma Gandhi, all-round development means – soul, brain, speech and deeds-all of them should be in balance.

According to Swami Vivekananda, all-round development means-huge with heart, high with mind and great with karma. For the development of an all-round personality, teachers used to try to scrape them all-ethics, rituals, behavior and ideas. In the midst of all these discussions, we will see what such shortcomings were left in the education policy of 1986, which needed to be brought to the new National Education Council to address it. Also, will this new national education policy be able to fulfill the objectives that Mahatma Gandhi and Swami Vivekananda dreamed of?

It is necessary to first look at what is 'education'. Education literally means the act of learning and teaching, but if we look at its broader meaning, education is a continuous social process in any society which has an objective and thereby refines the development and behavior of the inner forces of man. By increasing knowledge and skills through education, human beings are made eligible and responsible citizens.

### Role of Teachers in New Education Policy :

The former President of India, great philosopher, educationist Dr. Sarvapalli Radhakrishnan's birthday is celebrated on 5 September as Teachers' Day all over the country. Recently, a new national education policy has been announced by Prime Minister Narendra Modi, extensive discussion has been started on education and role of teachers in the country. In the new education policy of India, special attention has been given to the qualification and training of teachers apart from the education system.

An 'equal teacher and equal education' policy will be worked out across the country. Teacher's Day is an occasion; we celebrate this day as an opportunity to appreciate and acknowledge the efforts and hard work of teachers in refining education and creating responsible individuals. The main purpose of this day is to underline the importance of teachers in the life of a student.

It is necessary to first look at what is 'education'. Education literally means the act of learning and teaching, but if we look at its broader meaning, education is a continuous social process in any society which has an objective and thereby refines the development and behavior of the inner forces of man. By increasing knowledge and skills through education, human beings are made eligible and responsible citizens.

It is well known that teachers play a big and important role in shaping the life of man and has power to shape the whole world. They help every student in many ways to achieve success, such as increasing the level of knowledge, skill, confidence etc. and make life in the right shape. Therefore, every student also has some responsibility for his loyal teacher. We all need to heartily congratulate our teacher as an obedient student and thank him for his selfless service throughout the life of teaching, as well as for shaping the lives of our countless students.

So that teachers continue to give their specific responsibility towards the society with full readiness. On this occasion, the contribution of teachers in their lives is remembered by students all over the country. Thank you for his contribution and encouragement. This is the day to say thank you to your teachers and to thank them for their contribution.

Missile Man of India, former President Dr. A.P.J. Abdul Kalam has said that if a country is corruption free and has become a nation of beautiful minds, I strongly feel that there are three major social members for it who can make a difference; they are father, mother and teacher. This magnificent statement of Dr. Kalam is still resonating in the mind of every person. This quote symbolizes the influence of teachers on the mind and society of every individual as a whole. Teachers who stand immediately after the parents as leadership is actually an essential part of everyone's life. They shape and develop a person's talents and abilities. Teachers have the most inspiring work and a great responsibility in this world.

Teachers are a repository of knowledge who believes in imparting their knowledge to their disciples which will help their disciples to improve the world in future. This will create a generation that is bright and intelligent and one who understands the world in the same way as it is and who is inspired not by emotions but by logic and facts.

According to Dr. Radhakrishnan, teachers play an important role in the creation of the country and that is why they deserve more respect. "In these contexts, the new education policy requires efforts to be a teacher for a masterly position, to create such an environment. It is required that education should be a mission for the teacher, not a profession.

To make a craftsman statue, like cutting the stone somewhere, sorting it somewhere, smoothing the floor, carving it somewhere and exposing the covering, in the same way, every teacher will make his student's personality look like it can be valued and refined. Every moment his teachings live as inspiration, as power.

Every teacher provides new life by eliminating the prohibitive and vile attitudes of his/her student. Varuna is the god of water; just as water removes the filth of clothes etc., the teacher removes the mental illusions of the student and seeding obligations and gives new and clean appearance to his personality. The moon provides peace and joy to all, in the same way; the motivations of the teacher give the student mental happiness and ultimate peace.

In the words of the great philosopher Acharya Mahapragya – the task of creating personality is very difficult. Only a selfless and aware teacher can create another personality. 'We saw the passion of a teacher in the film Super-30. In this film, the education movement of Prof. Anand has been effectively presented. Despite many characteristics, the teacher's position has been blurred today.

As Mahatma Gandhi said – if one school opens, then 100 jails will be closed. But today it is going upside down. As the number of schools increases, the locations of jails are getting smaller. The number of prisons is also increasing in the same proportion. The current education system and teachers are also responsible for the increase in violence and crime. Educated and intelligent are committing more crimes than uneducated and foolish. They can think of more tips to cover their sins and faults.

The teacher is responsible for this situation. Similarly, generosity is the storehouse of education, but today it is being seen that poisonous germs of jealousy are produced in the new generation from student life itself. The result can be seen widely on all systems of society. Narcissism and jealousy is also a big reason for the tension, conflict and disintegration happening in family and social life today. Conflict of personality is also increasing due to this. What is the reason that such errors are happening in the minds of new generation? Why are the teachers not able to create a generation with all-round qualities?

In view of these conditions, there should be extensive brainstorming and thinking about the role of the teacher in the new education policy. ‘Sa Vidya or Vimuktaye’, it is one of the major interpretations of the Indian education world. It has been inscribed in big letters as a sacred mantra on the walls of thousands of Saraswati centers.

### **Conclusion :**

According to this subhashita, true education is that which liberates the student from the shackles of negative feelings and tendencies. But it is a matter of concern that only teachers of India are ignoring it today. It seems that their goal is only intellectual development of students. Now education system has become a business rather than a mission. There is great expectation from the new education policy in getting teachers out of these situations.

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## Innovative Teaching Methods in Classroom

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### Abstract:

*Imagine staying in a boring class with the voice of teachers echoing in your ears, trying to lift your eyelids to pay attention to what they are saying. Not the best scenario for any class, right? Nowadays, many teachers are trying to keep their classes as far as possible from that scenario and let their students get more involved in learning by finding different approaches to teaching them. The education field is changing at such a fast pace that you need to keep up and adapt to the more modern strategies; otherwise it may be hard for you to fit in. It's time to get innovative! These 15 innovative teaching methods will make your lessons more enjoyable and appealing for everyone. Check them out below!*

**Keywords:** teachers, methods, classrooms,

### Introduction:

Innovative teaching methods aren't just about using the most cutting-edge technology in class or constantly catching up with the latest education trends.

They're all about using new teaching strategies that focus more on students. These innovative ones aim at encouraging students to join proactively and interact with their classmates and you – the teacher – during lessons. Students will have to work more, but in a way that meets their needs better and can help them grow faster.

Unlike traditional teaching, which mainly focuses on how much knowledge you can pass on to your students, innovative ways of teaching dig deep into what students truly take away from what you're teaching during lectures.

### Need of Innovative Teaching Methods:

The whole world has seen a shift from brick-and-mortar classrooms to online ones, and then to hybrid learning. However, staring at laptop screens means it's easier for students to be lost and do something else (maybe chasing sweet dreams in their beds) while honing nothing but their skills in pretending to concentrate.

We can't blame it all on those students for not studying hard, it's also the teacher's responsibility not to give dull and dry lessons that make students fed up.

Many schools, teachers and trainers have been trying innovative teaching strategies in the new normal to keep students interested and engaged more. And digital programs have helped them reach out to students' minds and give students better access to classes. Still skeptical?... Well, check these stats out...

In 2021: 57% of all US students had their digital tools.

- 75% of US schools had a plan to go virtual entirely.
- Education platforms took up 40% of student device usage.
- The use of remote management apps for educational purposes increased by 87%.
- There is an increase of 141% in the use of collaboration apps.
- 80% of schools and universities in the US had bought or tended to buy additional technology tools for students.

By the end of 2022: 98% of universities had their classes taught online.

These stats show a huge change in the way people teach and learn. Best heed them – you don't want to be an old hat and fall behind with your teaching methods, right?

## Benefits Of Innovative Teaching Methods :

Here are 7 of what these innovations can do good for students and why they're worth a try.

1. Encourages research – Innovative approaches to learning encourage students to explore and discover new things and tools to broaden their minds.
2. Improve problem-solving and critical thinking skills – Creative teaching methods allow students to learn at their own pace and challenge them to brainstorm new ways to address a problem instead of finding answers already written in textbooks.
3. Avoid receiving a lot of knowledge at once – Teachers using new approaches still give students information, but they tend to split it up into smaller parts. Digesting info can now be easier, and keeping things short helps students get the basics faster.
4. Adopt more soft skills – Students have to use more complex tools in class to finish their work, which helps them learn new things and spark their creativity. Also, when doing individual or group projects, students know how to manage their time, priorities tasks, communicate, work with others better, and so much more.
5. Check students' understanding – Grades and exams can say something, but not everything about a student's learning capacity and knowledge (especially if there are sneaky peeks during tests!). Innovative teaching ideas let teachers monitor classes and better know what their students struggle with to find the most suitable solutions.
6. Improve self-evaluation – With great methods from teachers, students can understand what they've learnt and what they're missing. By finding out what they still need to know by themselves, they can understand why to learn particular things, and consequently become more eager to do it.
7. Enliven classrooms – Don't let your classrooms be full of your voice or awkward silence. Innovative teaching methods give students something different to get excited about, which encourages them to speak up and interact more.

## Innovative Teaching Methods

1. **Interactive Lessons:** One-way lessons are very traditional and sometimes exhausting for both you and your students, so create an environment where students feel encouraged to speak up and express their ideas. Students can join in-class activities in many ways, not just by raising their hands or being called out to answer. These days, you can find online platforms that help you make interactive classroom activities to save heaps of time and get all students joining instead of just two or three. Not only that, but students can type or choose answers anonymously instead of raising their hands. This makes them more confident to get involved, express their opinions and no longer worry about being 'wrong' or judged. Looking to try interaction? AhaSlides has all these features in store for you and your students!
2. **Using Virtual Reality Technology:** Enter a whole new world right inside your classroom with virtual reality technology. Like sitting in a 3D cinema or playing VR games, your students can immerse themselves in different spaces and interact with 'real' objects instead of seeing things on flat screens. Now your class can travel to another country in seconds, go outer space to explore our milky way, or learn about the Jurassic era with dinosaurs standing just meters away. VR technology may be costly, but the way it can turn any of your lessons into a blast and wow all students definitely makes it worth the price.
3. **Using AI in Education:** AI assists us in doing so much of our work, so who says we can't use it in education? Actually, this method is surprisingly widespread these days. Using AI doesn't mean it does everything and totally replaces you. It's not like in the sci-fi movies where computers and robots move around and teach our students (or brainwash them). It helps lecturers like you reduce their workload, personalise courses and instruct students more efficiently. Many familiar things you are probably using, such as LMS, plagiarism detection, automatic scoring and assessment, are all AI products. So far, AI has proved it brings about lots of benefits for teachers, and the scenarios of it invading the education field or Earth are the stuff of movies only.
4. **Blended Learning:** Blended learning is a method that combines both traditional in-class training and high-tech online teaching. It gives you and your students more flexibility to create effective studying environments and customise learning experiences.

In such a technology-driven world we're living in, it's hard to neglect powerful tools like the internet or e-learning software. Things like video meetings for teachers and students, LMS to manage courses, online sites to interact and play, and many apps serving studying purposes have taken the world.

- 5. 3D Printing:** 3D printing makes your lessons more fun and gives students hands-on experience to learn new things better. This method takes classroom engagement to a new level to which textbooks can't ever compare. 3D printing gives your students real-world understanding and ignites their imaginations. Studying is much easier when students can hold organ models in their hands to learn about the human body or see models of famous buildings and explore their structures.
- 6. Use The Design-Thinking Process:** This one is a solution-based strategy to solve problems, collaborate and spark students' creativity. There are five stages, but it's different from other methods because you don't have to follow a step-by-step guide or any order. It's a non-linear process, so you can customise it based on your lectures and activities.

**The five stages are:**

- Empathise – Develop empathy, and find out the needs for the solutions.
  - Define – Define issues and the potential of addressing them.
  - Ideate – Think and generate new, creative ideas.
  - Prototype – Make a draft or sample of the solutions to explore the ideas further.
  - Test – Test the solutions, evaluate and gather feedback.
- 7. Project-Based Learning:** Working on projects at the end of a unit is something all students do. Project-based learning also revolves around projects, but it allows students to solve real-world issues and come up with new solutions over a longer period of time.  
PBL makes classes more fun and engaging while students learn new content and develop skills, like researching, working independently and with others, critical thinking, etc. In this active learning method, you work as a guide, and your students take charge of their own learning journey. Studying this way can lead to better engagement and understanding, spark their creativity and promote lifelong learning.
  - 8. Inquiry-Based Learning:** Inquiry-based learning is also a kind of active learning. Instead of giving a lecture, you start the lesson by providing questions, problems or scenarios. It also includes problem-based learning and doesn't rely much on you; in this case, you're more likely to be a facilitator rather than a lecturer. Students need to do some research on the topic independently or with a group (it's up to you) to find an answer. This method helps them develop problem-solving and researching skills a lot.
  - 9. Jigsaw** The jigsaw puzzle is an ordinary game that we bet each of us has Played at least once in our lifetime. Similar things happen in class if you try the jigsaw technique.

Here's how:

- Divide your students into small groups.
  - Give each group a subtopic or subcategory of the main topic.
  - Instruct them to explore the given ones and develop their ideas.
  - Each group shares their findings to form a big picture, which is all knowledge on the topic that they need to know.
  - (Optional) Host a feedback session for your students to evaluate and comment on other groups' work.  
If your class has experienced enough teamwork, break down the topic into smaller pieces of information. This way, you can assign each piece to a student and let them work individually before teaching their classmates what they've found.
- The term can be strange, but the method itself is familiar to most teachers. Basically, it's a way to connect teachers and students and allow them to access classes and materials from thousands of miles away. It has a lot of potential for all institutions and educators. This method is easy to use and cost-saving, secures your data, allows students to have distance learning, and more. It's a little different from online learning in that it requires no interaction between lecturers and learners, which means that your students can learn anytime and anywhere they want to finish the courses.
- 10. Flipped Classroom:** Flip the process a little bit for a more exciting and effective learning experience. Before classes, students need to watch videos, read materials or research to have some basic understanding and knowledge. Class time is devoted to doing the so-called 'homework' typically done after class, as well



as group discussions, debates or other student-led activities. This strategy centres around students and can help teachers better plan personalised learning and evaluate students' performance.

11. **Peer Teaching:** This one's pretty similar to what we've talked about in the jigsaw technique. Students understand and master knowledge better when they're able to explain it clearly. When presenting, they might learn by heart beforehand and speak aloud what they remember, but to teach their peers, they must understand the problem thoroughly.

Students can take the lead in this activity by choosing their area of interest within the subject. Giving students this kind of autonomy helps them to develop a feeling of ownership of the subject and the responsibility to teach it right.

You'll also find that giving students the chance to teach their classmates boosts their confidence, encourages independent study, and improves presentation skills.

12. **Peer Feedback:** Innovative teaching approaches are so much more than teaching or learning within the class. You can apply them in many other areas, such as peer feedback time after a lesson.

Providing and receiving constructive feedback with an open mind and appropriate manners are essential skills students need to learn. Help your class by teaching them how to give their classmates more meaningful comments (like using a feedback rubric) and make it a routine.

Interactive polling tools, especially those with live word cloud features, make it easy to do a quick peer feedback session. After that, you can also ask students to explain their comments or respond to the feedback they receive. Peer feedback example

Use short, simple questions and let your students freely say what's on their minds in sentences, a few words or even emojis.

13. **Crossover Teaching:** Do you remember how excited you were when your class went to a museum, exhibition, or field trip? It's always a blast to go outside and do something different from looking at the board in a classroom.

Crossover teaching combines the experience of learning in both the classroom and a place outside. Explore concepts in school together, then arrange a visit to a particular place where you can demonstrate how that concept works in a real setting.

It would be even more effective to further develop the lesson by hosting discussions or assigning group work in class after the trip.

14. **Personalised Learning:** While a strategy works for some students, it may not be that effective for another group. For example, group activities are great for extroverted ones, but they can be nightmares for super introverted students.

This method tailors the learning process of every student. Although taking more time to plan and prepare, it helps students learn based on their interests, needs, strengths and weaknesses to achieve better results.

Each student's learning journey can be different, but the ultimate goal remains the same; to acquire knowledge that equips that student for their own future life.

## Conclusion:

There are a lot of teaching methods and depending upon the kind of students, you will have to change your approach and strategy. We cannot say that one is better than the other. Choosing the right teaching methodology is important because that decides the effectiveness of learning in your classroom.

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## Quality Enhancement Through Innovation Practice - A Case Study of Students Centric Teaching Methods Adoptions at HEI Level

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### Abstract:

Well defined and futuristic education policy is essential for a country at their (family) , school and college levels due to the reason that education will leads to personality, economic and social progress. Different countries are adopted different education systems time to time by considering their traditional, culture & Heritage and adopt different stages during their life cycle at school and college education levels to make it effective. Recently in our country also Government of India announced its new Education policy which is based on the recommendations by an Educationalist expert committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). This paper highlights on various policies announced in the higher education system and compare them with the currently adopted system. Various innovations and predicted implications of NEP - 2020 on the Indian higher education system along with its merits are discussed. Finally, some suggestions are proposed for its effective implementation towards the achieving its objectives in future we will realised.

**KEYWORDS:** Higher education, National education policy 2020, NEP-2020, Overview & analysis, Implementation strategies.

### Introduction:

India, being a growing liberal, private and globalising country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HIEs), reflecting the overall high fragmentation and many small sized HEIs in the country which are affiliated to these universities [1]. It is found that over 40% of these small sized institutions are running single programme against the expected reform to a multidisciplinary style of higher education which is an essential requirement for the educational reforms in the country for the 21st century [2]. It is also noted that over 20% of the colleges in India their have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enrol more than 3,000 students annually due to regional imbalance as well as the quality of education they offer in wide manner. Some of the reasons found for the fragmentation of the higher education (HE) system in India are [3]

- Early streaming of students into different disciplines.
- Lack of access to HE, especially in socio-economically disadvantaged areas which resulted in the current gross enrolment ratio (GER) of 25% only.
- Lack of teacher and institutional autonomy to make innovations in HE to attract the many students.
- Insufficient mechanisms for career management and progression of faculty and institutional leaders.
- The lack of research and innovations at most of the universities and top level colleges.
- Sub-optimal levels ( poor) of governance and leadership at higher education institutions.
- A corrupted regulatory system allowing fake colleges to thrive while constraining excellent, Innovative institutions.

It is predicted that India will be the third largest economy in the world by the year 2030 - 2032 with estimated GDP of ten trillion dollars. It is evident that the ten trillion economy will be driven by knowledge resources and not by the natural resources of the country. To boost the growth of the Indian education sector, the present Union Government has decided to revamp it by introducing a comprehensive

National Education Policy 2020. This is in line with the Prime Minister's recent call on leveraging the Fourth Industrial Revolution to take India to new heights. The currently introduced National Education Policy 2020 envisions an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all without any discrimination gender, cast and creed.

### Objectives of The Study:

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

- (1) To highlights and overview the policies of the newly accepted higher education system (NEP 2020
- (2) To compare National Education Policy 2020 with the currently adopted policy in India
- (3) To predict the implications of NEP 2020 on the Indian higher education system.
- (4) To discuss the merits and constraints of Higher Education Policies of NEP 2020.

### Highlights of The Stages:

The National Education Policy 2020 envisions an India centred education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable and vibrant knowledge based society. By drawing inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc., the entire Indian education system is founded and built.

The objective of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant/ person to raise the current gross enrolment ratio (GER) to 50% by 2035.

Following are various stages adopted in NEP – 2020

- a) Foundation stage (5yr)
- b) Preparation Stage (3yr)
- c) Middle school stage (3yr)
- d) Secondary stage (4 yr)
- e) U.G stage (4yr)
- f) P.G stage (1 yr)
- g) Research stage (3 or 4 yr) h) Lifelong learning stage

### Conclusion:

Higher education is an important aspect in deciding the our economy, social status, Innovation and technology adoption, and healthy human behaviour in every country. Improving GER to include every citizen of the country in higher education offerings is the responsibility of the education department of the country government. National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution at every stages. By encouraging merit-based admissions with free-ships & scholarships, merit & research based continuous performers as faculty members, and merit based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfil its objectives by 2030 if we all are involving in the interest of the our nation and self motivation.

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## Flipped Learning: Effective Tools and Approaches

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### Abstract:

Higher education has been pressured to shift towards more flexible, effective, and student-centered teaching strategies that mitigate the limitations of traditional transmittal models of education. Lately, the flipped classroom model has been suggested to support his transition. However, research on the use of flipped classroom in higher education is in its infancy. The main objective of this paper is to throw light on the effective measures and approach that is adopted to increase the efficiency of learning through flipped learning. This paper also talks about the tools that are necessary for this practice. Flipped learning is an active, student-centered approach that was formed to increase the quality of period within the classroom. Generally this approach whose applications are done mostly in Physical Sciences, also attracts the attention of educators and researchers in different disciplines recently. Flipped Learning provides an enormous range for interactions among students, like face-to-face discussions between the students and student teachers interventions. It also initiates the pre-prepared videos by the teachers and also by experts in the content, keeping in mind the satisfaction of the learner.

**KEYWORDS:** Flipped Learning, Effective Approach, necessary tools, education, student- centered learning, efficient learning, and active learning.

### Introduction:

Teaching at the university level has been performed in relatively similar manner during a long historical time and across cultures. As a central pillar, we find the traditional lecture with the professor, or the “sage on the stage” as put by kings, one of the ancient methods of transmitting knowledge to receiving students. Nevertheless, over the past 30 years, university education and traditional lectures in particular have been strongly criticised. The main criticism has cast light on the following: students are passive in traditional lectures due to the lack of mechanisms that ensure intellectual engagement with the material, student’s attention wanes quickly, the pace of the lectures is not adopted to all learners’ needs and traditional lectures are not suited for teaching higher order skills such as application and analysis.

Accompanied with the shift to provide student-centered learning we have seen a surge of researchers and educators advocating flipped classroom curricula in higher education. The advocacy of the flipped classroom model is justifiable. Judging by its underlying theory and the conducted empirical studies, the flipped classroom model appears to address several challenges with traditional ways of lecturing and pave way for active learning strategies and for using classroom time for engaging in higher levels of Bloom’s taxonomy such as application, analysis, and synthesis.

The four pillars of the flipped classroom method include the following:

- **FLEXIBLE LEARNING ENVIRONMENT:** One of the hallmarks of a flipped learning classroom is that it provides fluid timelines for student work and comprehension. Teachers should adjust to the pace of their students in class.
- **LEARNING CULTURE:** Teachers foster a rich environment that allows students to delve further into topics and provides them with opportunities for self-reflection and hands-on activities.
- **INTENTIONAL CONTENT:** Teachers decide ahead of time what direct instruction to pair with in-class activities. Students should feel challenged but able to understand the material on their own, a balance which can take time for the teacher to master.
- **PROFESSIONAL EDUCATOR:** Monitoring students during lessons and offering feedback ensures no gasps in student knowledge are being created with flipped classroom model.

The flipped classroom model is based on the idea that traditional teaching is invented in the sense that what is normally done in class is flipped or switched with that which is normally done by the students out of class. Thus, instead of students listening to a lecture in class and then going home to work on a set of assigned problems, they read course literature and assimilate lecture material through video at home and engage in teacher-guided problem-solving, analysis and discussions in class. Proponents of flipped classroom list numerous advantages of inverting teaching and learning in higher education according to the flipped classroom model: it allows students to learn in their own pace, it encourage students to actively engage with lecture material, it frees up actual class time for more effective, creative and active learning activities, teachers receive expanded opportunities to interact with and to assess students' learning, and students take control and responsibility for their learning.

### Methodology:

This study is based on the various interviews and questionnaires of students (n=120) conducted in the spring of 2022 at BVB Engineering College, Hubli. This study is based on the learning experiences and their opinions on the current education, of the final year students who were pursuing their bachelor's in engineering at the time. Different background questions were asked to students who had adopted six different programs. The table given below represents the questionnaires, academic performances of students and the variation of the parameters accordingly.

**TABLE: STUDENT DEMOGRAPHICS AND QUESTIONNAIRES**

QUESTIONS	n	PERCENTAGE	MEAN	STANDARD DEVIATION
Age	120		21.56	19.01
Gender	120			
Men	79	65.833		
Women	41	34.167		
Low and High Achievers	120			
Low	24	20		
High	96	80		
Average CGPA during studies	120		7.85	5.21
I'm used to learning using videos/visuals	120		3.92	1.26

The CGPA ranges from 0(F) to 10(O).

A detailed analysis on the data above was done carefully and the following results were obtained. Many other background questions along with these were asked which will be discussed in the results section.

### Results / Observations:

From the above table the following results are obtained:

1. The mean age of the students was 21.5 as most of the students were studying in their final year.
2. About 79 male and 41 female students participated in the interview and their respective percentage is mentioned above in the table.

3. Further a detailed survey was made on the academic performances of the students. 96 students out of 120 students were high score achievers where as just 24 out of 120 students were low score achievers.
4. The results are obtained in the form of CGPA in engineering college at the end of every semester which ranges from 0-10 and the grades are given accordingly. The average CGPA scored by the 120 students was 7.85 and the corresponding deviation is 5.21.
5. The students were asked about their learning preference as to whether they choose to learn through videos visually or use their imaginative skills by listening to the lectures. A mean of 3.92 of the total students preferred learning visually by watching videos through flipped learning methods while the rest the students choose learning through cognition.
6. Other questions were asked to the faculty members like, "What is your approach towards implementing flipped classroom learning? What are the necessary tools that you've used to make this process possible?"

Compiling all the answer I concluded that flipped learning requires a lot of effort from the faculties, end. The faculties record a video of their lecture and edit it with visuals and other videos in order to provide clarity to students on certain topics. Each of the faculty members use their creative skills to make the lecture more and more interesting. They conduct group discussions, seminars time to time in order to inculcate interactive learning between the students as well as faculties. Through this, a very effective and interesting learning method is adopted.

### Discussions:

Interestingly, independent sample t-tests showed significant differences between low and high achievers in that the low achievers tended to have more positive attitudes towards the use of video as a learning tool. Low achievers also to higher extent perceived increased more effective learning through flipped classroom. A more detailed analysis of the students' experiences of using video showed that the most valued aspects of video use was being able to pause and rewind the video lectures. Against this fact, it is not unreasonable to conclude that low achievers, who might find traditional lectures challenging and fast-paced experienced an empowerment using the flipped classroom model in terms of gaining more opportunities to reflect and learn in their own pace. For all students in general, the results indicate that the reasons for students' perceptions of increased and more effective learning are associated with: 1) The affordances of video lecture (the ability to reflect and learn in own pace); 2) more meaningful practice-oriented and teacher supervised classroom activities; and 3) more supported learning processes due to teacher and peer scaffolding in class and out of class through the use of Moodle (Modular Object-Oriented Dynamic Learning Environment). The average CGPA of the students was 7.85 which is a pretty good CGPA. This shows that flipped learning has in fact acted as an acted as an effective method of learning. Also, the statistics shows that many students prefer to learn visually through videos by using flipped learning techniques. This clearly shows that students find it convenient to learn through flipped learning techniques. Hence, this method of learning has proved to be one of the most effective methods of learning.

### Conclusion:

The call for reforming traditional higher education teaching, and for transforming the sage on the stage into the guide on the side in order to pave way for student-centered active learning strategies have probably never been as loud as now. In this context, flipped classroom has been proposed to answer these calls. Several studies have demonstrated that flipped classroom as a teaching method may promote student engagement and a more active approach to learning in higher education. The findings from this study confirm the results of these studies and highlights additional advantages associated with the flipped classroom model. The students in the study's sample were found to generally appreciate the flipped classroom. The most commonly valued reasons for this was that the students appreciated learning through

using video material, the opportunity to study in their own pace, flexibility and mobility brought about by accessible video lectures, and that learning is easier and more effective within the frame of the flipped classroom. A correlation analysis further demonstrated significant strong correlations between students' appreciation of the flipped classroom experience on the one hand, and attitudes towards video as a learning tool, increased motivation, increased learning, more effective learning and more active learning on the other hand.

Thus, as final remarks, considering the ineffectiveness of traditional lectures in retaining students' attention and promoting active learning in higher education, the results of this study indicate that the flipped classroom model seem to offer promising ways to engage students in more effective, supportive, motivating and active learning, especially for low achievers and students that may struggle with traditional lectures.

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## An Analytical Study of Commerce Education in NEP 2020: Challenges And Opportunities

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### Abstract:

In Karnataka state, formulated New Education Policy 2020 and has a stated objective of making for students getting degree multidisciplinary in higher education. the changes in India higher education policy the impact of eliminating rigid separation of arts, commerce and science streams by emphasizing on multidisciplinary and skill based education the kind of curriculum needed in commerce education to focus on developing as well designed curriculum structure and academic structure. The role in facilitating and transforming students to become true leaders and team players, to excel in corporate world and what kind of action is envisaged for successful implementation of this NEP 2020 policy. As per NEP 2020 syllabus for commerce education well structure and was meant to develop skills required by the businesses, as per the NEP 2020 policy main reason being that commerce students are equipped with the business skills needed. In this context, this paper focuses on the following aspects: NEP 2020 in higher education, the features of B.Com programme and Guidance from NEP 2020 by Commerce Education, a restructured B.Com program as per NEP 2020 and various opportunities for Commerce Education in National Education Policy 2020.

**Keywords:** commerce education, higher education, NEP 2020, curriculum structure

### Introduction:

The National Education Policy (NEP) 2020 is significant improvement for Indian higher education system. Thus, providing quality education all stream of students in India, sustainable Development of NEP 2020. The new policy replaces the previous National Policy on Education, 1986 and forms a comprehensive framework to transform the higher education system in India by 2040. The NEP 2020 calls for key reforms in higher education in the form of commerce education. Thus, there is much emphasis upon multidisciplinary, digital literacy, written communication, problem-solving, logical reasoning, and vocational exposure in the document.

### Objectives of the Study:

The primary objective of the study is to know the Challenges and Opportunities for Commerce Education in Implementing NEP 2020 to find out the sustainability commerce education under NEP 2020. Based on the primary objectives, the following key objectives are:

1. To analyze the Features of B.Com Programme under New Education Policy 2020.
2. To describe the Curriculum Development and a restructured of B.Com program
3. To examine the Opportunity for Commerce Education in NEP 2020.
4. To list of appropriate suggestions for improvement of syllabus for commerce education under NEP 2020.

### Features of B.Com Programme Under New Education Policy 2020

1. It is a Choice Based Credit System under Semester Scheme.
2. The programme comprises of about 50% Discipline Specific Core Courses as Major subjects, 20% Discipline Specific Elective Courses and remaining 30% Ability Enhancement Compulsory Courses, Skill Enhancement Courses along with Open Elective Courses.
3. The relative importance of Courses of the study is measured in terms of credits.
4. The programme permits horizontal mobility in course selections and vertical growth in the core courses.
5. The students shall take part in value-based activities.

### Need For Curriculum Development:

As per the National Education Policy initiatives, it is intended to formulate Curriculum to eliminate the disparities among the students studying in different Universities/Institutes. In addition to above the Members of the Committee also identified the need for the Development of Curriculum framework for Commerce Education:

1. **INDIAN BUSINESS ENVIRONMENT:** Due to LPG of Indian Economy, industry has undergone a lot of changes, growing business enterprise, MSME sector and emerging entrepreneurship, State and Central Government initiatives, there are lot of opportunities for young people, the Curriculum helps the students to explore and utilize the opportunities created by the present business environment.
2. **CREDIT DISPARITIES:** To remove this credit disparities, which was burdening the students, Curriculum Framework is developed, which helps the BOS of the Universities/Institutes to develop their own Scheme of Teaching and Evaluation as per the Curriculum Credit Framework.
3. **PROGRAM LEARNING OUTCOMES (PLOS) AND SUSTAINABLE DEVELOPMENT GOALS (SDGS):** In the New Curriculum, the courses would be mapped to identify their contribution towards PLOs and SDGs, which in turn help Universities/Institutes in their Accreditation and Ranking.
4. **SKILL DEVELOPMENT COURSES:** The New Curriculum has given more emphasis for the skill development by considering the need of the Fourth Industrial Revolution components namely Automation, and Digital platforms, etc., which enables the students to acquire the specialized skills and applied competencies in the field of Commerce and Business.
5. **DISCIPLINE SPECIFIC ELECTIVES:** The existing Programs in Commerce in many Universities/Institutes have limited number of Discipline Specific Electives and these are almost like core courses, hence wider choice of elective courses are proposed to introduce in the New Curriculum Framework.
6. **MULTIDISCIPLINARY COURSES:** New Curriculum helps the students to choose the courses of their choice from other streams/across faculty. Therefore, students will be capable of making a positive contribution to Commerce, Trade and Industry in the national and global context by drawing the knowledge from the different disciplines, which is socially desirable.

### A Restructured B.Com Program As Per Nep 2020 Would Have The Following Features:

1. The Programme shall have three components, Viz., Discipline Specific Core Courses (DSCC), Discipline Specific Elective Courses (DSEC) and Ability Enhancement Courses (AEC).
2. **OPEN ELECTIVE COURSE (OEC):** An elective course chosen from any other discipline/subject, with an intention to seek exposure beyond core course / discipline is called Open Elective Course in all the programmes. The student shall select any one OEC in the given semester. A student can opt to study the OEC from the same subject in all the 04 semesters or can choose different OECs in every semester.
3. **RESEARCH PROJECT:** An elective course designed to acquire special or advanced knowledge, such as supplement study or support study, and course which a candidate shall study on his/her own, with an advisory support of a teacher/faculty member is called Dissertation or Research project.
4. **VOCATIONAL COURSES:** Vocational course refers to instructional and hands-on training programs/courses that focus on the skills required for a particular job function or trade for various programmes.
5. **INTERNSHIP:** It shall be a short term internship of 10-15 days in 6<sup>th</sup> semester and long term internship of about 30 days in lieu of Dissertation/Research project work in 8<sup>th</sup> semester for a job training in a suitable organization or hands on training or activity based course at college level in order to gain work experience or to satisfy the requirements for a qualification.
6. **ABILITY ENHANCEMENT COMPULSORY COURSES (AECC), SKILL ENHANCEMENT COURSES (SEC), Credit System Of The Programme And Earning Additional Credits: Opportunity For Commerce Education In National Education Policy 2020**

Some of the job opportunities for commerce education in NEP 2020 are given below:

- Students can get thorough knowledge of finance and commerce. The knowledge of different specializations in Accounting, Costing, Banking, Taxation and Finance with the practical exposure helps the students to stand in organization. Students can independently start up their own Business.

- Capability of the students to make decisions at personal & professional level will increase after completion of this course. After completing graduation, students can get skills regarding various aspects like Marketing Manager, Human Resource Manager, over all Administration abilities of the Company. This program could provide Industries, Banking Sectors, Insurance Companies, Financing companies, Transport Agencies, Retail sector, Warehousing etc., well trained professionals to meet the requirements.

### Suggestions:

Some of the suggestions for improvement of NEP 2020 syllabus for commerce education are listed below:

1. **EMPHASIS ON PRESENT BUSINESS MODELS:** Over the past two decades, several Indian Business domains and organizations have made remarkable contribution in developing innovative business models by occupying a space in the global business scenario.
2. **EFFECTIVE LEADERSHIP CAPABILITIES AMONG THE students:** Apart from developing a strong background in the functional areas of Commerce and Business, the curriculum focuses on developing New Age Leadership capabilities among the students.
3. **ICT WITH CLASS ROOM TOWARDS DIGITIZATION:** With the use of modern ICT technology students learning in class room towards digitization.
4. **DEVELOPING TEAM SPIRIT:** To internalize the core curriculum, working in teams and developing team spirit is essential.
5. **ENCOURAGING AMONG THE STUDENTS FOR EXPERIMENTAL PROJECTS:** To bridge the gulf between the theory and practice, the students have to be encouraged to take up experimental projects.

### Conclusion:

The Bachelor of Commerce (B.Com) has the objective of preparing graduates who embody the University graduate attributes. The proper and effective identification and definition of graduate attributes and their successful attainment at the end of the programme will result in graduate outcomes. The graduate attributes and the graduate outcomes will shape the graduate profile. It aims to provide students with the knowledge, skills, attitudes, values and habits on the one hand and the tools of analysis and the holistic development of the personality on the other with which to understand and actively participate in the modern business and economics world, to prepare them for subsequent graduate studies and to achieve success in their professional careers.

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## Role of Teachers in Implanting NEP 2020

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### Abstract:

*The teaching community must coordinate, work well together, and be driven by a desire to change students' lives via the development of their skills and character, as the NEP is implemented on the ground.*

*This position paper begins with a brief overview of perspective and programmatic directions of teacher preparation as articulated in policy documents of NEP 2020. This is followed by an examination of current concerns and challenges in the field of teacher education based on secondary sources as well as ideas articulated by members during discussion in the focus group. This position paper provides the vision, concerns and challenges, way forward in terms of Foundational, Preparatory, Middle and Secondary level Teacher Education followed by recommendations for empowering the future generation of pre-service and in-service teacher education program.*

**Key Words:** Teaching, Skills, NEP, Generation.

### Introduction:

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

The importance of developing 21<sup>st</sup>-century abilities as well as integrated and interdisciplinary methods must be understood by educators. The teaching community must coordinate, work well together and be driven by a desire to change student's lives via the development of their skills and characters, as the NEP are implemented on the ground.

The National Education Policy (NEP) that came into effect in 2020 proposes a complete restructuring of the Indian educational system with a particular focus on fundamental reading, numeracy and 21<sup>st</sup> century skills to prepare students for what lies ahead. However, while it suggests the changes and modifications, it also highlights that the success of much of the Policy depends on the competence of the teachers who will be taking the reforms forward.

### The Major Challenges Would Be To:

- Become lifelong learners;
- Keep in touch with the disciplinary knowledge as learners will have access to the latest information online;
- Learn new technology regularly as every machine is updated every few months;
- Degrees won't matter much but the performance will count;
- Compete with global teaching community to remain relevant.

### Policy For & Role of Teachers in NEP 2020 New National Education Policy

**Teachers:** Teachers truly shape the future of our children and therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers or gurus, what they needed to pass on their knowledge, skills and ethics optimally to students.

**Continuous Professional Development (CPD):** Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices.

### **Teacher's Role Is Key for Success of National Education Policy 2020:**

He recently released national Education Policy (NEP) is to be implemented in phases beginning 2021. In the past decades, we have seen similar policy recommendations such as the Kothari Commission, many that are yet to be implemented. A critical review of two earlier policies indicates there are gaps in implementation and limited training for human potential for progress of the nation.

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 21<sup>st</sup> century challenges. The success of any education policy rests upon the belief and efforts of it's fraternity.

Education must be proactive in understanding in detail the ethos, the aims, objectives and the motto of the NEP and upskill themselves with rigorous Continuous Professional Development programs, trainings, participation in seminars, workshops and conferences at various levels.

Implementation of NEP will require discarding the age-old practices of memorization and rote learning and adopting Constructivist pedagogies to go beyond textbooks and the aim must be to change from syllabus completion to achieving learning outcomes.

Educators must understand and embrace the concepts of integrated and multidisciplinary approaches and the need for development of 21<sup>st</sup> century skills. While implementing the NEP at the ground level, it becomes imperative for the teaching fraternity to have strong coordination, cooperation and the motivation to transform student's life through skill and character building.

Apart from teachers, the onus for the successful implementation of NEP falls on those involved in drafting the National Curriculum framework -curriculum, syllabus and the assessment and evaluation strategies. If educators fall short I their task, the NEP policy will fall by the wayside and millions of young people will struggle for suitable employment upon graduation.

Hence the government/school heads must support teachers by mapping a teacher education program both in-service and pre-service which must be supported by policy makers of school education and the higher education.

The NEP emphasizes the teacher's contribution their sacrifice and efforts to uphold the dignity, respect and honour of this profession. This can happen only if the policymakers consider creating an independent agency like Teacher Recruitment Board/Indian Indian Teaching Services on the lines of Indian Administrative Services or State Civil Services and speeding the recruitment of the teachers which is pending for about a decade. The policy makers should be light in their approach, while giving them all the perks and facilities so as to attract the young, intelligent and creative minds in this profession but should be tight while monitoring them for getting the desired results, making them accountable and responsible. If these are implemented, the best brains will come into this ecosystem as a preferred choice and lead India towards becoming a Vishwa Guru in the coming days.

### **NEP 2020 and Desired Attributes of Teachers:**

Education is the process of learning or acquisition of knowledge, skills, values, morals, beliefs for full human potential. It is considered to be the single greatest tool for social and individual development, which leads towards achieving social justice and equity in society. Though we learn many things in our everyday life, formal education, which is the preferred tool for human resource development, refers to the academic institution where defined curriculums are taught or demonstrated by teachers. This formal education is conceptualized as a tri-polar process with aims, curriculum and evaluation, leading to bringing of a child to a human resource. This formal education has four verticals, namely infrastructure, students, teachers and curricula, where this third vertical i.e. teachers play a vital role in making the objectives of education successful.

We must appreciate that the role of a teacher is not confined to teaching in a classroom of four walls, but also in developing course curriculum, producing quality books and study materials, innovation in teaching-learning methods, assessing students, mentoring students etc. The NEP 2020 hence, has

reiterated the restoration of high respect and status for teachers in the society with empowerment. Accordingly, an action plan for capacity building has been outlined so that man making becomes flawless.

At the same time, the NEP has elaborated on the required attributes for teachers to make them good teachers to achieve the objectives of NEP and make it fruitful. Now the question arises, who is a good or ideal teacher? What are the desired attributes that an ideal teacher should possess? Who will judge or assess a teacher's acquiring attributes to consider him/her as an ideal teacher? There may be several such questions on attributes of a good or ideal teacher but may be difficult to answer or to zero down.

Students come to academic institutions to acquire knowledge that may be available in books or other resources, but may be difficult for a student to acquire without the help of a teacher. A teacher should be a good communicator to deliver as well as to receive. Many a time, student can't properly put their queries/questions in the classroom, where a teacher is to take a role in bringing the queries/shortcomings of an individual student and help him in his understanding the matter in easy language. The capacity of engaging students with empathy is also considered to be a required attribute for a good teacher. On many occasions, students become bore in the classroom or in attending teacher's deliberations feeling monotonous. For better engagement, a teacher must let the students say what they are interested in, keeping in mind the saying of Benjamin Franklin "Tell me and I forget; Teach me and I remember: Involve me and I learn." Resources and Requirements of society are changing with time. Accordingly, curricula practices are also changed. For example, due to the COVID-19 pandemic, physical classroom teaching has been changed to the virtual classroom; on-room examinations have been changed to online examination. New online examinations have become an essential part of the teaching-learning evaluation system. To value real-world learning is an essence for a good teacher. As described in NEP 2020, emphasis has been put on experimental or real-world learning. For this, it has been advised to reduce curriculum content to enhance experimental learning and critical thinking. Hands-on learning, art-integrated and sports-integrated teaching may be more effective and adoption of these teaching methods by a teacher may lead to more enrollments in our education programmes.

### Conclusion:

It is the responsibility of the society and the nature to produce excellent teachers. It is our sacred duty that we get best of best teachers through the program of B.Ed and M.Ed. There shouldn't be any compromise with the quality. The nation is already suffering because of the average teachers. From all possible angles we must encourage the genius, highly motivated, fully spirited young men and women to the teaching field. As per NEP 2020, we need to link the 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. Subjectwise networking of teacher educators has to be created for exchange of ideas for innovative practices. With all the above aspects, teacher training has to prepare a teacher with thorough content knowledge, with pedagogy and resources along with the evaluation process to achieve learning outcomes from the learners.

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## Flipped Learning: Effective Tools and Approaches

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### Abstract:

NEP 2020 has given many dimensions to the teaching learning pedagogy. One of the most effective way of learning is flipped learning in which students reading at home and work on live problem solving in class time. This paper elaborates flipped learning methodology with examples and its impact on both learner and teacher (instructor) over the traditional way of teaching and learning. The traditional way of learning has limitations viz students are unable to learn at their own pace, instructor has not given more time to each student individually. To overcome such limitations flipped learning comes into existence.

**Keywords:** NEP 2020, flipped learning, Traditional teaching and learning .

### Introduction:

Through NEP 2020 India's education system is transforming at global level and all the courses and programs offered by Indian Higher Educational Institution (HEI) are at par with Global Higher Educational Institutes. The content delivery at classroom level is now changing at 360 degree level from traditional way of classroom teaching and learning. In such a scenario, flipped learning is one of the effective way of teaching and learning. In flipped learning teachers can assess students individually or making a small groups. In flipped learning, students can access study / lecture materials in the form of YouTube videos, Google Forms, Word and Excel sheet so that the student can learn in advance at home or outside of class. The problem solving sessions can only be conducted during the class so that students can learn more effectively by using class time. This also motivates students to inculcate self learning skills and with individuals pace of learning. Flipped learning shifts the classroom from passive to active learning.

### Meaning:

Flipped learning is a learning methodology that helps to prioritize active learning during class time by assessing students lecture materials and presentations to be viewed home or outside of class.

FLIP stands for

F - Flexible Environment

L - Learning Action

I - Initial Content

P - Professional Educator

A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to completed by the students independently at home.

### Approach of Flipped Learning:

The flipped learning approach is gaining traction every year. According to 2014 survey from the flipped learning network 78% of teachers said that they had flipped a lesson and 96% of those tried it said that they would recommended it to other educators. This indicates that flipped learning inspires teachers to update traditional methods and bring new technology into their classrooms through the use of video, screenshots and more.

**Flipping In Practice:** “less, sit and listen” equals “more, do and learn” and the flipped model is “making class time more enjoyable, productive and engaging for students and teachers.” The flipped institute.

### **Implications For Teachers and Students:**

Teachers have good reason to speak with the flipped approach. The flipped learning network reports that 67% of surveyed instructors saw an improvement in student test scores after utilizing the flipped learning model and 80% reported an improvement in students motivation. Teachers reported that the flipped learning model benefits wide range of students from the Academically advanced to those with special needs.

One of the most central benefits to adopting flipped learning methods is that the students are able to learn more deeply and retain material better. Because they have more ownership over the learning process and receive more frequent feedback, students are able to gain more complete understanding of content in addition. Classroom that incorporate flipped learning offer more opportunities to interact and learn from other students, with guidance from other teachers students work together to solve problems and apply new concepts. This creates a stronger learning community.

**Tools For Flipped Learning:** Flipped learning have various tools such as

- **ED PUZZLE:** Make any video of your lesson by inserting questions and discussion forums at specific time in an uploaded video of your choice.
- **SCREENCASTIFY:** Use this online screen records with the click the mouse.
- **POW TOON:** Create free and awesome animated video explains as an alternative to using power point.
- **TED-ED:** Use engaging videos on TED –ED to create customized display.
- **NEOPAD:** Meet neopad, an all in on solutions for the use of mobile devices in education.
- **FLIP GRID:** Prompt students to pose and respond to discussions - prompts using video.
- **BLEND SPACE:** Blend your class room with digital content.
- **LESSON PATH:** Create, share and explore learning playlists made by people like you.
- **METTA.IO:** Create and modify video lessons with embedded questions easily and see how those lessons perform.

### **Advantages Of Flipped Learning:**

- Students have more control.
- It promotes student-centered learning and collaboration.
- Lessons and content are more accessible (provided there is tech access).
- Easier for parents to see what’s going on.
- It can be more efficient.

### **Disadvantages of Flipped Learning:**

- It can create or exacerbate a digital divide.
- There is significant work on the front-end.
- Time in front of screens–instead of people and places–is increased.
- Some students with special needs may need extra support at home–support that might not always be available.

### **Conclusion:**

To sum up, flipped learning is playing a powerful role in today's classroom learning. It helps students access to tools and technologies, collaborate with peers, supports learning process, engagement in



rigorous content. It also helps teachers to assess students learning immediately. Through students active participation teacher can understand students level of learning. It helps teachers to plan accordingly.

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## New Education Policy: Envisaging Experiential Learning

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### Abstract:

NEP-2020 focuses on preparation of professionals who are educated in ethics, importance of public purpose, education in discipline and Education for Practice. On the educational side the students do not only have to learn but also be able to use entrepreneurship skills to find innovative solutions. Professional education is an integral part of overall higher education system. According to NEP, Agricultural Universities, Health Science Universities and Technical Universities come under one umbrella to become Multidisciplinary institutions. There will be no hard separation among 'Curricular', 'Extracurricular' or 'Co-curricular', among 'arts', 'humanities' and 'sciences', or between 'vocational' or 'academic' streams. Here the aim of education is not just cognitive development of a child but also building character and creating holistic individuals equipped with the 21<sup>st</sup> century skills. The distinguishing feature of NEP 2020 is experiential learning. The reform in curriculum and pedagogy intends to move the education system towards real understanding and towards learning how to learn. Curriculum content will be reduced in every subject and holistic learning based on inquiry, analysis, discussion and critical thinking will begin. Classroom sessions are full of fun, storytelling, creativity, interaction, collaboration and experiential learning.

**Key Words:** Holistic, innovative solutions, curriculum, pedagogy.

***“Education is the manifestation of the perfection already in man”***

**Swami Vivekananda.**

In accord with Swami Vivekananda and the recent introduction of the National Education Policy-2020, I would like to make my stance clear that education is the best way forward for developing and optimising the skill and the capabilities of our children and the youth. Thus, we need to provide them with high quality educational opportunities. We are now in the making of India, a global knowledge society.

### The vision of NEP-2020:

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, sustainably into an equitable and vibrant knowledge society, by providing high – quality education to all, and thereby making India a global knowledge superpower. This 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 global education development agenda reflected in the Goal 4 i.e. SDG 4 - Sustainability Development Goal 4 out of the 17 Goals adopted by world leaders in Sept.2015. These SDGs were set up in 2015 by the UN General Assembly Resolution (UN-GA) and are intended to be achieved by 2030. They are colloquially known as Agenda 2030. These 17 goals with 169 targets, are accepted and all 191 UN Member States have agreed to try to reach this goal by 2030.

Now it's time we discuss the SDG 4.- The Higher Education Sustainability Initiative. It speaks of integrating the Sustainability Development Goal 4 into Higher Education, thus the H.E.S.I. On the educational side the students do not only have to learn but also to be able to use entrepreneurship skills to find innovative solution to advance the SDGs. Dr. ArifSatriya, director IPB university focused his remarks on the need to change behaviour, mindset and attitudes including adaptive change mindset and skill sets as a result of new curricula. He also flagged innovation as a key aspect to incorporate the SDGs and keep the community connected

The HESI is an open, partnership between several United Nations entities and the higher education community launched in the lead up to the Rio +20 Conferences in 2012. The HESI +10 Global

Forum which was held on 6<sup>th</sup> July 2022 as a virtual event, placed a particular focus on deepening the understanding of the challenges and opportunities the higher education community required in building back better from Covid-19.

### Experiential Learning

**Learning by doing** Experiential learning is learning through hands on experience. The students/learners are purposefully engaged in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.

Examples; Paying a visit to a bank and learning about the various functions of the bank, advantages of banking system to the public etc.

Visiting a zoo to learn about animals, their behaviour etc through observation instead of reading about them from books.

### Experiential Learning Activities Can Help Students To:

1. **REMAIN FOCUSED:** students are less likely to become bored and disinterested.
2. **LEARN DIFFERENTLY:** they are involved in learning process and are more engaged emotionally.
3. **LEARN FASTER:** learning with a first-hand experience requires deep problem solving and critical thinking. These processes boost student engagement, accelerating learning and improving content retention.

**Traditional Learning Activities are teacher-centred while  
 Experiential Learning Activities are student- centred**

Traditional Learning	Experiential Learning
<ul style="list-style-type: none"> <li>• Teacher centred.</li> <li>• Learning outcomes are prescribed to a fixed rubric or scoring system.</li> <li>• Aim to explain knowledge and skills by transferring information.</li> <li>• Fixed Structure.</li> <li>• High degree of facilitation.</li> <li>• Not too competitive.</li> </ul>	<ul style="list-style-type: none"> <li>• Student centred.</li> <li>• Learning outcomes are flexible and open.</li> <li>• Aim to develop knowledge and skills through experience.</li> <li>• Flexible Structure.</li> <li>• Minimal Structure.</li> <li>• More competitive.</li> </ul>

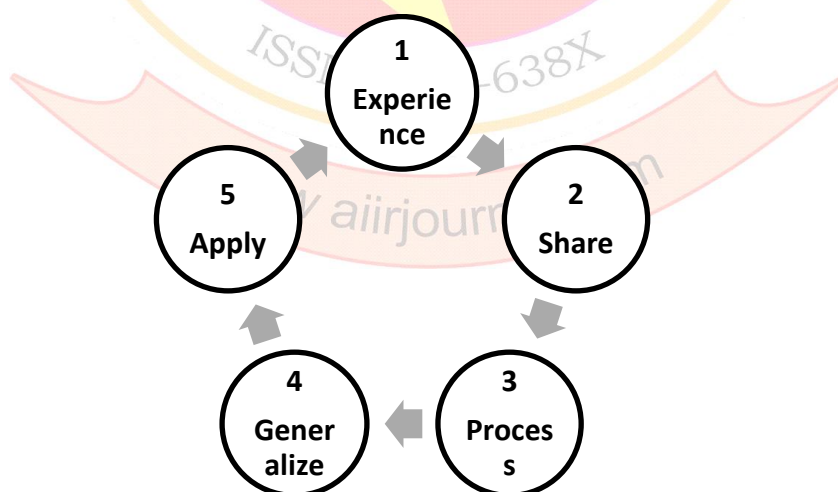
- **DAVID A KOLB** developed the Experiential Learning Cycle concept. He divided it into four basic theoretical components:
  - **CONCRETE EXPERIENCE: CE: Accommodating** i.e., Feel and Do.  
 It relates to our everyday experiences, whether they occur in professional, personal or educational settings.
  - **REFLECTIVE OBSERVATION: RO: DIVERGING** I.e, Feel and Watch  
 This naturally occurs by preconceived notions and learned ideologies. It is vital for leaders to consistently reflect upon their experiences and adjust approaches for solving new challenges and making critical organizational decisions.
  - **ABSTRACT CONCEPTUALIZATION: AC: ASSIMILATING** I.e. Think and Watch.  
 Takes the reflective process a step forward by focusing on channeling those observations into a theoretical approach.
  - **ACTIVE EXPERIMENTATION: AE: CONVERGING** i.e., Think and Do  
 It deals with the process of testing existing ideas by creating new experiences.

## Experiential Learning Model



### Five Step Learning Cycle

- **EXPERIENCE/EXPLORATION**: Performing activities with little or no help from the teacher. e.g : Making products, role playing, problem solving, giving a presentation.
- **SHARING** : Sharing the results, reactions and observations. The participants discuss freely and acknowledge the ideas they generate. E.g. Discussion about what happened and their opinion about the experience.
- **PROCESSING** : After discussing the experience and analysing it the process of how the experience was carried out is addressed in the group.  
 E.g : What problems occurred and what experiences the students had are discussed.
- **GENERALISING** : Connecting the experience with real world examples  
 E.g: Discussing something the students have learned by self experience in the activity and relate it to other parts of life.
- **APPLICATION** : Applying what is learned to similar or different situations. Discuss how the issues raised can be useful in the future.  
 E.g: Applying the knowledge acquired in different situations.



*“Education is the most powerful weapon which you can use to change the world”.*

*Dr. A P J Abdul Kalam.*

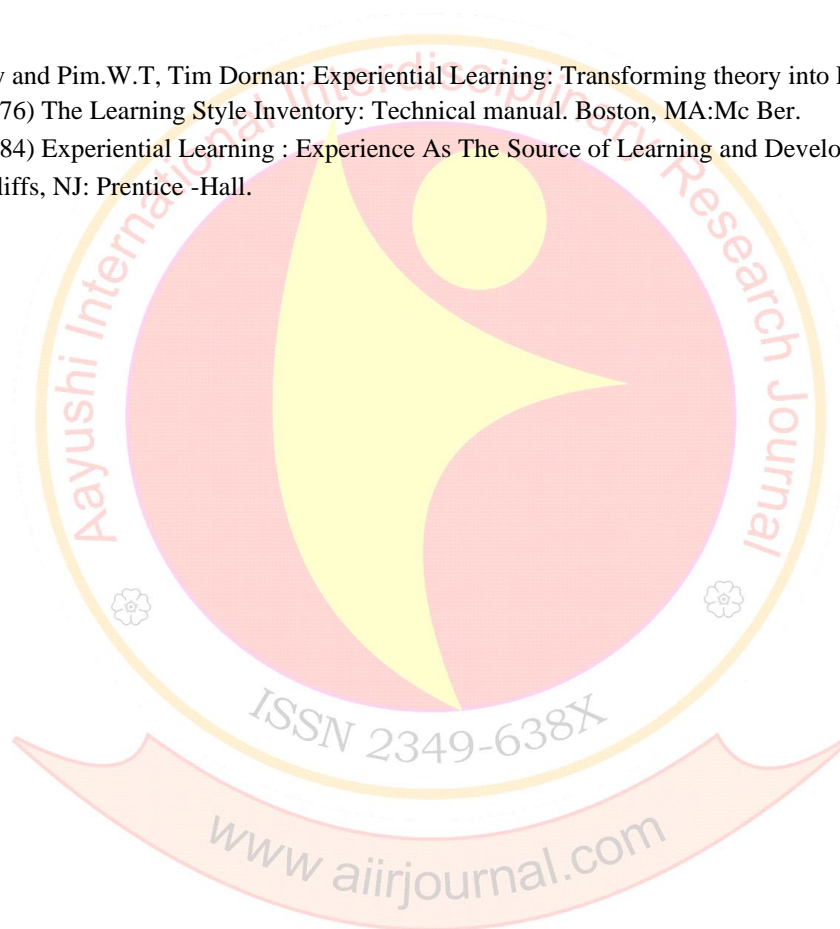
**Conclusion:** Thus NEP -2020 aims at making India an education hub:

- Where every student feels welcomed and cared for.
- Where wide experiences of learning are offered.
- Where all students are equal in learning.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need of a skilled workforce particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand.

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## Role of Teaching Learning and Evaluation in Higher Education

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### Abstract:

*The subject is instructed to look at the inkblots on the card- everything the inkblot could look like or resemble After the subject has finished the lo cards the examiner, usually goes back over each response asking the subject to elaborate some responses and to tell what features of the blot gave a particular impression. Everyone has understanding. resources and interests on which to build teachers have a critical role in assisting learners to engage their understanding, correcting misconceptions, and observing and engaging with learners during the processes of learning*

**Keywords:** social interaction, resources. features

### Introduction :

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality scientific advancement, national integration, and cultural preservation. universal high- quality education is the best way forward for developing and maximiz2ing our country's rich talents and resources for the good of the individual, the society, the country, and the world India will have the highest population of young people in the world over the next decade, and our ability to provide high- quality educational opportunities to them will determine the future of our country

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Such a lofty goal will require the entire education system to be reconfigured to support and foster learning. so that all of the critical targets and goals of the 2023.

### Teaching Aptitude

**Concept of Teaching:** It is reaal2d on all hands that education is important not only for the preservation and transmission of culture but is also an important instrument in all spheres- Social, Economic, Political and vocational But at Present moment, Prep ration for vocation is taken by many as the fundamental aim of education Earning of livelihood has become completely dependent upon education. Therefore, education in a complex social cultural and ethical process designed in a social our cultural context. It is very mach related with shoal structures, cultural environments, values and ideals of people, society and the Government. These being dynamic factors because of which the definition of teaching has been changing along with time. place and society

### Definitions

- 1) According to Morrison. Teaching is a disciple Ned social process in which teacher inline Ned the behavior of the experienced pupil and helps him develop according to the needs and ideas of the society. Thus teaching is reduced to what the teacher teases
- 2) Broacher takes, teaching to where the pupils play the central role and the teacher arranges and creates situation for learning

- 3) Gage defined, teaching as personal relationship between the teacher and taught causing behavior modify action.

**Nature And Characteristics of Teaching:** If we consider its nature, teaching is

- 1) Dynamic is social and a Humane: Teaching is not a fundamental concept because it is greatly influenced by social and human factors which are dynamic in themselves
- 2) Both, art and science: Teaching is both art and science. It calls for exercise of talent and creativity making it and involving repertoire of techniques, procedures and skills which can be studied systematically, described and improved making it science.
- 3) Diverse in Application: In Application teaching is of diverse nature It may have various formational, training conditioning, indoctrination talking showing doing remedial etc.

**The Aim of Teaching:** The aim of teaching with respect to its various modes, are as follows

- 1) Teaching-> To bring changes in the behaviors of students
- 2) Conditioning - To improve the learning skills of students
- 3) Training - shaping the behavior and conduct
- 4) Instruction - Acquisition of knowledge
- 5) Indoctrination - Formation of belief

**Learner's Characteristics -**

- 1) Habit of Readiness: They should have habit of Readiness. This is also known as law of motivation Woodworth calls it law of mental set The teacher should arouse the attention and interest of the students by asking suitable question. Curiosity is indispensable for learning
- 2) Habit of Exercise: Practice makes a man perfect " is a well Known proverb. This habit is also known as law of practice or law of use and Disuse
- 3) HABIT of Effect: It is also called the law of pleasure and pain or law of satisfaction an anno yare. the activities which are associated with pleasure or satisfaction becomes more effective. Activities which are associated with pain, punishment are not repeated and their strength is decreased
- 4) Attitudes and Habits: They must have good attitudes and habits These can be formed in children by the efforts of teacher and parents
- 5) Absence of anger and jealousy learners Emotion of anger and jealousy must be removed from the weaken the learning abilities
- 6) Slow Beg inning and Gradual Development: They should begin slowly but the process of development must be continuous gradual.

**Psychological Evaluation:**

We evaluate personality because it helps us to know about the Physical, mental, emotional and social behavior of the individual measurement of personality is also helpful in providing proper guidance to the students There are three methods of personality assessment namely- psychometric projective and behavioral assessments But we are discussing only projective test here.

**Projective Tests:** Projective tests have been devised as one method for uncovering unconscious motives This test is used by psychoanalysis by interpreting the symbolic meanings of the persons behavior to arrived at the canderling motives.

**The Rorschach Test:**

It was developed by the Swiss Psychiatrist Hermann Rorschach in the 1920s, consists of a series of cards, each displaying a rather complex inkblot some of the blots are colored and some are in black and white The subject is instructed to look at the inkblots on the card- everything the inkblot could look like or resemble After the subject has finished the 10 cards the examiner, usually goes back over each response asking the subject to elaborate some responses and to tell what features of the blot gave a particular impression.

### Conclusion:

Everyone has understanding. Resources and interests on which to build teachers have a critical role in assisting learners to engage their understanding, correcting misconceptions, and observing and engaging with learners during the processes of learning

- 1) Improved quality of teaching - learning process by training teachers in identifying and assessing diverse needs among learners and responding to these needs;
- 2) Increasing social interaction
- 3) More equal access to and participation in education of blind learners
- 4) Improved classroom and school, management
- 5) Lower repetition and dropout rates, and consequently, reduced social problems
- 6) Increased universal primary education completion rates;
- 7) Reduced poverty among families
- 8) Efficient of the existing education resources.

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## Role of Teaching Learning and Evaluation in Higher Education

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### Abstract:

*Thematic Apperception Test Another Popular Projective test in the Thematic Apperception Test ( Abbreviated TAT ) developed at Harvard University by Henry Murray during the 190s. The test is less ambiguous than the Rorschach because it involves pictures of actual scenes rather than inkblots. Evaluation is a device through which we can get an exact idea of what students actually achieve from their teaching - learning experiences. Following are some important evaluation systems. They must have good attitudes and habits These can be formed in children by the efforts of teacher and parents*

**Key Words:** Habits, learning, efforts, key

### Introduction:

Education is Fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The global education development agenda reflected in the Goal 4 of (SDG4) of the 2030 Agenda for Sustainable Development, adopted in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved

**Nature And Characteristics Of Teaching:** If we consider its nature, teaching is

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- Absence of anger and jealousy learners Emotion of anger and jealousy must be removed from the weaken the learning abilities
- Slow Beginning and Gradual Development: They should begin slowly but the process of development must be continuous gradual

**Evaluation Systems:** Evaluation is a device through which we can get an exact idea of what students actually achieve from their teaching - learning experiences. Following are some important evaluation systems.

**Examinations:** Examinations is the concern of the teacher the greatest premium of parents and the first anxiety of the students End products of all education efforts are appraised by evaluation.

### Importance Of Examinations

- 1) Examinations help in testing the achievement of the pupils
  - 2) Examinations are also helpful in evaluating the individual interests aptitudes, in diligence, physical, emotional social and moral development
  - 3) They also provide an ease to classify the students, to provide guidance, to bring changes in curriculum and form the basis of admissions
- \* Dr. Radha Krishnan said, " if examination are necessary, thorough reform of these is still more necessary

### Conclusion :

Thematic Apperception Test Another Popular Projective test in the Thematic Apperception Test ( Abbreviated TAT ) developed at Harvard University by Henry Murray during the 190s. The test is less ambiguous than the Rorschach because it involves pictures of actual scenes rather than inkblots. The subject is shown a series of pictures, similar to that in Figure and asked to make up a story about each. He or she is encouraged to give free reign to imagination and to tell whatever story comes to mind. The test is intended to reveal the basic " themes " that recur in a Person's imaginative Productions. Apperception means a readiness to Perceive in certain ways. based on Prior individual experience. Hence. the test's name implies that people interpret ambiguous Pictures according to their individual readiness to Perceive, and that they elaborate stories in terms of preferred plots or themes that reflect personal fantasies. In taking the TAT, the subject tells stories about 20 Pictures. If particular problems are bothering the subject , they may show up in a number of the stories.

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## Twenty –First Century Pedagogy Innovative Teaching Method

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### Abstract:

*In the twenty-first century, significant changes are occurring related to new scientific discoveries, and globalization, the development of astronautics, robotics, and artificial intelligence. This century is called the age of digital technologies and knowledge. How is the school changing in the new century? How does learning theory change? Currently, you can hear a lot of criticism that the classroom has not changed significantly compared to the last century or even like two centuries ago. Do the teachers succeed in modern changes? The purpose of the chapter is to summarize the current changes in didactics for the use of innovative teaching methods and study the understanding of changes by teachers. In this chapter, we consider four areas: the expansion of the subject of pedagogy, environmental approach to teaching, the digital generation and the changes taking place, and innovation in teaching. The theory of education, figuratively speaking, has two levels. At the macro-level, in the “education-society” relationship, decentralization and diversification, internationalization of education, and the introduction of digital technologies occur. At the micro-level in the “teacher-learner” relationship, there is an active mix of traditional and innovative methods, combination of an activity approach with an energy-informational environment approach, cognition with constructivism and connectives.*

**Keywords:** Didactics, Digital generation, Innovative Teaching Methods, Environmental Teaching Method Pedagogy.

### Introduction:

The new century introduced significant changes in didactics and teaching methods. Pedagogy of the twentieth century differs from the pedagogy of the twenty-first century. Since the beginning of the twenty-first century, there have been many changes in the development of national and world education.

### We Consider Four Areas:

- (1) The expansion of the subject of pedagogy,
- (2) Environmental approach to teaching,
- (3) The digital generation and the changes taking place,
- (4) Innovation in teaching.

These changes lead to the renewal of teaching methods

### Objectives:

Summarize the current changes in didactics for the use of innovative teaching methods and study the understanding of changes by teachers. Changes in didactics in the twenty-first century have been studied in the following areas, which lead to the active use of innovative teaching methods:

### Material And Research Methods:

- The features of the expansion of the subject of pedagogy—“education” have been analyzed;
- Approaches in modern foreign didactics on teaching the digital generation of students have been analyzed and generalized, taking into account their specific features;
- Attention is focused on pedagogical innovation as a direction for the development of didactics;
- A survey of teachers on the using of traditional and innovative teaching methods has been conducted.
- (R1) Do teachers use innovative teaching methods?

- (R2) What, in the opinion of teachers, are the advantages of innovative teaching methods, what are their shortcomings?
- (R3) Why, for what purpose do teachers use innovative teaching methods?
- (R4) Did the teachers learn how to use ITM? How did they learn (options: through qualification improvement courses with state payment, independently or at their own expense)?
- (R5) According to teachers what is the parity of applying traditional and innovative teaching methods? Has the teacher formed a meaningful structure for updating teaching methods-an innovative culture of the teacher?

**Literature Review:**

➤ TRADITIONAL DIDACTICS: Modern pedagogy from the “science of upbringing and training” has become a “science of upbringing and education.” The category “education” for the twentieth century has been transformed and expanded. Didactics since the days of Jan Amos Komensky has been understood as a theory of learning. In Soviet didactics, education was understood as a “learning outcome” [11], “the process and result of mastering the system of scientific knowledge and cognitive skills ...” [4]. That is, obtaining an education had an expression in obtaining a certificate of education or a university diploma. In modern textbooks on pedagogy, for example by Bordovskaya and Rean, education is understood broader:

1. As a process and result of learning,
2. As a society value, because society spent more than 8 millennia to build a cumbersome educational system;
3. The value of the individual, since modern man spends more than 15 years of his life on education and profession;
4. A social institution with its own powerful infrastructure, economy, educational programs, and management bodies, didactic systems, and so on.

TWENTIETH CENTURY GENERATION	NEW GENERATION
<b>Books → reading</b> <b>Current step, gradual movement</b> <b>Single tasking</b> <b>Linear approach</b> <b>Perception through reading</b> <b>Independence</b> <b>Ambiguity</b> <b>Passive school, as requirement</b> <b>Discussion</b> <b>Reality</b> <b>External technology</b> <b>Fact awareness</b>	Display—visual perception Nonlinearity Multitasking Hyper media Iconic perception Connection Cooperation School as game Warning Fantasies Internal technology Know how to find something necessary

In the 1990s of the twentieth century, the Italian scientist Rizzolatti discovered mirror neurons. Mirror neurons are neurons of the brain that are excited both when performing a certain action, and when observing the performance of this action by another person. Such neurons were reliably detected in primates, their presence in humans, and some birds, is confirmed. These neurons play a key role in the processes of imitation, empathy, imitation and language learning.

**Innovation In Training:** Innovation is a phenomenon that carries in itself the essence, methods, techniques, technologies, and content of the new. Innovations (from Latin in - in, nove - new) - the introduction of a new, the introduction of novelty. According to Taubaeva and Laktionova: "The innovative process is a complex activity in the formation and development of the content of education and the organization of a new" interaction between "teacher-student", "teacher-student", a certain innovation in practical activity in the process of mastering educational material

All innovations in pedagogy, according to I. Derizhan, unite:

- the belief that the human potential is unlimited;
- the pedagogical approach is aimed at mastering reality in the system;
- stimulation of nonlinear thinking;
- they are based on the hedonistic principle that is, based on the enjoyment of learning, the joy of achievement, the pedagogy of success.
- the mobile role-playing field of the teacher—the teacher simultaneously teaches and learns from the student [27].

### Conclusion:

Changes in didactics and pedagogy of Kazakhstan and post-Soviet countries have two major directions. The first is associated with a change in ideology and the acquisition of independence by countries. The second is connected with the world trends in the development of education: the introduction of a competence approach, informatization, internetization, globalization, and diversification of education.

Teacher, on the one hand, subjectively decides on the design of the content, methods, strategies, and technologies of education, but the implementation of educational reforms depends on him. On the other hand, the state and society broadcast the pedagogical culture, the value aspects of teachers' thoughts through professional, vocational training, and the system of raising teachers' qualifications.

The subjectivity of consciousness and professional activity is one of the principles of modern pedagogical science. That is, the application or nonuse of innovative methods depends on the personality of the teacher, his methodological competence, pedagogical skills. The task of the teacher training system is to actualize such a need, to form methodological competence. The task of the school and universities is to encourage and stimulate the development of teachers' and students' creativity. An important task of the teacher is to constantly reflect and develop his pedagogical potential; then the student influenced by the example of the teacher will be an active and competent person.

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## Impact of Digital Resources on Effective Teaching and Learning Process

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### Abstract :

*The purpose of this study was to identify how teachers can transform teaching and learning by integrating 21st century digital technology. In this paper, teacher action research was used to investigate the impact of digital education on teaching and learning.*

*In recent years, new information and communication tools have impacted social life. Specifically, the rapid developments in digital technology and the Internet have been providing many benefits for transferring information and communication. These changes and developments are directly related to literacy because they have created new environments and opportunities for people to use their literacy skills. The results show that digital tools help teachers to integrate literacy practices, provide different literacy practices for students, and improve students' writing skills. Additionally, digital tools positively impact the teaching and learning process by creating opportunities to create, share, and collaborate or students. Students also use and create multimodal hybrid texts by using digital tools, which also helps students to improve their abilities to use digital tools. However, there is no consistency between studies about the effects of digital tools on increasing students' academic achievement.*

**Keywords:** Digital literacy, digital tools, language arts, new literacies, language arts and technology, multiliteracies.

### Introduction :

Through globalization and advancing technologies, new digital technology and multimedia tools are providing facilities to people for communication. Hence, to have basic literacy skills is not enough to adapt this new social and technological era. However, people have to have new literacy skills to be aware of the social, global, and technological changes in the world. In this paper, I will address digital tools in terms of their applications in language arts classes to improve the effectiveness of the teaching and learning process.

As stated by the National Council of Teachers of English (NCTE- 2008) 21st-century

literacies position statement, "As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the 21st century demands that a literate person possess a wide range of abilities and competencies, many literacies." (NCTE Executive Committee). These 'many literacies' are present in many students' everyday lives, yet they are not necessarily incorporated into school curricula.

In this digital age, being literate means being able to create your own web page, blog, or wiki; using mobile devices effectively such as tablet laptops, or cell phones; connect to friends via Facebook, Twitter or other social networks; communicate with your colleagues all over the world simultaneously and instantaneously (Morrel, 2012). Furthermore, all these digital tools have created 'new social interactions' (Ranker, 2008).

Technology has had a big influence on these changes in the past three decades. Education systems cannot be oblivious to these changes in this digital age because at the same time technology has affected people's learning styles. In practice, digital technologies provide new teaching and learning environments and "trigger a different kind of relationship between the teachers, the learners, and what is being learned" (Laurillard, 2013). For example, concepts such as online learning, e-learning computer-based instruction, virtual education, multimedia learning, and web/internet-based training are related to digital learning.

All these changes have impacted students' daily life since using technology among teens has been increasing day by day. According to Teen and Technology 2013's report's results that was done by Pew Research Center:

- 78% of teens now have a cell phone, and almost half (47%) of those
- own smartphones.
- One in four teens (23%) have a tablet computer.
- Nine in ten (93%) teens have a computer or have access to one at home. Seven in ten (71%) teens with home computer access say the laptop or desktop they use most often is one they share with other family members.
- About three in four (74%) teens ages 12-17 say they access the Internet on cell phones, tablets, and other mobile devices at least occasionally (Madden, Lenhart, Duggan, Cortesi, & Gasser, 2013).

These results show how teens engage in technology and technologic tools. Gunter (2012) labeled today's students as "media-centric" and "text-averse readers", and she also added that digital technologies could be used to reach out these students.

These were reviewed to determine their thematic relevance and the strength of the evidence they presented. The most useful were then collated and assessed to:

- Identify evidence of relationships between digital learning and teaching activities and the expected outputs, outcomes and impacts;
- Show the relationships that exist between the digital learning and teaching activities and the outputs, outcomes and impacts for different beneficiaries (learners, parents, teachers, and the school); and
- Identify which outcomes are immediate, medium-term and long-term.

## Literature Review

Digital learning Yoon et al. (2012) stated that digital learning (E-Learning) was first proposed by Jay Cross in 1999. With the advance and development of technology tools, it appeared different explanations and terminology, such as Internet-based training, web-based training, or on-line learning, network learning, distance learning. Doris Holzberger et al. (2013) regarded digital learning as delivery with digital forms of media (e.g. texts or pictures) through the Internet; and, the provided learning contents and teaching methods were to enhance learners' learning and aimed to improve teaching effectiveness or promote personal knowledge and skills. Basically, computers and network technology media were applied to learning situations, including synchronous and asynchronous network learning, to break through the restrictions on time, location, and schedule, and to achieve the learner-centered individualized learning (Kaklamanou et al., 2012). Current literatures therefore reveal different explanations of digital learning among domestic and international researchers. By comprehensively analyzing the viewpoints of several researchers, digital learning could be divided into four parts (Keane, 2012).

1. **DIGITAL TEACHING MATERIALS:**It emphasizes that learners could learn by extracting some digital teaching material contents. The so-called digital teaching material contents refer to e-books, digitalized data, or contents presented with other digital methods.
2. **DIGITAL TOOLS:**It stresses on learners proceeding learning activity through digital tools, such as desktop computers, notebook computers, tablet computers, and smart phones.
3. **DIGITAL DELIVERY:**It emphasizes that learners' learning activity could be delivered through the Internet, e.g. intranet, internet, and satellite broadcasting.
4. **AUTONOMOUS LEARNING:**It focuses on learners engaging in online or offline learning activity through digital learning by themselves. It stresses on personal autonomous learning and requires the participation of learners with autonomous learning to precede learning activity.

## Key Findings

The key findings of the research are presented below, separated into the key thematic areas which were examined during the review. In the cases where studies of similar digital equipment, tools and

resources have been systematically reviewed or where there is a large body of evidence from different studies which have measured change (from quantitative studies using counterfactuals and testing learners before and after), it is possible to state there is conclusive evidence.

### Raising Children And Young People’s Attainment

There is conclusive evidence that digital equipment, tools and resources can, where effectively used, raise the speed and depth of learning in science and mathematics for primary and secondary age learners. There is indicative evidence that the same can be said for some aspects of literacy, especially writing and comprehension. Digital technologies appear to be appropriate means to improve basic literacy and numeracy skills, especially in primary settings.

### Reducing Inequalities and Promoting Inclusion

There is indicative evidence that the use of digital tools and resources can help to reduce gaps in subject attainment when they are effectively implemented. There is promising evidence that the use of digital equipment and resources can help learners with additional support needs to improve their skills and competences in literacy and numeracy.

### Improving Transitions into Employment

There is promising evidence that digital tools can, where effectively used, build skills in interactivity and collaboration, critical thinking and leadership for secondary age learners.

### Enhancing Parental Engagement

There is promising evidence that using digital equipment and tools for direct communication with parents can improve learners’ and parents’ cooperation with requests from teachers about attendance, behaviour and support for learning.

### Improving The Efficiency of The Education System

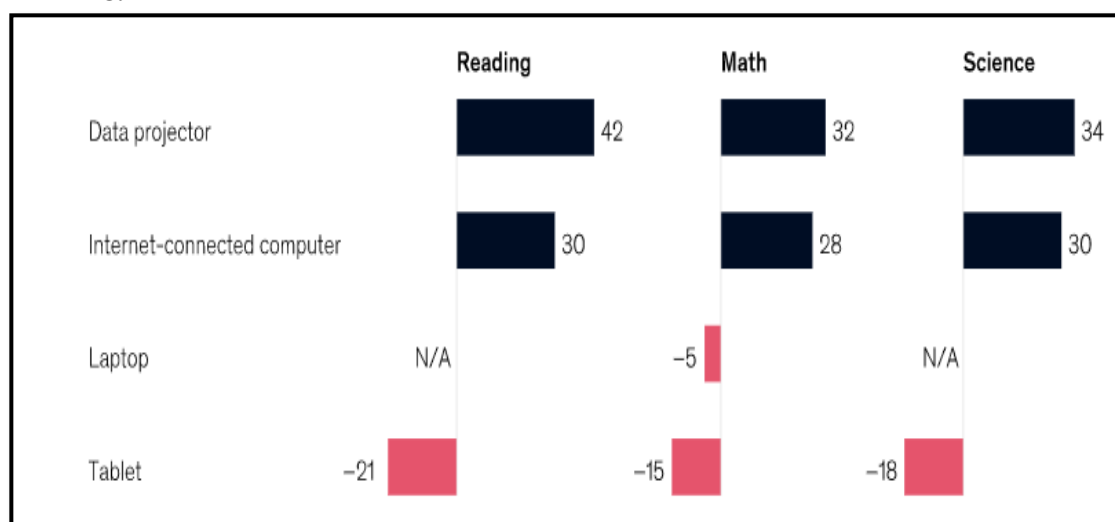
There is promising evidence that teachers’ efficiency can be increased by using digital equipment and resources to prepare for teaching. There is similarly some qualitative evidence that digital tools and resources enable teachers to do their job better in relation to

### Primary And Secondary Settings

While many studies clearly focus on specific learners in terms of age, settings (primary, secondary, special education) and domestic circumstances, none make any comparisons between the impact of digital technologies on educational priorities for different age groups. As a consequence, it has not been possible to identify any differences in the use and impact of digital technology in primary and secondary school settings. However, it is generally the case that the impacts found apply relatively equally to primary and secondary school learners.

### Some Student Based Technology Are Associated With Lower Student Outcomes.

Impact of using technology in the classroom, points change in PISA score between “No” and “Yes” and use technology in classroom”





On the other hand, students who use laptops and tablets in the classroom have worse results than those who do not. For laptops, the impact of technology varies by subject; students who use laptops score five points lower on the PISA math assessment, but the impact on science and reading scores is not statistically significant. For tablets, the picture is clearer—in every subject, students who use tablets in the classroom perform a half-grade level worse than those who do not.

Some technologies are more neutral. At the global level, there is no statistically significant difference between students who use desktop computers and interactive whiteboards in the classroom and those who do not.

### Conclusion

Another advantage of digital technology is the ease of developing educational resources. The biggest challenges of this area are the quality of material and the permanence of such artifacts. Archiving and preserving educational resources are critical for understanding the transformation of higher education. Such preservation will also lay the path for studying the impact of these resources on student learning.

Adopting technologies in teaching has its challenges, as it can be difficult and time-consuming. It is up to the educator to decide the trade-off between investing time on technology adoption and its potential impact on student learning. The rewards for the initial time and effort given to include different digital components (e.g., e-book, assessment, and presentation) can be high if these components can be reused and show promising results on student learning. Organizations should also provide support and incentives for adopting technologies. Another challenge is to have interoperability between different technologies to support seamless integration of various digital components in a class.

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## Pedagogy of the Twenty-First Century Innovative Teaching Methods

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### Abstract:

*Changing world needs new technology to develop the education system as well. Hence 21st century pedagogy cannot be devoid usage of technology. In fact, innovative teaching methodologies have been using substantial amount of technology.*

*This article summarizes the current trends of 21st century pedagogy and importance of technology in teaching.*

**Keywords:** *Effective teaching, 21st century skills, pedagogy, innovative skills critical thinking, problem solving, communication, collaboration, creativity.*

### Introduction:

Pedagogy is the method and practice of teaching, especially teaching an academic subject or theoretical concept. It's the teaching style and relates to the different theories being used. It's about the feedback collection and evaluation. Generally, people refer to the pedagogy as how the teacher delivers the curriculum to the class. According to Merriam Webster, pedagogy is the "art, science, or profession of teaching".

Pedagogy of twenty first century differs from the previous century significantly. Aim of pedagogy is to make a strong bond between students and teachers. Involvement of technology in terms of presentations, interactive graphs, applets, usage multimedia and tools in teaching is enhancing interest in students. By creating interest to students can appreciate the beauty of subject. There was a pace up in online learning in the period of COVID-19 along with experiential learning, differentiation learning, blended Learning, game -based learning, student centric learning.

**Pedagogical Approaches:** There are five major approaches namely constructivist, collaborative, integrative, reflective and inquiry based learning.

- **CONSTRUCTIVIST APPROACHES:** Constructivist learning implies a learning that happens through construction of the information which ultimately culminates into knowledge. It is described in terms of six elements, each representing an important process in moving constructivist learning theory into classroom practice: Situation, Groupings, Bridge, Questions, Exhibit, and Reflections.
- **COLLABORATIVE APPROACHES:** It is a kind of learning that happens through group activities such as group discussions, seminars etc.
- **INTEGRATIVE APPROACH:** This method tries to instigate linkages of learning with biomedical sciences, social, psychological and behavioral sciences.
- **REFLECTIVE APPROACH:** Approaches through which learning happens from professional experiences. Experience □ Reflect □ Plan.
- **INQUIRY-BASED LEARNING APPROACH:** It is a learning process in which learning happens by real-world connections through exploration and high-level questioning. It encourages learner to engage in problem-solving and experiential learning.

**Effective Teaching Methods:** These are classified on the fact; the way teaching learning happens. They are majorly classified as

- **ONLINE LEARNING:** Teaching online means teaching happens even when student and teacher are situated remotely and learning is possible by the technological aids such as meet, teams and other such platforms. Teaching online may not have been the norm for the teachers before the COVID- 19 pandemic,

but there were some teachers who preferred to work online. After the COVID- 19 the students and teacher are familiar to use the online platform. After pandemic many companies are welcoming online teaching method to attract the students with their advantages to build the good communication among the both the teacher and students. The great thing about online teaching is that it's accessible to many people erasing the limitations imposed by geographical boundaries.

- **EXPERIENTIAL LEARNING:** Experiential learning is the most attractive learning to the students. It makes to understand easily and attract to words to learn more and understand easy. This learning theory comes from David Kolb's experiential learning cycle, and considers the Role of all our experiences in learning, from emotions and cognition, to our environment. Kolbs 1984 theory suggests that there are four main stages in the learning cycles
- **CONCRETE EXPERIENCE:** This is when the learner has a new experience, such as riding a bike for the first time.
- **REFLECTIVE OBSERVATION:** After the concrete experience, the learner must reflect on their actions and watch others perform that action.
- **ABSTRACT CONCEPTUALIZATION:** It involves the learner must reflect on their reflections and planning for going forward. They might come up with next steps and seeks insight from experts.
- **ACTIVE EXPERIMENTATION:** In this phase the learner will consider their reflections and previous lessons and then retry the original experience to see if any progress has been made. This will lead to a new concrete experience, and so the cycle restarts. Experiential learning is a great teaching method to learn the creativity and encourage to Learn practical knowledge and improve the knowledge. It can be effective for several Subjects, especially during science experiments, sports coaching, and group projects.
- **DIFFERENTIATION:** It is a leaning which is based on multimodal teaching / learning process in which methodologies such as books, films, images, and verbal presentations could be used simultaneously. This method further can be extended to class activities and assessments.

#### **BLENDED LEARNING:**

It is a combination of technology learning and face-face learning. in the pandemic it is became very popular in schools and colleges. Chalk and talk along with presentations, simulations and multimedia usage can be stated as an example.

#### **GAME-BASED LEARNING:**

It is one of the most interesting methods of learning. It creates interest among the students and teacher to learn more. Game based learning is called as gamification. in these games are designed for learning. The students from primary and secondary education enjoy this method to understand the subject.

#### **STUDENT-CENTRIC LEARNING:**

Student is the center of entire teaching learning process. It is important to seek the student's interest to develop their learning skill. It focuses on, not how much a teacher pours in, rather how much a student collects. In Student-centric learning each teacher should take student interests by encouraging them in classroom though discussing, involving them in the classroom activities which will create interest among the students.

Some great examples of this kind of approach include students taking part in debates, small group projects, and fun role-play scenarios together. A job of teacher is to be an excellent facilitator. Students are encouraged for open communication, exploration, exhibit creativity, critical thinking and problem solving. In the end student should reflect on their learning.

#### **Difference Between Traditional Teaching Methods and Modern Methods:**

Traditional teaching method involves chalk and talks, while in modern teaching methods involve teaching by using technology. In traditional teaching method is teacher centric method and modern one is student centric.

### Conclusion:

Invariably Pedagogy of the twenty first century has moved towards student centric methods. Technology which is satisfying their thirst for knowledge should continue to do so, along with fragile human connections.

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## Innovation Centric Teaching, Learning and Evaluation in Higher Education

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### Abstract:

Education is regarded as a process of interaction and inter personal communication. In twenty first century with the appropriate use of evolving information and communication technologies (ICT), there is innovation in education system. Knowledge and technology plays an important role in teaching and learning methodology. An innovative educator constantly formulate new ways and approaches to teaching and learning to maximize the output. Today since world is moving rapidly into digital media and information, so the role of ICT in education is very important Higher education in the country is experiencing a major transformation in terms of access, equity and quality. ICT based education causes changes in the educational objectives in the conception of the teaching and learning process. Approaches of technology and innovative teaching techniques in higher education is necessary. Also measures required for technology based education need to be considered. In this regard, the paper addresses the innovations in higher education by integration of technology in various aspects of higher education in the present scenario.

Information and communication technologies (ICT) have become commonplace entities in all aspects of life. In the 21st century world is moving rapidly into digital media and information, so the role of ICT in education is very important .Higher education in the country is experiencing a major transformation in terms of access, equity and quality. ICT helps to share availability of best practices and best course material in education. ICT based education causes changes in the educational objectives in the conception of the teaching and learning.

**Key Words:** ICT, communication, education, methodology

### Introduction:

Creativity and innovation is the essence of teaching and learning in professional and conventional courses. Innovative teaching technique also emphasizes the importance of establishing a community of learners in which teachers and students share the responsibility for defining and achieving the learning goals of the entire group Higher education in the country is experiencing a major transformation in terms of access, equity and quality in 21st century. Information and communication technologies (ICT) is a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information. This broad definition of ICT include technologies as radio, television, video, DVD, telephone, satellite systems, computer and network hardware and software; as well as the equipment and services associated with these technologies, such as video conferencing and electronic mail (UNESCO, 2002) ICT The main role of teachers will not be to transmit information and culture, but rather to act as experts and leaders to motivate learning. An analysis of the integration of ICT in higher education involves the consideration of three important dimensions of innovation that have repercussions on university institutional culture and the professional development of lecturers such as changes in the educational objectives and in the conception of the teaching and learning process, changes in students' and lecturers' roles and changes in university organization

### Approaches of Technology in Higher Education:

#### a) The Technology Literacy Approach:

It indicates increasing the extent to which new technology is used by students by incorporating technology skills into the curriculum.

**b) The Knowledge Deepening Approach:**

It indicates increasing the ability of students to use knowledge to add value to society and the economy by applying it to solve complex and real-world problems.

**c) The Knowledge Creation Approach:**

It indicates increasing the ability of students to innovate and produce new knowledge and benefit from this new knowledge.

**Innovative Teaching and Learning Techniques Using:**

Innovative teaching and learning technique emphasize the importance of establishing a community of learners in which teachers and students an innovative effort of an institution helps in its academic excellence. Innovative methods in higher education with the help of print media, audio media, audio-visual media, telecommunication and multimedia communication etc. are the different stages of the use of technology in educational transaction in higher educational institutes.

- a) **TELECONFERENCING:** It is a new mixed model approach which combines satellite teleconferencing with hands-on activity session. It uses live teleconference speakers, video clips, interactive call-in sessions and local sessions.
- b) **BLOGGING:** assist the teacher to keep an ongoing personal record of their actions, decisions and issues they have to deal with. The blog can act as a kind of mirror and crystallize our ideas.
- c) **MOOC COURSES:** MOOC is the most popular way used to offer online courses globally. MOOC are the massive course designed to support unlimited participation and are offered through a platform. Currently, NPTEL, IITBX, and SWAYAM are the platforms used in India which offer different courses.
- d) **PODCAST IN CLASSROOM:** Podcasts are serial recordings which are posted online regularly. Producing podcast is a technology based equivalent of oral lectures which is flexible and reusable.
- e) **MOODLE:** It is Open source system which helps to design your session. Moodle is Virtual Learning Environment which provides staff and students with access to electronic teaching and learning materials such as lecture notes and links to useful websites and activities .discussion forums, group assignments, reflective journals and quizzes.

**Measures Required for Innovations In Higher Education Using Technology:**

- a) Before starting technology based teaching and learning activity, a research need to be conducted on the availability and quality of the physical and human resources.
- b) There is a need of networking through Local Area Network (LAN), Wide Area Network (WAN) , Information and Library Network(INFLIBNET) which would lead to increased academic activities and research.
- c) Quality of content development for technology based educational material need to be checked. For this training should be conducted for educational content development specialist such as instructional designers, scriptwriters, audio and video production specialist programmers & web developers.

**Increasing Access to ICT Facilities:**

- Wireless Networks, Local Area Networks (LANs), campus backbone
- Acquisition of access equipment (computers, laptops, mobile phones)
- Video conferencing facilities

**Teaching And Learning Activities with ICT Tools:**

- Lecture Presentation using PPT
- Instructional Designer
- Use of bulletin Boards
- Use of Web 2.0 technologies with tools like Blogs, Wikis, Rich Site summary

## Conclusion:

Innovations in higher education is possible by integration of technology. In the coming years, the thrust will be on the use of technology to strengthen the system in the mode of open and distance learning. Innovations in technology introduces digital libraries, access to online database and networking which can be enhanced through inter institutional collaboration to ensure optimal usage of technology expertise and resources also Integration of ICTs in higher education is inevitable. In the coming years the thrust will be on the use of ICT to strengthen the system in the mode of open and distance learning. Higher education has to do a careful analysis of long-term costs and benefits. ICT enabled education will definitely lead to the democratization of education.

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## Digital Resources for Effective Teaching in Higher Education Institutions In India

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### Abstract:

*New global policies like globalization, liberalization, privatization and all that have changed the scenario of all states. The ideals of Education reflect in democracy through progress, prosperity and protection of the common man. India is the country where we see 73% of people live in villages. However, the government recently introduced NEP 2020 (National Education Policy) and learning technologies helps to overcome the hurdles in the development.*

*The New Education Policy was released by the Ministry of Human Resource Development (MHRD) under the guidance of Prime Minister Narendra Modi. The National Education Policy 2020 was released on 29<sup>th</sup> July 2020, after it was approved by the Union Cabinet. The New National Education Policy (NEP 2020) replaces the 34-year-old National Education Policy (NEP) that was formulated in 1986.*

*HEIs will play an active role not only in conducting research on disruptive technologies but also in creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education. Once the technology has attained a level of maturity, HEIs with thousands of students will be ideally placed to scale these teaching and skilling efforts, which will include targeted training for job readiness. **How Can Master Soft Help The Institutes Implement NEP 2020?***

*MasterSoft ERP solution is the most trusted company offering technologically advanced software and tools for the institutes to manage their activities and processes. Having served NITs, Central & State Universities we understand your requirements and can help you achieve automation. The learning management system by MasterSoft can help the institutes in keeping track of students' learning and curriculum as well as help them to facilitate distance education programs more efficiently. The company provides solutions that can maintain data, conduct and assess online exams and improve teaching methods digitally.*

**KEY WORDS:** Democracy, Globalization, Liberalization, Privatization.

Democracy is a style of life. The expectations of the people should be fulfilled through ideal education. The social, political and economical justice and equality can be accessed through education. New global policies like globalization, liberalization, privatization and all that have changed the scenario of all states. The ideals of Education reflect in democracy through progress, prosperity and protection of the common man. All the objectives should be protected only through proper education. In the decade of 1980-90's the ICT model has been developed the new hopes in public services with growing population. After Globalization process, speedy and qualitative services are possible to achieve through the standard education policy.

At present we are creating good environment to read and write. But the question arises how many of our students are writing articles to the daily news papers and how many colleges have provided an opportunity to write in their own college magazine or monthly bulletins which are publishing. The act of teacher is also impact on the society, how much knowledge the teacher has imparting to the students? What the quality he/she adopted in his regular activities? The students are the instruments to carry the good and bad things in society. In the college life we are developing competitive mentality that helps only to get jobs; if he fails to get jobs means totally he fails in his civil life

The college life only provide the real picture of the poverty so that he can make his own instrument to fight against the poverty if he face when he left out the college. Now- a –days- this has



become burning issue for the development of the nation. In many democratic institutions and administrative process we are experiencing modernity with adoption of digital technology.

India is the country where we see 73% of people live in villages. However, the government recently introduced NEP 2020 (National Education Policy) and learning technologies helps to overcome the hurdles in the development. The Education policy is only solution to emerge India in international level. Keeping this in mind the present problem is selected for analyzing the innovative changes that they have been taking place in the democratic process in the 21<sup>st</sup> century. The society is experiencing the innovative changes because of the efforts of the existing government. This paper focuses on how the NEP 2020 is largely responsible in creating new India and converting youths into elements of strong India.

In which way New Education Policy convert youth culture after Globalization? In what way New Education policy would be responding towards the welfare of the society? Are people happy after Globalization Process with traditional Education system? In what ways the New Education Policy adopts new technologies at rural level? Can we expect social good, equality and justice by New Education Policy? Or can we say rigid education policy procedures leads to hurdle for some class of people in the Society and change? These questions are based mainly on NEP 2020 of the government. Hence it is felt that, post Globalisation government policies towards education services only helps to find out the answers to these questions.

### Objectives:

In order to study the research paper some objectives are framed. They are as follows:

- 1) To examine the public awareness with regard to New Education Policy.
- 2) To study the level of Digital awareness among student towards NEP
- 3) To study the infrastructure facility available at Rural Level,
- 4) To study about the behaviour of the general public, teachers and student community.
- 5) To assess and examine the impact of new education policy on welfare society.
- 6) To identify the impact of Technology on digital resources and Social change.

### Hypothesis :

Some hypotheses are framed to conduct analysis on new face of education for up-gradation of democratic change in India:

There is a close link between Education and social change.

Technical blended education helps to bring enormous changes in the development of nation. New education policy will change the socio-political life style of the people

1. The New Education policy gives more choice to student hence; it is student oriented.
2. Technical based learning may change the government activities and it influences the governance.
3. Quality Education leads to maintain quality management.

### Scope of The Study:

This type of effort helps to bridge the gap between the traditional system of education in post globalization era. It always thinks in term of public good; but to achieve this objective is challenging. It would give immense scope to the researcher to examine and study the impact of NEP 2020. But the question is how the governments are co-operating for implementation of new education policy is huge question mark. It is challenging to the modern government to provide basic infrastructure at rural level and training to the teachers. Most of the teachers were appointed only to teach the subject they don't have knowledge of computers and its technicalities. Without changing the mind set and working style of the teachers; it is difficult to incorporate NEP 2020. This study also tries to find out the limitations in creating the awareness among the student and suggestive measures for e-services-education towards e-democracy.

The **New Education Policy** was released by the Ministry of Human Resource Development (MHRD) under the guidance of Prime Minister Narendra Modi. The National Education Policy 2020 was

released on **29th July 2020**, after it was approved by the Union Cabinet. The New National Education Policy (NEP 2020) replaces the 34-year-old National Education Policy (NEP) that was formulated in 1986. The **National Education Policy (NEP)** was first formulated in 1986, and subsequently revised in **1992 and 1998**. The new National Education Policy 2020 is a welcome step towards revamping the education system in the country. It is a bold and ambitious policy that seeks to bring about a radical transformation of the education system over the next decade.

The new system will be student-centric, where all subjects' education is reduced to its core essentials. For education, they are looking at ways to make learning more meaningful and less rote. They focus on critical thinking, discovery, inquiry, discussion, and teaching. Moreover, they will also consider the needs of students who might have exceptional circumstances. The new policy has abolished the rigid 10+2 structure of schooling and introduced a new 5+3+3+4 structure. The new policy emphasizes the holistic development of students; hence, the curriculum has been redesigned accordingly. Incredible progress in the field of science and technology has made our life quite relaxed. But this was not adopted effectively in the field of education during last two decades. Now New Education policy adopted the technology and education side by side.

### **Impact of the Teacher:**

The act of giving requires at least three elements the giver, the taker, and the object. The teacher should give his all knowledge with due respect and trust. Proper giving is also considered as half desires are fulfilled. A good learner is as good as a good teacher. Teacher must teach with love, sympathy, compassion and the joy of giving. This act is also considered as "Dharma", this stand as pillars of the modern society, so giving wealth (Knowledge) to all class of students is not an easy job. In which way the teacher behaves in giving that way we see the impact on society.

The need itself created through NEP that, new technically trained teachers, and existing teacher has to take training to serve the purpose of the society. Teacher has to develop the capacity to work in multi role. The very success of learning lies in its effective transfer of knowledge. This is the transitional period for teachers to change their role and responsibility. The technology never replaces the teacher but technological blended teaching is need of the hour. It is better to convert college campus into **World Class Excellence centres**.

**BLENDED MODELS OF LEARNING:** Digital technologies can help in many ways as we transition back to the classroom. Teachers believe that students will need additional instructional support as they return and online tools allow teachers to restructure their time, enable access to a wide range of the most up-to-date resources, and track differentiated learning pathways. Digital technologies can also enhance communication and feedback between students, teachers, and parents, to smooth the process back to school. Teachers are often navigating several different technologies in their practice and use a blend of traditional teaching methods, with technology as an enhancement.

**CURRICULUM:** In formal education, a curriculum is the set of courses and their content offered at a school or university. As an idea, **curriculum** stems from the Latin word for *race course*, referring to the course of deeds and experiences through which children grow to become mature adults. A curriculum is prescriptive and is based on a more general syllabus which merely specifies what topics must be understood and to what level to achieve a particular grade or standard. India is a global leader in information and communication technology and in other cutting-edge domains, such as space.

**USE AND INTEGRATION OF TECHNOLOGY:** The integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education.

The NETF will have the following functions:

- a) provide independent evidence-based advice to Central and State Government agencies on technology-based interventions;
- b) build intellectual and institutional capacities in educational technology;
- c) envision strategic thrust areas in this domain; and
- d) articulate new directions for research and innovation.

**HIGHER EDUCATION INSTITUTIONS:** HEIs will play an active role not only in conducting research on disruptive technologies but also in creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education. Once the technology has attained a level of maturity, HEIs with thousands of students will be ideally placed to scale these teaching and skilling efforts, which will include targeted training for job readiness.

**EXTENSIVE SUPPORT FOR TEACHERS:** Teachers are split on the efficacy of online learning (Flack et al., 2020). But these recent sentiments reflect a time where we were not engaging simply in online learning, we were providing emergency remote teaching. It can take organisations years to undergo digital transformations, and teachers, as a credit to their utter professionalism and dedication, undertook it in a matter of days and weeks. The challenge is that digital technologies evolve so quickly that teachers often feel overwhelmed, so providing on going, contextualised, and job-embedded support is key.

**RE-CONCEPTUALISATIONS OF LEARNING:** Part of me wonders – what if? What if we could have a blank slate and totally re-shape our view of how digital technologies fit within the teaching and learning cycle? It might help to clarify what we mean by ‘educational technology’. We have so many terms – e-learning, technology enhanced learning, ICT, virtual learning environments – that it is easy to get lost in the terminology and use them interchangeably. But semantics matter and the different terms show how we perceive the role of tech. There seems to be an emphasis on the role of technology as a *supportive* mechanism for *already existing* educational activities of teaching and learning. Technology, it seems, offers a simple enhancement of pre-existing practices which are not in need of any radical shift or displacement (Bayne, 2014).

**DEVELOPMENT OF E-CONTENTS:** The development of digital content in the form of presentations or videos, and animated sketches based on one particular topic is an important part of the NEP 2020. The institutes and colleges need to develop strategies to deliver the content to the students in such a way that the students engage with it. To develop such content, the institutes are required to train their teachers on content-ICT-pedagogy integration, which is based on the new pedagogical and curricular structure given in the National Curriculum Framework handbook.

**DESIGN ONLINE COURSES:** The switch from traditional teaching methods of pen and paper to online teaching is a major change especially for the students who have been studying in schools and colleges for several years. It is easy to get isolated and feel alone doing a class in the digital form. Several students lose interest and give up on the courses in between. Hence, it is important to create and design the courses in such a way that the students are engaged in them.

The online platforms give the liberty to explain a concept in several different ways such as videos, PPTs, animations, audios, stories, and others. Using the best strategy based on the age group and geography of the students can build their interest and bring them back to attending classes. Further, the students are evaluated using **online assessment tools** for granting certificates and degrees.

#### **DISTRIBUTION OF DIGITAL CONTENT:**

The institutes need to be ready for spreading the digital content in such a way that it is accessible to every student in the easiest way possible. The students attend lectures through digital mediums such as mobile applications for video calling. These lectures are recorded by the teachers and the students can access them anytime.

Further, the presentations and concept videos that are created for the students can also be made available in the study materials which are uploaded on the learning management system that is used by the institutes. The institutes can implement a digital library and the students can get access to it using the online portal. Moreover, they can also get access to e-books and PDFs in cases where the students have no access to a library near them. The e-content created should be available to all the students taking formal as well as informal education.

**ACADEMIC BANK OF CREDIT:** It is likely that all the institutes do not have the infrastructure or capital to make the college ready to offer education based on NEP 2020. Hence, the colleges can work in collaboration with each other where the students have the provision to take up different courses from different institutes. The government has also introduced the credit-based system named '**Academic Bank of Credit**' (ABC) to allow the transfer of credits from one institute to another as per the courses. The state-level colleges can collaborate and coordinate with each other so that all of them can converge their efforts and offer best practices to the students.

### Conclusion:

Universities are providing certificate and society feeding food and government feeding pocketful of salary to the teachers. So, it is the time to check ourselves while acting as an active element. We seriously think what the role should be wear by the teacher in this transitional period. If we inculcate good character that is equalent to better citizens of tomorrow, if so, it will reflect peace, harmonious and happy environment in the society. Motivating the students' for non academic reading, it is badly needed in the present scenario. The teacher has to play different role to mould the future of the students. All students are not having same character so teacher has to act in different model like a priest, artist, boss, painter, politician, historian etc.

Finally, the new education policy 2020 is heavily focused on digital learning. Students will spend more time in front of screens, which can harm their physical and mental health. One major challenge that the higher education institutions face today is lack of developmental and scalable infrastructure. At present, India's higher education enrolment, calculated in terms of Gross Enrolment Ratio (GER), stands at a dismal 26%.

### How Can Master Soft Help the Institutes Implement NEP 2020?

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## Blended Mode in Learning and Teaching: The New Norm in the Post Pandemic Times-A Study

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### Abstract:

*The Pandemic that hit the world during 2020 and 2021, caused incredible subversions, encompassing the sector of education too. There has been a whole shift in the concept of teaching and learning mode. Fortunately, the digital resources at the disposal of modern world, has been making the task of learning, easier and comfortable. The blended mode of learning is the normal, post 2020. Blended mode of learning improves students' participation, preparation, and understanding as well as to encourage a more active participation, which is difficult in larger classrooms. This research article intends to examine the impacts of blended mode of learning. The issues and barriers encountered when implementing a new instructional strategy and discussed in this article. There are several ways that faculty can blend their online and offline instructions. Blended mode of teaching and learning requires that many players in addition to individual faculty members be on board including colleges, departments, support services and infrastructures. The successful adoption of blended learning requires a well-trained faculty to effectively design and administered blended instructions. Though it appears to be a convenient option, it is not so easy to adopt and adapt to the blended mode of teaching and learning. This research article studies the various perspectives in blended of teaching and learning.*

**KEY WORDS:** Adoption, Blended Learning, Barriers, Resources, Technology.

### Introduction:

There are many definitions of blended or hybrid mode of teaching. According to Allen, Seaman, and Garrett(19), blended course has anywhere between 30 to 79 % of online content delivery with the remaining content delivered in a non-web-based method such as face-to-face instruction. Institutions of higher education one is using blended instruction to improve pedagogy, increase access to and the flexibility of learning environments, and improve cost-effectiveness. Blended learning offers a unique environment in which to analyse the level of involvement shown by students. For students to successfully engage in the online components of the course, they will need to develop skills for navigating the various modalities of teaching and increasing their self-motivation level. It is believed that blended learning is a significant factor in determining academic achievement, student satisfaction and student retention rates. Blended learning preserves student-teacher connection and peer learning. Still, it also can be more adaptable because students may access a portion of their course work online and the amount of time, they need to spend in the classroom can be reduced.

### Discussion:

It has been voiced in different studies that there is a "New normal" in many educational institutions and disciplines after Covid-19 and that blended learning approach has gained serious popularity in this context. Critical thinking is considered as one of the interdisciplinary skills that must be possessed by the citizens of modern society, and its cultivation with blended learning has drawn much attention from researchers and practitioners. Blended learning fosters critical thinking via pedagogical, social, and technical design. It has been acknowledged that students' perceptions and satisfaction are important for determining quality of blended learning environment. Students hold positive attitudes towards the blended learning environment and the influencing factors mainly include experience, confidence, enjoyment, usefulness, intention to use, motivation and the ICT skills definitely enhances the learning experiences.

Two prominent questions emerge in this context.

1. What are the students perspective towards the blended mode of learning?
2. What is the impact of blended learning environment on the development of their critical thinking?

Traditional approaches that provide some online resources are not the same as blended learning approaches following a specific framework (Kristanto, 2017). It is evident that different people learn differently. Students engage their senses, auditory, visual, writing abilities, and kinaesthetic use, towards learning process that contributes to the success of blended learning.

As noted by Clifford Maxwell, an educational researcher, "some element of student control is critical; otherwise, blended learning is not different from a teacher learning online curriculum to a classroom of students through an electronic white board. However, online learning libraries alone lack the engagement, practical exercises and personal feedbacks that optimize learning. Teachers are still a key part of blended learning teachers who have subject matter expertise and basic technology skills, along with the new pedagogies that go with technology, such as constructivism and collaboration. Blended learning expertise provides both.

Technology integration is not necessarily blended learning. If online learning is only a minor component of a classroom-based course, without offering students the interdependence, convenience and interactions opportunities of being online, it may not really be a blended learning system but simply a case of technology integration.

Creating an effective blended learning environment means making appropriate choices and overcoming the challenges that come with the use of technologies. A key understanding is that blended learning is not merely addition of some technological elements to an existing course but rather is an integrated plan utilizing the best of what both face-to-face and online learning have to offer. The blended presentation and interaction model, the blended block model and the fully online model provide initial frameworks for the deliberate structuring of blended learning to improve learning outcomes.

### Conclusion:

Blended learning has the potential to completely transform both teaching and learning. It is clear that not only do abundance theoretical frameworks support the premiere of blended learning, but also that several models have been developed which encompass some of the most effective elements of blended learning. In addition to the many frameworks explored and the myriad of learning models presented, there are still those who are sceptical of the effectiveness of blended learning. It is claimed that blended learning is too impersonal and the struggles of the students to adapt to the new methods of learning many create hurdles in the way of blended mode of learning. Despite, the criticisms, blended mode of learning is a bright ray of hope and continuum in the arc of education. Post pandemic times are tough and challenging, yet the education sector has been providing alternatives to the student community, to sustain the factors of education.

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## Impact of Digital Resources on Effective Teaching and Learning Process.

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### Abstract:

Digital technology can heighten the transformation of teaching and Learning in higher education Institution. This study uncovers the extent to which digital technologies have been used to advance the teaching and learning process in higher education Institute. The study empirically discussed and shed light on critical factors the higher education institution Digital technologies have become an inevitable and indispensable part of education and learning. This article provides a mini review to briefly describe some of the Existing technical achievements that are used in higher education along with their challenges.

**Keywords:** Digital technologies, Higher Education. Technology Enhanced learning. Educational technology, Learning environments.

### Introduction :

Today, modern educational technologies and the underlying and practices have become an integral part of the teaching and learning process; and have showed rapid growth within the higher education domain. The digital technology have also been reported to positively impact higher education at a wider scale by increasingly providing access to learning.

In the past two decades, digital technology has been pervasive, impacting virtually every aspect of our daily lives. New technologies are having an impact on society at an unprecedented rate. Information distribution is now instant, Unfiltered and free.

According to the National Educational Technology plan(2010). The challenge for our education system is to leverage technology to create relevant learning experiences. To prepare student to learn throughout their lives and in settings for beyond classroom's, we must change what and how we teach to match. What people need to know, how they learn, and where and when they learn, we must bring 21<sup>st</sup> century technology into learning in meaningful ways to engage, motive and inspire learners of all ages.

### Impact of Using Digital Learning Objects:

Digital Learning objects offer a new conceptualization of the learning process rather than the traditional "several hour chunk", they provide smaller, self-contained, reusable units of learning. Teachers selected a range of Digital Learning objects to which students were given access. Teachers presented some examples of these Digital learning objects to whole-class audiences, leaving students to choose those that the best supported their needs as they prepared for science and Technology fair presentations. If the variety of Digital Learning objects were increased, Students will have more choices to select for learning by utilizing this process, student learning power will be enhanced, and they may use other Digital learning objects too.

### Digital Resources:

Digital technologies are changing how books are published and shared. It is also changing the nature of lectures. New technologies are allowing educators to use animation and Simulation in class. The following subsections provide brief reviews of these areas.

**BOOKS:** Many printed books now have electronic versions. which are known as e-books (electronic books) portability of e-books is one of their biggest advantages, compared to paper-based books. E-books cost less.

### Factors promoting the use of Digital Technologies in Education

- **DIGITAL SKILLS AND LITERACY:** Now day's modern education frameworks requires the students and faculties to acquire or possess multi-skills including digital literacy required for work and citizenship.

- **DIGITAL TECHNOLOGY AND INFRASTRUCTURAL INVESTMENT:** The integration of digital technologies in education requires great investment coupled with capital and human resources, many countries have failed to afford not only the resources that are needed for the so-called. Teaching Learning based education but also in consequence have failed to integrate fully, digital of in the different educational ecosystem or contexts, many developed countries have invested in digital technologies,
- **DIGITAL TECHNOLOGIES TRANSFORMATION AND EVOLUTION:** With “transformative education” being at the centre of many Higher Education Institutes goals,
- **DIGITAL TECHNOLOGY IN THE EDUCATION SECTOR** Education has been accepted as a project for social and political transformation, with the development of each individual not only for economic gains. But also for building a just and human society. It also needs to promote awareness and build agency for sustainable development and harmonious co-existence. Global policy documents such as the Education for all. Millennium Development Goals and the sustainable Development goals, emphasize Universal Education

### Conclusions:

Digital Learning are considered as the vital element in promoting and improving the traditional methods of teaching and Learning. So they apply the most friendly user software and technology with skilful teacher and engineers to fulfill this aim. In fact digital transforms the education process, and cause universal interactivity cause mutual understanding between teachers. It also cause more adjustability of materials and methods, which are used in the process of education. Digital Learning has also influences on the cost of the education. For starting a course in a desired university, students do not need to move to that city, and pay for your trip, accommodation and transfer . In addition, timesaving is one of the most important consequences of digital learning on education.

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## Creative Teaching and Learning Activation for Modern English Classroom

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### Abstract:

*In contemporary educational contexts, technology, globalization, and mobility have brought about a blurring of the boundary between language learning and activation in and beyond the classroom. This contrasts with the past when, in many EFL (and even ESL) settings, opportunities for language use outside the classroom were either limited or non-existent. These days, regardless of the physical context in which learners are living, there are limitless opportunities for language use outside the classroom. Additionally, the traditional distinction between classrooms, as places where language is learned, and the world beyond the classroom, as environments where classroom-acquired language and skills are activated, is problematic. Beyond the classroom, learners are not only activating their language in authentic contexts, they are also developing their communicative repertoires and acquiring new language skills that are not readily acquired in the classroom. Accepting this assertion, which will be expanded on and exemplified in the body of the paper, leads to the following question: Within the context of a negotiated curriculum, how can teachers motivate students to engage in out-of-class projects, and what in-class support can teachers provide to students as they plan, enact and reflect on their projects? In this paper, we seek to provide teachers with responses to these questions drawing on practical illustrations from the literature.*

**Keywords:** Classroom, Learners, Technology, Literature.

### Introduction:

Creativity is about more than just paints and pencils. It's a process and a way of thinking that's just as important for people who envision a future in STEM as it is for those who love the arts. Learning how to tap into sources of creativity and make use of this essential skill starts at a young age — making the classroom the perfect environment for fostering creativity.

With these 19 easy classroom ideas and ready-to-go design templates, you can encourage your students to explore their creativity throughout the school year. You'll soon see sparks of inspiration flashing all around the classroom!

### Need of Creativity in the Classroom:

When a teacher makes developing creativity part of the school day, students can have greater long-term success in a variety of areas. They can become more comfortable and skilled with self-expression and creating and executing original ideas. According to research by Gallup, students in classrooms that placed a higher emphasis on both creativity and transformative technology were also more successful at:

- Solving problems.
- Thinking critically.
- Retaining information.
- Exhibiting deeper comprehension.
- Making connections across subjects.
- Taking standardized tests.

Engaging creatively with tasks is also highly engaging, stimulating and energizing. Fun learning activities that encourage kids to flex their creative muscles can support more sustained focus and overall satisfaction in the process.

Incorporating music-related activities in the classroom for instance is a great way to spark creativity and excitement in students of all ages, says Cody Arsenault, founder of MusicianTuts. Having students write their own lyrics to a song or create a melody to help them memorize a definition or math equation are just a couple of ideas. Arsenault also believes that music can play an integral role in team-building exercises

Even if there aren't any impressive-looking "results" from in-class creativity, it's still a highly valuable skill for students to build. When the learning environment is designed to make students stronger learners, problem solvers, critical thinkers and innovators, it's preparing them for greater success beyond the classroom.

### Encourage Creativity In The Classroom:

As an educator, it's up to you to inject some creativity into your classroom environment. Your approach may vary whether you're leading an elementary classroom or teaching a high school subject. But this roundup of ideas can help you get started:

- 1. CHOOSE A FLEXIBLE CLASSROOM LAYOUT:** Students work in many different formats -from group projects to solo assessments, listening to presentations and more. Create collaborative learning layouts to keep the creativity flowing between different activities. Instead of lining up desks, create pods, a U-shaped layout or separate group tables where students can work together. Experiment and change it up to make sure your classroom can accommodate a range of activities and learning styles.
- 2. FOLLOW A CLASSROOM THEME:** One of the most fun and immersive classroom decor ideas is to follow a classroom theme, from the bulletin board to the classroom door. Whether you choose an Ancient Egyptian theme to align with your subject matter or a superhero theme to remind your students of their unique powers, explain the motif to your students and encourage them to find parallels between the theme and what they're learning.
- 3. CREATE A CLASSROOM LIBRARY:** Encourage reading by giving your students easy access to an array of interesting books appropriate to their grade level. Add a creative, collaborative element by having your class help create recommendations for readers who like different genres, or help organize and categorize your classroom library.
- 4. VISUALIZE IDEAS AND GOALS:** Empower your students to set their own goals and map out ideas in their own original ways. Teach them how to use different types of graphic organizers like mind maps, Venn diagrams, visual timelines and other resources.
- 5. CREATE OPPORTUNITIES FOR REFLECTION:** Reflective activities help students absorb information more deeply, enhancing their creative and contextual understanding of new concepts. Display reflective learning resources in your classroom that students can focus on.
- 6. DISPLAY INSPIRATIONAL QUOTES:** Featuring inspirational quote posters in your learning environment can lead the way to great conversations and critical thinking. Urge your class to consider and discuss the meaning of each message and how it can be applied. Some quotes directly encourage students to unleash their creativity as well.
- 7. ENLIVEN YOUR VIRTUAL CLASSROOM:** Remote learning doesn't only need to involve screen time. Incorporate hands-on creative challenges into your distance learning program to keep the creative juices flowing. For instance, encourage your class to get up and about with a virtual scavenger hunt or make something using found objects from around the home or outside.
- 8. TAKE YOUR TEACHING OUTSIDE:** Speaking of outside - when the weather's nice, dedicate some of the day to hosting an outdoor classroom. Choose active, exploratory activities you can't do indoors. Consider setting up an outdoor project like a vegetable garden as well. This adds a whole new dimension to the learning environment.

**9. INTRODUCE MULTIMEDIA LEARNING MATERIALS:** Go beyond textbooks and worksheets and work with a variety of learning materials. For a high school class, you could bring some of the most inspiring minds into your classroom by sharing TED Talks and podcasts. For a middle school class, you might incorporate music, videos, and interactive media like gasified educational software into your lesson plan.

**10. SUPPORT HANDS-ON LEARNING:** Hands-on learning provides students with an arena to express new ideas, think critically and voice their opinions, ultimately engaging them on a deeper level. The trick is to let students dive into the real thing first, and then introduce the theory.

For a media class, let students create their own websites before discussing web design principles. For a math lesson, have students build paper airplanes and use “flight” information to estimate things like speed and velocity.

### Activation For Modern English Classroom:

**1. IMMERSION ACTIVITIES:** How can students understand stories, poems, and other texts if they are not fully engaged? We find that children involved in creative activities before reading a text, such as painting, composing music, film or sculpture, take an opportunity to share words, ideas and concepts that they can share with Dipran. To share. Creating immersion and, then, having students dive in are of those best ways of teaching English.

**2. THE SPECIFIC PURPOSE OF LANGUAGE TEACHING:** If you do not know why you are learning a language, reading and writing will not make sense to you! Also, attending an English class no matter how creative its teaching is will be nonsense. We aim to provide a clear goal of reading and writing especially for learners in order to make them more motivated to learn the language. One of our actions was to invite the directors of various institutes to attend class meetings and to express the benefits of language learning, to submit their written material for publication in institute newspapers and language schools, and so on. These actions helped learners understand why their writing quality is important. Our answer is: “Because there is a real audience for their print work.

**3. PROFESSIONAL PUBLICATIONS:** One of the most effective ways to evaluate learners’ work and to give them real motivation is to plan ways to disseminate their writing. In this teaching method, the usefulness of students’ English work comes into account. Recent examples include the entire institution’s book-making project. After that, all of the institute’s learners became involved in bookbinding techniques, each class sharing their own books; their stories were made on handmade paper, with each student’s artwork (linen-style cut line on Metal paper) with cover. The kids’ effort to do their job was enormous and, consequently, stunning. Parents and other students enjoyed reading the collection and the children’s pride in their work was clear.

**4. MEANINGFUL PLANNING IN ENGLISH TEACHING:** Learning English in our Creative Curriculum is related to the following: International Elementary Program. Before training, teachers collaborate and share their ideas for planning through the mind mapping process. Meaningful and creative activities are planned to ensure that all staff knows exactly what learners will learn and why.

**5. EMPHASIS ON STRATEGIES:** Teaching is not as easy to read. As learners’ ability to read increases, it is difficult to know what reading skills need to be taught. In these cases, the strategies are explicitly introduced to the class; it equips learners with a comprehensive set of skills needed to achieve the goal. It can include reading the text, making a conclusion from the text, predicting it, or creating a mental image. Our teachers use aloud thinking to help learners become better readers. Using the thinking aloud method, we can take advantage of current events and developments in creative teaching through activating English word bank and using our intellectual powers. Other than that, each skill has its own techniques that we need to get familiar with. You can read the article “How to read English texts quickly?” to get to know how to read a text faster.

**6. INSPIRATIONAL LEARNING ENVIRONMENT:** If you take a look at the Anna Warren Institute, you will find that the classroom environments are equally inspiring for adults and children alike. The work of learners is not only creative, but there is a range of learning lessons to inspire and support all students. We want to encourage learners to discover new texts, genres, and writers so the educational environment and media are well-resourced and well-organized. Learners can choose from a fascinating medium: newspapers, classic texts, reference books, as well as children’s stories published, are just examples of what may be found in

the corners of the institute. Teaching English creatively requires an inspiring environment. Learning a language itself has its own difficulties. You can find out about reading the following article “The main problems faced by an English language learner“. However, Turning the atmosphere to a happy and encouraging space can relieve at least some of the tension. Also, it can change according to the age of learners. For further studies, you can have look at this article “Activities for children“.

**7. ACCURATE ENGLISH TEACHING OF SPELLING AND PRONUNCIATION:** Spelling activities are fun because they are both physical and intuitive, and the goal is for learners to learn all the learning styles in the classroom. For older learners, we try to personalize task lists individually for each person to make sure that the spelling patterns come in a meaningful way.

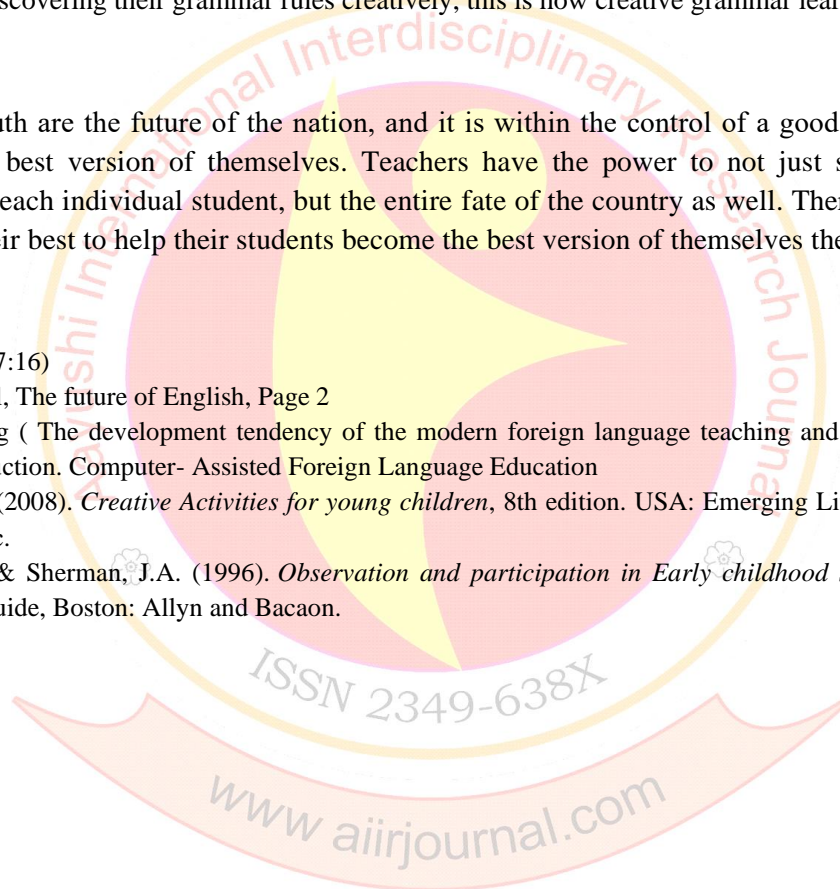
**8. GRAMMAR CONCEPTS ARE TAUGHT CREATIVELY:** Grammar cannot be taught as an independent activity. Where does English Grammar Teaching Begin? As they read the author’s text, learners understand grammar concepts and use them in writing. The way we teach our language is by using the rules and techniques of marking texts that are shared with learners, texts that children have already drowned and understood well. Discovering their grammar rules creatively, this is how creative grammar learning happens.

### Conclusion:

Today’s youth are the future of the nation, and it is within the control of a good teacher to help them become the best version of themselves. Teachers have the power to not just single handedly change the fate of each individual student, but the entire fate of the country as well. Therefore, it is vital that they put in their best to help their students become the best version of themselves they can be.

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## Impact of Digital Resources on Effective Teaching and Learning Process

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“Technology will not replace great Teachers, but technology in the hands of great teachers  
can be transformational.”

- George Couros

### Abstract:

*The Digital world is becoming ever more intertwined with the world of the classroom. As technology continues to present new opportunities due learning, it is crucial for education to adopt to our new knowledge landscape. Digital tools and platforms are becoming ever more integral to our personal and working lives. Digital learning increases access the education and knowledge while empowering students with a mindset and capabilities that sets them up for success in their present and future, through the mode of digital education, learning can be made more engaging and interactive between the students and teachers.*

*My paper focuses on how effective the teaching and learning process is made through digital resources, the various tools used to enhance the learning and teaching more effectively. The learning process becomes more time efficient , we can also see that teacher as well as students in any level of education can fulfill their requirement through the Digital resources. Teachers can better personalise learning to the needs of individual students, how the online resources are made use effectively. All of us together, are surging through the most profound revolution in the human history. Its impact is personal, national, global and in many ways unlimited. Digital learning is where a person learns something without the need for in- person lessons. This can be in the form of video, tutorials, online lectures, PDF etc. it creates a much more flexible environment where things can change if needed, but the student is still able to get their complete education. Digital learners use digital learning at home as well as school for formal and informal learning activities thus have positive effects on their attainment, because they have their extended learning time*

**Keywords:** Digital Resources, Education, Learning, Teaching, Technology, Teacher, Student.

### Introduction:

Technology used to enhance teaching and learning. The outbreak of the COVID 19 pandemic resulted in tremendous change in the traditional educational system. It resulted in the digital revolution in the field of education. It is also known as Technology Enhance Learning (TEL) or -e-learning. The use of technology during whole class instruction can foster student engagement for auditory and visual learners. Integrating simple technologies PPT, games, internet homework, assignments, or online grading system can be difference makes in students' growth in the classroom. To better understand how digital learning can revolutionise education according to the experts Dr. David Parsons, the long-lasting Director of our innovative 'Digital and collaborative learning' programme. 'Digital learning' is the upskilling with digital tools and integrating them into your established learning process. It develops a more fulsome digital skill set and using computational thinking to use their tools in deeper and creative way. Digital learning establishes a mindset that allows us to continue adapting to new technologies well into the future. Effectively learning can take place even when working remotely. Learners use digital learning at home as well as school for formal and non-formal learning activities there have positive effects on their attainment, because they have extended their learning time. This is particularly important for secondary age learners. In raising children's attainment there is a substantial body of research that has examined the impact of digital tools and resources on children's attainment in a large of areas.

## 5 Best Ways of Using Online Resources More Effectively.

1. Develop information literacy.
  2. Recognise reliable sources.
  3. Check when possible.
  4. Rely on trusted recommendation.
  5. Sharing experience.
- 1. DEVELOP INFORMATION LITERACY:** Improve your skills in evaluating your information needs. One should be able to recognise if the information you found is outdated and you need to learn to integrate data from different sources into your assignment. Instead, you will waste your time to produce irrelevant and useless result.
  - 2. RECOGNISE RELIABLE SOURCES:** One should think the validity of the information provided. People are more interested in the source itself and are more likely to trust reputable institutions and individuals or they rely on recommendations from their friends and colleagues. Example: Student resources like Think swap.
  - 3. CHECK WHEN POSSIBLE:** Once you find the data which you were looking for them, make sure you cross check it with some other reliable resources but sometimes the capability of the sources is enough, and you can find what you need quite easily and quickly. Example: Good university guide in Australia. A simple search will give many resources with more or less similar list. But amount of information might vary.
  - 4. RELY ON TRUSTED RECOMMENDATION:** If someone you trust, such as your teacher, professor or expert in the particular field recommends some resource, you should use the opportunity to avoid wasting time looking for the right information.
  - 5. SHARING EXPERIENCE:** It is always good idea to share your experience with various online resources with your friends and colleagues, since that also cuts down the time you would spend searching. Not only does that in cleared efficiency but you also get to see how knowledge is put into practice.

## Initiative Taken by The Government Of India On Digital Learning.

The Government of India has announced various initiative as part of its Digital Education Campaign. The Ministry of Human Resources Development (MHRD) initiated PM e-Vidya – aim to bring efforts of digital online.

- DIKAHA – ‘one nation one digital platform’ 2017 for children 1 to 12 grade.
- VidyaDaan and SWAYAM April 2020  
Stands for study webs of Active learning for young aspiring minds.
- ePathshala and Shiksha vani  
ePathshala is a mobile portal/ app to access e-textbooks. November 2015 Shiksha vani, a podcast of the Central Board for secondary education for (9 to 12) children age.

According to the research, Higgins et al 2012 provide a summary of research findings from studies with experimental and quasi experimental designs, which have been combined in meta-analyses to assume the impact of digital learning in school. Their search identified 48 studies which synthesised empirical research of impact of digital tools and resources on attachment of school age learners (15-18 years). They found consistent but small positive association below digital learning and educational outcomes. Harrison et al 2004 identified statistically significant finding, positively associating higher levels of ICT use with school achievement at each key stage in England and in English, Mathematics, Science, Modern foreign language and design technology. They found that the rate of improvement in tests in English at the end of primary education was faster in ICT Test Bed Education authorities in England than in equivalent comparator areas. ICT provision also have learners who performed slightly higher than average, it may be the case that high performing schools are more likely to be better equipped or more prepare to invest in technology or more motivated to bring about improvement.

More qualitative studies have identified how improvements in attainment are achieved.

From a wide study of primary and secondary school in England that were rarely adopter using digital learning and teaching, Jewitt et al 2011 concluded that,

- using digital resources provided learners with more time for active learning in the classroom.
- it provides more opportunities for active learning outside the classroom, as well as providing self-directed spaces, such as blogs and forums and access to games with a learning benefit.
- digital resources provided learners with opportunities to choose the learning resources.
- the resources provided sufer spaces for formative assessment and feedback. Sections below are the specific key areas of attainment: literacy, numeracy and science learning.

• **Literacy:** There in a large body of research that has examined the impact of digital equipment, tools and resources on children's literacy. They effects are generally positive. ICT keeps improve reading and writing skills as well as developing speaking and listening skills.

• **Numeracy:** There's is a large body of research which has examined the impact of digital equipment, tools and resource on children's numeracy skills and mathematical competence throughout schooling.

**Effects on Numeracy Skills:** Li and ma's 2010 meter analysis of the impact of digital learning on school learners' mathematics learning found generally positive effect. The authors considered 46 primary studies involving a total of over 36,000 learners in primary and secondary schools. About half of the mathematics achievements outcomes were measured by locally developed or teacher made instruments and other half by standardized tests.

#### **Effects of the Amount and Quality of Digital Technology Use:**

The studies by Lee et al 2009 and Biagi & Loi 2013 found similar results for mathematics as they did for reading and literacy in relation to the use of digital equipment. Learners who used a computer at least one hour a day for both school work and other activities had significantly better mathematics test scores and more positive teacher evolution for their classroom behaviour in Mathematics classed than those who did not use the computer. Studies have found that using digital equipment for formal learning is also associated with increases in teachers' motivation for learning mathematics. House and Telese 2011 & 2012 found that;

- Learners aged 13 and 14 in South Korea, for example, those who expressed high levels of enjoyment at teaching Mathematics, more frequently used computer in their mathematics homework.
- Learners in the USA and Japan aged 13 and 14 who showed higher levels of algebra achievement also used computers more at home and at school for school work.

The key criteria of pedagogy clarity and quality of intended outcome, quality of pedagogy and the relationship between teacher and learner.

#### **Conclusion:**

Thus, looking for reliable online sources is overwhelming and would require a lot of time. It does have to be like that. Those are focused and skilled usually make the most of the availability of so many resources and there is no reason why you should not be one of them. Digital learning is already having an incredible impact on the way students are learning. It has much advantages and also disadvantages.

"If we teach today as we taught yesterday, we rob our children of tomorrow."- John Dewey

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## Role of Teachers in Implementing NEP – 2020

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### Abstract

*The National education policy 2020 envisions an Indian-centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. The present paper focuses on role of teachers for nation building. The present paper studies the National policies and the interrelation to the teachers. Also the present paper focused on role of teacher, as a teacher is to shape the minds of the younger generation, ensuring quality early childhood care and education for all children between 3-6 years, new Curricular and Pedagogical Structure (5+3+3+4), recognizing, identifying, and fostering the unique capabilities of each student, to promote each student's holistic development in both academic and non-academic spheres; teachers role in effective teaching methods for National Education Policy 2020. The students- teacher interaction is very significant in the new education era. According to the Commissioner and Secretary, School Education, and State Council of Educational Research and Training (SCERT), teachers should be key players in the successful implementation of the National Education Policy (NEP) 2020. Teachers have to play a very critical role. As teachers and educationists, one has to nurture the children to become problem solvers and be able to take responsibility in the future," Teacher must be at the centre of the fundamental reforms in the education system. The new education policy 2020 must help reestablish teachers, at all levels, as the most respected and essential members of our society. Implementation of NEP will require discarding the age-old practices of memorization and rote learning and adopting Constructivist pedagogies to go beyond textbooks and the aim must be to change from syllabus completion to achieving learning outcomes.*

*Keywords - Role of teachers in implementing NEP – 2020*

### Introduction

Teachers truly shape the future of our children and the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation. The recently released National Education Policy (NEP) is to be implemented in phases beginning 2020. In the past decades, we have seen similar policy recommendations such as the Kothari Commission, many that are yet to be implemented. A critical review of two earlier policies indicates there are gaps in implementation and limited training for educators. NEP 2020 should not suffer a similar fate, leading to delay in development of human potential, for progress of the nation. Implementation of NEP by teachers will require discarding the age-old practices of memorization and rote learning and adopting Constructivist pedagogies to go beyond textbooks and the aim must be to change from syllabus completion to achieving learning outcomes. Teachers play a vital role in making the objectives of NEP to successful.

### Silent Features of NEP, 2020

National Education Policy 2020 has been announced on 29.07.2020. The National Education Policy 2020 proposes various reforms in school education as well as higher education including technical



education. A number of action points/activities for implementation in school education as well as higher education are mentioned in the National Education Policy 2020. Details of the salient features of NEP 2020 are as follows

- i. Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12.
- ii. Ensuring quality early childhood care and education for all children between 3-6 years.
- iii. New Curricular and Pedagogical Structure (5+3+3+4).
- iv. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.
- v. Establishing National Mission on Foundational Literacy and Numeracy.
- vi. Emphasis on promoting multilingualism and Indian languages; 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/regional language.
- vii. Equitable and inclusive education.
- viii. Ensuring availability of all resources through school complexes and clusters.

### Principles of this Policy NEP - 2020

The role of teacher implementing this NEP 2020 in the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- recognizing, identifying, and fostering the unique capabilities of each student, to promote each student's holistic development in both academic and non-academic spheres.
- flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc.
- multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge.
- emphasis on conceptual understanding rather than rote learning and learning-for-exams.
- creativity and critical thinking to encourage logical decision-making and innovation.
- promoting multilingualism and the power of language in teaching and learning.
- focus on regular formative assessment for learning rather than the summative assessment that encourages today's coaching culture.
- extensive use of technology in teaching and learning, removing language barriers, increasing educational planning and management.
- teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions.

### Teachers are the Key to the Implementation of NEP 2020

- 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.
- Educators must understand and embrace the concepts of integrated and multidisciplinary approaches and the need for development of 21st century skills. Multidisciplinary and 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 implementing NEP 2020

- 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.
- 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.
- 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.
- 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.

### The Most Effective Teaching Methods teachers should implement for National Education Policy 2020

For the National Education Policy 2020 to be effective, teacher must be implemented appropriately by schools. Here's what schools need to do right now to include NEP 2020 into their curriculum. NEP 2020 includes inquiry-based learning, 21st-century skills, interactive classrooms, transdisciplinary study, and flexible assessments.

#### 1. Concentrate on the important curriculum

The curriculum is being mapped across grades and narrowed down to simply the relevant fundamental information. Practical application-based learning will be the focus. This reduction will allow teachers to incorporate activities such as experiential learning, creative etc.

#### 2. Emphasize the significance of reading and numeracy abilities

All schools will need to restructure their teaching practices in these areas in order for these core skills to be developed, strengthened the students. Reading, writing, and understanding basic mathematical concepts will need to be emphasized more at a young age.

#### 3. Promoting multilingualism and language's power

Students in schools up to Class 5 should be taught in their native tongue or local language wherever possible. Several studies have shown that young children grasp things best in their mother speech or native languages. To attain the best results, teachers should be encouraged to be bilingual.

#### 4. Classroom teaching changes as a result of the NEP

Moving away from rote study and memorization in order to get good grades on tests and toward true conceptual comprehension. Schools will need to take a top-down strategy, shifting from completing the curriculum to identifying learning goals, in classroom instruction through innovative pedagogy, and linking assessments to the learning goals. To provide a holistic learning experience for students, educators must consider combining subjects, streams, and technology, as well as the components of digital literacy, scientific temper, and computational thinking.

### Conclusion:

National Education Policy 2020 will play an important role in the transformation of the Indian education system. Now it is expected to help India in reaping its demographic dividend. NEP will play a significance role for development of pre-primary education to higher education system in India. The present paper had studied the National policies and the interrelation to the teachers. Also, the present paper focused on role of teacher, as a Teacher is to shape the minds of the younger generation. The students-

teacher interaction is very significant in the new education era. Also study the some observations related to NEP 2020.

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## Blended Mode of Teaching and Learning

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### Abstract:

*Blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face to face teaching. In a true blended learning environment, both the student and the teacher should be physically located in the same space. A blended learning mode provides ultimate flexibility in many aspects. And most of all it can be applied to any program which holds on to the values of traditional learning and incorporates digital media with that. It is a lot more effective and likeable than anything that has been ever before. Teachers are valuable coaches for helping students manage in any learning situation; it is up to teachers and learning designers to offer blended activities that best suit the subject, the learners' needs and the curriculum requirements.*

**Key words:** *blended, coaches, curriculum, value*

### Introduction:

Blended teaching learning is an instructional methodology, a teaching and learning approach that combines face-to-face classroom methods with computer mediated activities to deliver instruction. This pedagogical approach means a mixture of face-to-face and online activities and the integration of synchronous and asynchronous learning tools, thus providing an optimal possibility for the arrangement of effective learning processes. Blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face to face teaching. In a true blended learning environment, both the student and the teacher should be physically located in the same space.

Despite this, the digital tools used should be able to be utilized by the students in order to enforce some control over the speed or topics of their learning. The flipped classroom model is a similar program that aims to utilize technology in order to rearrange the learning experience and maximize the effectiveness of valuable face to face time in the classroom. In a flipped classroom program, students would be encouraged to access digital learning materials via a cloud-based learning platform during their own time. Resources such as video lectures, podcasts, recordings and articles would be provided in order to transfer the main bulk of the necessary knowledge from teacher to student before each class. This then frees up time in class for teachers to support students in activities, lead discussions and facilitate engagement.

In this line of thinking the new policy gives the acceptability of many modes of learning including that of face to face learning, online learning and distance or virtual mode. It also promotes use of vocational courses, multi-disciplinary courses and multi-model approaches there by focusing on Blended teaching-learning. The student centricity means that availability of multiple entry and exit points; promotion of the mother tongue and other languages; focus on the arts and humanities; reforming the examination systems with open book testing and group exams; the ready support for mature learners; and above all the concept of the ABC (Academic Bank of Credit) that factors in the potential of time, place, mode, and speed of language that in many ways in going to be the new approach of education.

Technology is the critical element in the whole process and the ABC as currently being evolved understands that. The new teaching learning educational process of NEP 2020 policy will have backed by adequate technologies and blended modes of acquiring knowledge.

A blended learning mode provides ultimate flexibility in many aspects. And most of all it can be applied to any program which holds on to the values of traditional learning and incorporates digital media with that. It is a lot more effective and likeable than anything that has been ever before. Students, academicians, policy makers etc. appreciate the needed freedom/flexibility. Only a well-crafted blended solution can provide a seamless transition from classroom to computer or vice versa. Though there are many teaching methods and techniques, available resources indicate that blended learning mode “best of all worlds”. It is the best because it helps all learning requirements and styles through a variety of mediums and techniques. Recently many learning platforms globally have adopted blended learning and is also one of the most adopted learning tools.

The world is changing constantly and the various domains are also influenced by the change. There is no exemption even in the education domain. The evolution of the digital learning platforms has a huge impact in educational institutions and has eventually put the traditional methods in the back seat. However, there are demands for both technology and traditional learning methods. As a result of this, the art of combining digital learning tools with more traditional classroom face to face teaching gave birth to the term “Blended Learning”. This chapter deals about the educational transformations and the prerequisite for Blended Learning. Blended Learning is not a mere mix of online and face-to-face mode, but it refers to a well-planned combination of meaningful activities in both the modes. The blend demands consideration of several factors, mainly focusing on learning outcomes and the learner- centered instructional environment.

The NEP-2020 states that while promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects. The important features of Blended Learning (hereafter referred to as BL) environment.

- Increased student engagement in learning.
- Enhanced teacher and student interaction.
- Responsibility for learning.
- Time management and flexibility.
- Improved student learning outcomes.
- Enhanced institutional reputation.
- More flexible teaching and learning environment.
- More amenable for self and continuous learning.
- Better opportunities for experiential learning.

### **Blended learning teaching Structures in Education:**

Many factors must be considered when choosing how to blend in-person and online teaching and learning activities. In some cases, most interactions between students and the teacher, as well as the direct delivery of instruction, take place in person in the classroom, while materials and possibly some additional activities are delivered online. In other cases, most of the class activities occur online, with infrequent meetings in person to solve problems and support community building. In some blended arrangements, students may choose which activities to complete online and which to complete in a classroom. Ideally, blends are personalized so individual students have the blend that best fits their age, life circumstances and learning needs. These are called à la carte models. Students choose what to take fully online, what to take fully in person and, when the design is available, blended courses where they choose when to go to in-person classes and when to watch videos, download readings and complete assignments online. This kind of personalization is not always available. Most important is ensuring that students are able to function well as learners with any delivery method, single-mode or blended, even if it is not their preference or the best situation for them.

Teachers are valuable coaches for helping students manage in any learning situation; it is up to teachers and learning designers to offer blended activities that best suit the subject, the learners' needs and the curriculum requirements. Not all unique and interesting BL designs are one-size-fits-all model. Below are seven sample configurations of Blended learning activities to consider for Blended learning teaching situation. These examples of Blended learning are drawn from higher education but can be shaped to fit any teaching and learning situation.

- **Blended face-to-face class :**

Also sometimes called the “face-to-face driver model,” the blended face-to-face class model is based in the classroom, although a significant amount of classroom time has been replaced by online activities. Seat time is required for this model, while online activities are used to supplement the in-person classes; readings, quizzes or other assessments are done online at home. This model allows students and faculty to share more high-value instructional time because class time is used for higher-order learning activities such as discussions and group projects.

- **Blended online class :**

Sometimes referred to as the “online driver model,” this class is the inverse of the blended face-to-face class. The class is mostly conducted online, but there are some required in-person activities such as lectures or labs.

- **The flipped classroom:**

The flipped classroom reverses the traditional class structure of listening to a lecture in class and completing homework activities at home. Students in flipped classes watch a short lecture video online and come into the classroom to complete activities such as group work, projects or other exercises. The flipped classroom model can be seen as a sub-model of the blended face-to-face or blended online class.

- **The rotation model:**

In this model, students in a course rotate between various modalities, one of which is online learning. There are various sub-models: station rotation, lab rotation and individual rotation. Some of these sub-models are better suited to K–12 education; station rotation, for example, requires students to rotate between stations in the classroom at an instructor's discretion. Others work well on a college campus; the lab rotation model, for example, requires students in a course to rotate among locations on campus (at least one of which is an online learning lab). In the individual rotation model, a student rotates through learning modalities on a customized schedule.

- **The self-blend model:**

While many of the Blended learning models on this list are at the course level, self-blending is a program -level model and is familiar to many college students. Learners using this model are enrolled in a school but take online courses in addition to their traditional face-to-face courses. They are not directed by a faculty member and choose which courses they will take online and which they will take in person.

- **The blended MOOC (Massive Open Online Course):**

The blended MOOC is a form of flipped classroom using in person class meetings to supplement a massive open online course. Students access MOOC materials – perhaps from another institution or instructor if the course is openly accessible -outside of class and then come to a class meeting for discussions or in-class activities. In 2012, San Jose State University piloted a blended MOOC using MIT's Circuits and Electronics course, with students taking the MOOC out of class while face-to-face time was used for additional problem solving.

- **Flexible-mode courses:**

Flexible-mode courses offer all instruction in multiple modes - in person and online and students choose how to take their course. An example of this is San Francisco State

University's hybrid flexible (HyFlex) model, which offers classroom-based and online options for all or most learning activities, allowing students the ability to choose how they will attend classes: online or in person.

### Conclusion:

Blended learning mode is to be used nation-wide to help learners develop 21st century skills along with the effective learning and skill-development related to the subject-domains. Blended learning should be carefully implemented and should not be replacing classroom time as a privilege. Every institute should strive to be a model institute to demonstrate a successful implementation of Blended learning in the higher education of our country.

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## Learning Innovation Practices with Respect to Educational Institutions

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### Introduction

A country, state, district, can achieve development only if all the citizens of the respective contribute significantly to the society and keeping our own objectives aligned for future competitive world.

For any company after the placing an good ongoing aspects of putting onboard process which makes employees of an organization feel better of company environment and increases productivity and also increased employee retention percentage.

As company across India take up mass hiring plans, key factor is ensuing retention takes place at the initial stage of the employee work cycle it is the basic proper onboarding process. The right onboard process plays a vital role in retention of an employee. According to Brandon Hall group research organization with strong process of onboard process improve new hire retention by **73% and productivity by 54%**.

For the companies to adopt the new onboard process employees need to be trained in best and innovative so in this pre and post covid era the management and employees both need to adopt new learning and training programmes to increase their productivity and retention policies.

**Key words:** learning, innovation in learning, gamification, blended learning, immersive learning, micro learning.

### Objectives:

- To understand whether learning is necessary.
- To analyse whether modern or traditional method of training is suitable for students and academicians.
- Whether new learning techniques and understand the effectiveness of the new training and learning methodologies.

### I. Statistical Study:

#### a) Primary Data:

- Interaction with employees and management of small, medium and tiny enterprises in Hubballi Dharwad city
- Questionnaire using Simple Random Sampling of 95

#### b) Secondary data:

#### c) Articles

- Newspapers
- Articles
- Journals

**Sample Size: 136**

**Sample Design:** Simple Random Sampling



## Limitations

- 1) Time constraint as the workers were busy and finding difficult to interact during the working hours.
- 2) Some of the staff or respondents were reluctant to share the details that we wanted to capture for the research purpose.

## Literature review

- ❖ Gamification is a recently invented phrase that describes a societal phenomenon that has emerged as a result of a generation of technologically literate people (Alsawaier, 2018).

The method of gamification is newest technology in learning and multi used in different sectors like educational and to train corporate and students of educational institutions.

- ❖ A substantial body of research supports the use of games as teaching tools (Dikcius and Urbonavicius, 2020; Dukembay and Zhaksylyk, 2019). Klock et al. (2019) proposed a structure that illustrates client-focussed gamification for educational settings. Similarly, several researchers have developed game-based delivery methods aimed at improving student interaction.
- ❖ 2015 Blended Learning approach for enhancing students learning Experiences in a knowledge society Suprabha. K G. Subramanian i-manager's Journal of Educational Technology, Vol. 11 | No. 4 | January - March 2015
- ❖ Training for 'ICT in education via Blended Learning mode: Educators' Experiences and perceptions Gomathi jatin Shah i-manager's Journal of Educational Technology, Vol. 16 | No. 4 | January - March 2020"

Shukran Abdul Rahman, Azlin Alwi, (2018) in the study 'The Inclusion of Cultural Diversity in Higher Education Curriculum Design' in print International Journal of Contemporary Educational Research. The finding is projected to enlighten universities and better educate the government on the right technique to layout curriculum in universities that host worldwide students. Thus, future study should include more participation from all ASEAN countries, and take into perspective both the academics and students' participants to allow for triangulation of data. Despite these limitations, the findings of the present study allow for the un

These being the initiatives taken by the government in implementing the techno based NEP; its success rates will determine its returns. Technology is a boon and curse, indented with some scars on the society. The way we take it is left to us. Technology in present life of globalisation plays a major role in society in building the lives of various people. Technology aids in easier and time bound life. With technology within a spark of seconds things can be changed, altered and even produced. Technology connects people across the world if used productively and positively. Technology has many uses advantages and disadvantages in the education. Many technology enthusiasts believe that changes in the education system can only go forward due to an incredible growth in the number of inventions that are continuously changing the description of existing professions. In this regard, many believe that abandoning traditional classroom education altogether is almost certain in the near future, noting that traditional education will not be able to adequately prepare students for the new challenges and demands of the real world.

However, sceptics often argue that we should be careful with the immediate implementation of modern technologies in the classroom, primarily because of the potential consequences, such as widening of an existing social gap, an increased number of individuals who suffer from mental illness, and the regression of children's cognitive and academic development that may prove irreversible.

## Following are the advantages of the technology in the education.

Looking back over the last hundred years, introducing technology in the classroom has been a blessing only for younger students and teachers. In other words, with a sudden introduction of a wide range of devices and the Internet, students got the opportunity to make the learning process much easier and more interesting.

### **Key benefits of technology in education include:**

#### **Provides a better interactive experience during the learning and teaching process**

With the introduction of mobile phones, tablets and computers, students are now able to do something they should have been able to do long ago – to learn actively and productively. For the first time, students can access a subject/teaching unit with enthusiasm thanks to applications, videos, simulations and digital books that make the learning process much more engaging. Moreover, having the opportunity to dig deeper into an area that interests them allows them to potentially recognize their interests and talents, and maybe even their future profession.

#### **Provides access to an unlimited amount of current information and data from a variety of sources**

In addition to the fact that students approach learning with more enthusiasm and productivity, they also have the opportunity to access the most current topics and research, which is something their ancestors could only dream about. Instead of going from library to library, dragging a pile of books with them, they are just a few clicks and well-defined queries away from accessing information that can give them additional insight into the topics they are covering at school. So, this practice not only enables students to have a modern education, but it also teaches them how to approach the search for information and read complex professional literature.

#### **Teaches them digital literacy**

We all know that young people cannot acquire the level of skill demanded by today's corporate world in computer science classes. By implementing technology as an integral part of education, students are given the opportunity to keep up with learning trends and acquire technological/digital skills that are highly sought after in the 21st century. This form of learning is most helpful for students who don't have access to modern technology at home, which could also potentially reduce the social gap between digitally literate and illiterate people.

#### **Reduces educational costs**

With the introduction of technology in education, resources have become more accessible, which resulted in declining tuition fees, the need for books and their price, as well as the reduced need for school supplies.

The introduction of e-books has made things easier for low-income families, and helped students to approach learning on equal terms with their peers, without parental pressure for high performance arising from large investments into their child's education.

In addition, another positive side-effect of using e-books in education is the fact that they indirectly contribute to the reduction of deforestation, which is one of the major environmental problems.

#### **Provides better insight into student performance thanks to metrics**

With the introduction of digital technologies and the Internet in the classrooms, a teachers' job of analysing student performance and providing guidelines and advice has become much easier, which is a win-win situation both for teachers and students. Specifically, thanks to platforms that collect data on student performance in class, tests, and assignments, teachers have clear insight into the areas students struggle with, or excel at. Moreover, teachers are now able to modify lessons based on insights into the performance of individual students, or class as a whole.

#### **They can choose between real-time learning or learning at their own pace**

Technology in education has allowed students to gain control over their learning, but it also provided flexibility to teachers in transferring knowledge to students. Namely, this practice is only possible in schools that support hybrid (blended) learning, i.e. a combination of synchronous real-time learning, and asynchronous learning where students can listen to a lecture when they choose.

Listening to a teacher giving a lesson in real time provides students with a stronger sense of belonging, and allows them to socialize with their peers, same as face-to-face interaction with the teacher. On the other hand, more independent students who are confident in their own time management and commitment management skills can learn whenever they feel like it.

### **Following are the disadvantages of the technology in the Education It is distracting both in the classroom and outside of it**

Proponents of technology in education often forget that students continue to use their mobile phones and tablets throughout the day, long after they've completed their school activities.

The biggest problem here is the fact that daily interaction with technological devices reduces attention span, and research shows that the attention span of children from Generation Z is about 8 seconds. Although teachers may have good intentions, the use of applications that have nothing to do with the teaching process but should be restricted, and technology should be used in class only when absolutely necessary.

### **Potentially diminishes cognitive development and reduces problem-solving skills**

Technology always has a good intention, to reduce the time and make it easier to perform certain mechanical activities. However, technology has automated almost all school activities. Why would a child need to learn the basics of math, when they can use a calculator on their phone, or why would they need to learn spelling, when they have autocorrect software?

In addition, it should be noted that when children use technology to solve every problems at school, they gradually lose their problem-solving abilities, which is a highly sought-after set of skills. The only solution to this problem is to have teachers and educational institutions as a whole impose restrictions on the use of technology in education.

### **Reduces direct peer interaction**

Although young people interact with their parents, teachers and peers, the percentage of adolescents with diagnosis of some form of depression has been growing, and has now reached a staggering 20%. The only solution that teachers and educational institutions can offer is to encourage young people to engage in face-to-face interaction with others.

### **Maintaining modern technology is very expensive**

The cost of upgrading or maintaining technology is often overlooked. In a world where new innovations in the field of digital technologies appear almost every month, and where upgrading software and applications continuously requires more powerful devices, relying on the belief that technology in education is the only solution sounds overly confident.

Namely, teaching and learning can be done without technology, but the question is – how useful the acquired specific skills will be after a few generations of technological backwardness. So, in order to not regret the purchase of new technology, educational institutions are obligated to estimate the actual long-term costs of that investment and how it will reflect on tuition fees those students and their parents need to pay.

### **Reduced number of teachers due to automation and reduced salaries**

With the introduction of technology in the curriculum, the role of the teacher as an authority figure and mediator is slowly fading. It should be noted that automation in education and the introduction of certain applications has led to a decrease in the number of teachers in modern schools. However, the remaining teachers have even more responsibilities than before, and their income is not increasing in proportion with their responsibilities, so many have had to give up their job.

### **Conclusion**

In concise impact of use of digital resources in the education depends on its usage level and our control on the technology. At the end of the day humans have made the digital resources for our ease,

these should not hinder us and depreciate our skills, which are becoming a major catastrophe these days. Increasing health complication, reduced age span and many more negative implications of the technology is indeed showing us a hint that we are not controlling technology indeed technology is casting the spell of addiction in us. The dependency we have should not turn out to the poisoned chalice for our own whole and sole existence.

If used properly and effectively the impact of digital resources will aid in effective learning and teaching method. It will great to learn and teach in accordance with the technology which can make students love the process of learning with the help of visuals, tricks and patterns of remembering the stuff and also for playfullarning.

For teachers' digital resources will give them access to various sources of knowledge and help in effectiveteaching. Thus, the impact of digital resources in education is all about how we utilize it.

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## Digital Resources in Effective Teaching Learning Process

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### Abstract:

Digital technology has brought significant changes in the progression of society. Everything is based on the use of technology, communication, entertainment, travelling, education etc. Hence the education system all over the world has been bound to make change due to inability of traditional education system to fulfill the modern complex needs, so the traditional class rooms with blackboard are being replaced by smart classes, having audio visual system, PPT presentation. Textbooks are being replaced by e book. Therefore present education system moving far away from physical way of teaching and learning and moving towards virtual teaching learning skills, because it resolves the issues and challenges of traditional education system. This educational change has produced various advantages by increasing the knowledge base of the dynamic environment, but due to network issues in rural and remote areas and students being ignorant because they are not focusing enough on the online classes. They indulge in unwanted activities and technological issues relating to digital education reduces the students confidence and demotivate in digital learning resources.

This paper is based on the secondary sources of information which has been gathered from various websites, research papers, magazines and articles and tried to elaborate the upcoming trends in the digital education system and related issues.

Keyword: Digital, e-book, PPT presentation, LCD projector, MOOCs

### Introduction:

Present world is dynamic which is continuously encouraging and promoting the changes in every field of life. Education is the base to generate and retain the knowledge and its resources. It not only leads us towards a better life style but also promote the happiness in the life. Hence with the development of Indian economy and society, Indian education is also being changing, with the globalization of Indian economy in 1991 and the revolution of information technology, the teaching and learning method changed from blackboard to smart board connecting with the LCD projectors. Now students are not taught by chalk and talk, they are taught by PPT presentation along with audio recording, video clippings. With the pandemic of covid -19 we are moving towards digitalization of our education system, we are replacing the traditional books with e book, in the same manner assignment is being converted in to the e assignment etc. During the pandemic of covid -19 teacher teaching methodology has also been changed, they are conducting classes through online by using various applications. Really the digitalization of education has make it very easy to search the information within a second with the help of technology to the end-user.

### Objectives:

- To know the emerging trends in digital education.
- To know the factors which will create hindrance in the growth of digital education.
- To understand the adverse impact of digital education on the behavior, attitude and culture.
- To know the merits and demerits of digital teaching and learning process.

### Emerging trends of digital education.

- **Flipped /Digital classrooms:** Flipped classroom is an instructional strategy where students read at home and work on live problem solving during class time. With the help of this teacher may be able to capture the students by digital screen. It has increased engagement of the students due to

combination of various instructional styles. Though this class every student's may be able to acquire the world class education in more interesting enjoyable and personalized manner.

- **Learning based on the videos.** This part digital education has not only geared up the Indian education system but also created the environment of entertaining, exploring and engaging the various wonderful apps, interactive software, videos, e books and online electronic boards.
- **MOOC's (Massive Open online Course) :** It is online course in which a lot of participant may participate and open access via links or websites. To bring revolution in the field of education, it may be the gateway for Indians, indeed we may avail high quality education though the distant learning program.
- **Google Classroom.** It is free web service available for schools to help in drafting mass distribution of assignments and notes and grading them in a paperless form. In this classroom teacher may post study materials which may be reviewed by the students at home in the free time. It is easy to both students to send query and response from the teacher's as well as from other students.
- **E Pathshala:** This portal launched by the HRD and NCERT to generate a gigantic educational reserve of various videos, audios, textbooks, and periodicals for teachers, student's researchers and parents which is available on android windows platforms.
- **Kahoot:** It is a game based learning platform it is a multiple choice quizzes assessed by a web browser. In this platform materials are projected in the classroom and questions are answered by the students i.e playing and learning at the same time. It create dynamic and educational environment by enhancing students engagement.
- **BYJU's:** It is leading edutech startups in India. It is a combination of game based techniques which engage the Math's and science students specially to learn with fun . In this technology or app, teachers use a combination of various mediums tools and interactive formats to teach the concept to the students in the most personalized manner.
- **Toppr.**It is the learning app which is growing fast and providing personalized learning for students studying in any area of study whether academic or competitive or professional. It enables students to improve their examination scores with the help of comprehensive learning and reach up to their full potential through adaptive learning tests and practice packages which improve their ranks.
- **KLMS (Karnataka Learning Management System) :** It is a comprehensive system which empowers teachers, enrich students digitally. It is a platform where undergraduate students access study material. PPT video and MCQ's of their discipline. Teacher develop content upload and send assignment, put student's attendance online and work done report.

### Opportunities of Digital Teaching and Learning

- **No need of physical appearance:** In digital learning, there is no locational and time restrictions which is in a face to face learning system. Educator record and put on web their session and learners are able to attend the session any time anywhere according to his desire.
- **No geographical limitation:** Now a days online and distance education have become more important. Various foreign universities have begun online degree courses which may be joined by the students from various countries.
- **Smarter students:** In digital learning students are able to develop effective and direct learning skills with the help of various available tools and technologies. They use online resources and apply the information with their problems. It certainly increases the efficiency as well as the productivity of the students. Digital learning sharpen the critical thinking and learning skills through analytical reasoning, pen end questions and logic for understanding subject and promote for team work.

- **Self- motivated and more accountable** : With the help of digital resources, students are being more engaged and interested in acquiring knowledge, new methods for memorizing, teamwork, reverse teaching, peer education, concept maps, role playing, gamification and storytelling. Digital resources provides more interesting ways to involve in learning, it always reflects in their retention rate as well as test scores. Therefore students improve their motivation and accountability.
- **Comport zone for learners:** In digital learning teachers may study and clarify their doubts as and when required to improve their teaching like students may access the information whenever they need.
- **Parents and Educators involvement:** Digital learning benefits to individual or small groups at the time of freeing up. There is also an opportunity to the educator to join online professional learning communities to ask questions as well as to share information and stay connected with a global educators community ,it helps to keep themselves updated relating to their curriculum. Parents may also use interactive activities to motive their child's interest in learning and help to encourage their children in learning process.
- **Enhance employability of students:** The prime aim of education to make the students be equipped with knowledge to build career and get employment. Digital learning tools and technology at secondary and high education prepare students not only for higher education but also for modern careers by helping them to acquire skills which include problem solving familiarity with emerging technologies and self motivation.
- **Cost effectiveness:** Digital resources provide the updated information and does not obsolete after certain period of time compare to text books because they further updated.

#### Challenges of digital teaching learning:

- **Network issues:** Digital teaching and learning is most preferable now a days, but unfortunately in remote area students facing the network issues that hazzard the objective of digital teaching and learning
- **Addicted: Continuous** usage of digital resources for seeking information, teaching and evaluation of student performance through test, assignment is very harmful to the health of teacher's as well as students.
- **Physical illness:** Since the children spent the most of time in studies via computer and in the free time engaged in playing online games instead of physical games.. It leads them towards the fatness, obesity, heart disease, neck pain physical as well as mental stress etc.
- **Emotional and social disconnect:** Digital learning make the students always busy in their work with computer, laptop and mobile, that leads forgetting their real world with family and friends.
- **Lack of expression of feeling due to lack of face to face interaction:** In traditional system, teacher and students develop understanding and confidence between each other due to direct face to face conversation, but in digital learning , the online communication which may not be able to understand the feelings so they become more individualistic.
- **Groundless information:** Students are using modern gadgets to browse the required information but various unneeded and prohibited websites and information, which not only polluting the minds but also forcing them to do various un wanted functions.
- **Shortfall of focus and concentration in academic as well as sports** : Most of the students uses the digital devices for their entrainment and playing games, that reduces the students interest in sports and academic activities.
- **Slowdowns the writing, calculative skills and capacity:** Due usage of technological devices slows down writing skill of young generation because they are using shortcuts and get ready

information from websites. Usage of scientific and programmed calculators reduces manual calculation power of the students are declining continuously

### Conclusion:

Digital learning is a innovative approach of teaching – learning, which upgrade knowledge of both teacher and learner. Every system has both positive and negative information. It left to the users to decide about usage of information, which support to develop academic career.

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## A Comparative Study of Racism in Harper Lees's to kill a Mocking Bird and Casteism in Shivaram Karanth's Chomana Dudi

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### Abstract:

*The paper examines the study of the literatures of two marginalized groups, African Americans in America and Dalits in India. It focuses on the comparable hegemonic socioeconomic-cultural and political structures of oppressed that define and delimit the identities of the subalterns in their respective societies. Depiction of the race, deprivation of normal life, recognition, suppression and looking the deprived class from a victimised and a criminal point of view, is really more focused point of view. The voice of the Blacks and the Dalits have never been heard by the elite class people and they often exploit them. Their suffering and agony can be felt throughout the writings of whites and non-Dalit or upper class.*

### Introduction to the Writers and their Novels:

The experience of society, influenced Harper Lee:

To Kill a Mockingbird, a popular American classic was written by **Herper Lee**, an American Novelist. This novel came into origin during the Great Depression of 3 years (1933–1935) and the Jim Crow Era which reflects the poverty-stricken Alabama. The novel To Kill a Mocking Bird takes places in a fictitious rural town of Maycomb, Alabam in the, Southern part of US. The book was influenced by society, in particular the social order of the south during her childhood. Lee grew up during this time of controversy which is why she writes so passionately about the topic. Lee wrote the novel to make a point about race while basing much of the plot on a trial from her young age, her own father, and the society she grew up in. The novel To Kill a Mockingbird centering round a young girl called Scout, is about racial injustice and the destruction of the innocence.

### The life of Dalit's influencing Shivaram Karanth:

When Shivaram Karanth wrote his novel *Chomana Dudi* in 1933. It was the time when the nationalist movement under the leadership of M K Gandhi and the INC was in full swing, quit India movement, setting a base for the movement demanding the rights of marginalised under the leadership of Ambedkar, Gandhian ideology and reformist zeal were in the forefront. Beyond this, there were written and visual form of media that reflected these ideologies through Kannada literature and cinemas. On the other side the Navodaya literature paved way for the progressive burning issues like critiquing the social issues of dowry system, religious bias, gender issues, that followed the exploitation of women were reflected in the literary writings of those times. These have influenced and paved the way for the writings of Jnanapita Awardee Kota Shivaram Karanth. All these issues, ideologies and writings have fed his creative endeavour. Karanth very effectively articulated the issues of gender and caste in most of his writings.

### A comparative study of the novels of Shivaram Karanth and Harperlee:

The term, 'marginal/'subaltern' is a word used for those people who are Race biased, neglected, excluded, oppressed from the mainstream due to the caste, race, religion, gender, class and so on. Literature is the powerful tool for examining cultural and political processes. Literature of all the times reflect how the powerful upper-class decides tries to suppress the central and the marginalised. It is through several dimensions, one can experience the humiliation in the name of dos and don'ts, haves and have-nots, an individual can experience in the name of gender, caste, race, class, religion and so on.

In the life of marginalised and subaltern literature, we come across the themes of hollowness, frustration, detached, disillusionment, home-sickness, racism, casteism discrimination, insecurity, culturally biased, identity crisis, slavery, untouchability and so on. It has been observed from the marginal literature that socio-cultural and subaltern perspective dominates the theme of marginal writings.

Critical issues like land redistribution were raised, poignant details of dehumanising caste repression and exploitation were portrayed in the literary works as well as films. B.V. Karanth's *Chomana Dudi* is an evocative film on caste distinction, which portrays a man of lower caste who is not given the opportunity to have the water from the well of upper-class, becoming the victim of caste system. The representation of Dalits in film and literature had particular purpose. In a way that the film narrative particularly focuses on the larger themes of poverty, rural feudalism, exploitation and also looks at the caste issue from a subaltern perspective.

20th century sets a pivotal role for marginal writing which was considered as a powerful medium of postcolonialism and subaltern proclamation. The last two successful decades have witnessed extraordinary success in marginal writings of the Blacks and the Dalits. The voice of the Blacks and the Dalits have never been heard by the elite class people and they often exploit them. Their suffering and agony can be felt throughout their writings. Imaginaries.

Today, a majority of these discriminated, suppressed and subaltern communities identify themselves as 'Blacks' and 'Dalits', thereby acquiring a new identity by coming together with the perspective that Black and Dalit is dignified. They feel proud being a Black or a Dalit and celebrate their identity. When the hero of the novel *Chomana Dudi*, Choma is asked to change his religion for his living. He was strongly reluctant to change his caste and religion. He fights for his identity and wants to own the land but was considered as the subaltern and is not meant to till the land. The upperclass regards the tilling and owning the land is only the fate of the privileged class.

Harper Lee through her novel projects the race of blacks who are regarded as unreliable, rapists, unidentified and so on. Their identity and mere existence are questioned. *To Kill a Mockingbird* by Harper Lee focuses on Atticus Finch's attempts to prove the innocence of Tom Robinson, a black man who has been wrongly accused of raping a white woman in 1930s Alabama. Atticus takes the case even though everyone knows he has little hope of winning. The trial begins but despite being innocent, Tom is found guilty. Similarly, there are few more characters in the novel who could also be described as mockingbird figures. Tom Robinson is not guilty but tries to help Mayella Ewell the white woman but is victimised because he is black. Boo Radley, another character, is an innocent who takes pleasures in watching the children Jem and Scout enjoy their outdoor adventures yet he is victimised by the town gossips that he is a monster simply because he lives a secluded lifestyle.

### Conclusion:

Though the world is in the 21<sup>st</sup> century, very advanced in the field of science and medicine but in the field of internal conflicts of race, caste, religion, colour, untouchability, oppression and so on, society is reluctant to change their ideologies and lead their steps to progressive ideas. It's a hope that the writings would stand by these classes and provide justice.

### References

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