NEP 2020-
A FUTURE ROADMAP TO VISHAV GURU BHARAT

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PREFACE

The Internal Quality Assurance and Research Cell of G.H.G. Khalsa College of Education, Gurusar Sadhar organized Indian Council of Social Science Research sponsored two-day National Level seminar on the topic "Exploring the Glorious Past, Promising Present and the Future Roadmap to Vishav Guru India" on April 21-22, 2023. This small volume entitled "NEP-2020- A Future Roadmap to Vishav Guru Bharat" is a culmination and outcome of the seminar. The seminar was organized with an initiative to sensitize the stakeholders of HEI for providing holistic approach and futuristic framework to higher education system and lay a strong foundation to make India a global education destination – A Vishav Guru once again. For realizing this objective the viewpoints of the scholars has been compiled and presented in this volume under the following subthemes : Roots of Bharat; Diversity, Gender and Ethnicity; Make in India: Vocal for Local Campaign; Role of Languages in Higher Education and Challenges; Psychological Health: Stress and Resilience; New path towards Future Education Policy (NEP 2020); Role of National Innovation & Start-up Policy, Skill Development and Role of Vocational Training for Future Growth.

The civilization of India is very ancient. Ages ago its civilization and culture were at its peak when other countries of the world were in darkness. India provided new knowledge to the world in the field of literature, art and science and always remained a global hub of learning and innovation. The scholars from India contributed zero and decimal systems to the world of knowledge. Charaka and Sushruta made important contributions in the field of medicine. Back in the 17th century, India played a key role in the world economy and was a leading exporter of spices, sugar, textiles, handicrafts, and much more. It was also one of the first countries to adopt a money-based trade. Thus, in ancient times India enjoyed the status of 'Vishwa Guru' due to its unique contribution in various fields and showing a new way to the world.

Societies play a crucial role in making their countries being recognized at the global level as they always remain conscious of their grand past and their civilizational roots. The diversity of Bharatiya civilization has the potential to offer everything humanity needs in terms of sustainable development in a most inclusive and peaceful manner, thus leading the world in solving contemporary issues and problems.

The contemporary world is swearing by Indian spirituality. Yoga, meditation and ancient Indian wisdom are reaching far off places. Thus, India's spiritual and traditional wealth has become one of the key indicators of its strength.

The global perception of India is changing. We must utilize this time to promote its traditions and culture on a larger scale for the greater good of mankind. It's time India must regain its status of Vishwa Guru – a world leader who doesn't shy away from going back to its roots and embracing a holistic lifestyle. It's high time we must make a

robust education system emphasizing the integration of technology values, culture and indigenous knowledge that could elevate the country as a world leader.

Heartfelt thanks to the educationists who have entrusted us and contributed towards the success of the seminar. A deep sense of appreciation to the authors for their whole hearted contribution in writing quality articles. Special thanks to the Governing Council of the College for their unflinching support to academic pursuits; Dr Pargat Singh Garcha, Principal of the College for providing a platform for such colloquium and the dedicated and sincere faculty for painstaking efforts in execution of the seminar. Special thanks to the editorial team for their excellent work in reviewing the papers as well as their invaluable input and advice.

At the end I, being an alumnus, feel privileged to write this preface.

May the culture of knowledge in my alma mater long live!

Prof. Khushvinder Kumar
Principal
Multani Mal Modi College, Patiala

Message...

S. Manjit Singh Gill
President
Governing Council
GHG Khalsa College, Gurusar Sadhar

India is regarded as the land of rich cultural and educational heritage since time immemorial. Many renowned scholars have described India as the knowledge centre of the world. In the words of Mark Twain "India is the cradle of human race, the birthplace of human speech, the mother of history, the grandmother of legend, and the great grandmother of tradition". Al-Baruni, the famous Iranian Scholar has described India as the 'land of knowledge and prosperity'. India's great knowledge centres like Nalanda, Takshashila, Vikramshila, Vallabhi, Vidisha, Kashi and Vatapi were the hub of providing training to the scholars round the globe in different disciplines such as yoga, ayurveda, mathematics, economy, agriculture, politics astrophysics, surgery, military, music dance, art and literature. The great intellectual legacy of India could be traced in the magnanimous scholars like Adi-Shankaracharya, Aryabhata, Bhaskaracharya, Chanakya, Charak, Gargi, Kanad, Kalidasa, Madalsa, Patanjali, Panini, Sushruta, Sankardev etc. The ideas and practices sprawling from Indian culture and philosophy had a defining influence on the world thus giving it the status of "Viswa Guru".

As we are celebrating the 75 glorious years of our independence, it is very vital to find the historiography into a more informed and accommodative shape with respect to India's status as Vishav Guru. It is indeed a commendable effort that GHG Khalsa College of Education, a premier institute of Teacher Education has volunteered to take up this pivotal issue by inviting inputs from teachers-nationwide and colligating them into a book appositely titled "NEP-2020- A Future Roadmap to Vishav Guru Bharat". I congratulate the Principal, Editorial Staff and Faculty of the college for this much needed initiative. I thank all the teachers and educationists who have contributed in generating this shared pool of thoughts which can serve as a guide to plan education in these demanding times.

Message...

Dr. S.S. Thind
Secretary
Governing Council
GHG Khalsa College, Gurusar Sadhar

India has been regarded as the Vishwa Guru - the teacher or knowledge-giver of the world since ancient times and highlighting India as the vishav Guru or knowledge giver is not just a hollow statement. The testimony for this lies in India's unique world view emanating from our civilisational culture one that has provided us with a strong philosophical foundation, our remarkable achievements during the last 75 years and our intrinsic strength to offer something that the global community so very critically requires. As we celebrate Azadi Ka Amrit Mahotsav, what has been achieved by us is remarkable in many ways.

Our impressive post-independent journey consists of record agricultural production, advancements in nuclear and space technology, an affordable healthcare system and above all world-class educational institutions. We were always recognized as a knowledge society indulging in debates and exchange of ideas. Therefore with clear and loud voice we can put India as "Vishav Guru" before the entire world.

In this backdrop, I am extremely delighted to know that the G.H.G. Khalsa College of Education, Gurusar Sadhar is making every possible effort to rise up to the occasion. One such endeavour of the College includes the publication of this book containing research papers and articles related to NEP 2020-A Future Roadmap to Vishav Guru Bharat. It is hoped that the readers will find the contents not only academically enriching, but also of practical value. I sincerely congratulate the Principal, Editorial team and the academicians who have given their valuable contributions in this publication.

Best wishes for your future endeavors.

Message...

Dr. Pargat Singh Garcha
Principal
GHG Khalsa College of Education
Gurusar Sadhar

Non Fragmentation of knowledge is one of the key features of NEP 2020.Till now, students opting for higher education used to remain confined in the boundary of the subject that they were studying. They were having no exposure to any other field of knowledge that was not related to the subject of their study. This fragmentation of knowledge in commerce, humanities, medicine and law was the major drawback of our education system. But the new approach in the form of NEP 2020 is to "end the fragmentation of higher education" by transforming higher education institutions, or HEIs, into large multidisciplinary universities, colleges and HEI clusters or knowledge hubs.

The ancient Indian universities Takshashila, Nalanda, Vallabhi and Vikramshila too witnessed this multidisciplinary learning environment and amply demonstrated the type of great success that large multidisciplinary research and teaching universities could bring. India immensely needs to revisit history and bring back this great Indian tradition to develop all round personalities of the students.

The NEP 2020 envisages flexibility, good governance, credible research and global aspects, with the multidisciplinary approach and holistic development of students as its key concepts. It is a well-thought and comprehensively made initiative in the field of education which enables students to study subjects of their choice, unlike the former rigid education system. The effective implementation of the NEP 2020 is the need of the hour for the education system to function from an Indian point of view.This policy envisages bringing Bharat back to its real glory and excellence by providing quality education at a reasonable cost and thereby returning her to the status of 'Vishwa guru'.

In the context of rebooting the status of India as Vishav Guru G.H.G. Khalsa College of Education, Gurusar Sadhar has come up with a humble

endeavour in the form of a book publication on the theme: NEP-2020- A Future Roadmap to Vishav Guru Bharat". I assure you that this book will be an add-on to the enriched catalogue of college publications and academic literature. I would like to wholeheartedly congratulate all the contributors for contributing in this conscientious endeavour of the college. I am equally appreciative of the meticulous efforts of the editorial team in bringing out this publication. Let's accept the change and challenges coming on our way with a smile on our face and faith in our hearts. Let's take pride in the words of Reymond Page as he said "Waking up in India is like waking up to life itself".

Message...

Dr. Manu Chadha
Associate Professor & IQAC Coordinator
GHG Khalsa College of Education, Gurusar Sadhar

A sweet fantasy tucked inside the heart of every Indian is that one day Bharat will emerge as "Vishwa Guru". We always look to our past to get inspiration and overcome our failures and frustrations. With such a huge and magnificent reservoir of ancient wisdom, this is not something that is unachievable.

Definitely, we need huge changes in our education system at every level. A "change", does not mean change in infrastructure, teacher training, curriculum and other administrative changes. These changes will not awaken the soul of our education. However, we need to change the equation between education and educator, educator and learner, learner and education.

To reverse the trend, we need to look back to the past. It is not that time can be reversed and can replicate what was there in the past, but can definitely take a leaf out of that book and do the best.

To give our children the best of education we need a thoughtfully created amalgamation of tradition and modernity. It may take years, it may take decades, but this is the only option that we have.

The National Education Policy (NEP) 2020, a visionary roadmap, aims to propel India to new heights and transform it into a "Vishwa Guru Bharat" or a "World Teacher India." The NEP 2020 envisions a higher education system that is multidisciplinary, research-oriented, and globally competitive. By encouraging autonomy, promoting innovation, and fostering international collaborations, the policy aims to propel Indian higher education institutions to the forefront of knowledge creation and dissemination. This transformation will not only attract global talent but also generate a pool of skilled professionals who can contribute to the nation's growth.

The outcomes of this seminar is the compilation and publication of research

papers written by faculty teaching in institutions across India. I take this opportunity to thank all faculty members, educationists, experts, philanthropists and sponsors and other stakeholders for their contribution to make this seminar successful thereby creating more opportunities and inspiring them to work more cohesively to achieve common goals of excellence.

Heartfelt thanks to the educationists for their whole hearted contribution.Special thanks to S. Manjit Singh Gill, President Governing Council, Dr S.S Thind, Secretary Governing Council, Dr Pargat Singh Garcha, Principal for their motivation and inspiration. My special thanks to the editorial team for their excellent work in reviewing the papers as well as their invaluable input and advice.

Let us come forward to revive and preach the humanistic mission launched to making Bharat a Vishwa Guru – a reformer and teacher to the entire world.

Proceedings of
TWO DAYS NATIONAL LEVEL SEMINAR
(April 21 & 22, 2023)
On the theme
"EXPLORING THE GLORIOUS PAST, PROMISING PRESENT AND THE FUTURE ROADMAP TO VISHWA GURU INDIA"
Sponsored by
Indian Council of Social Science Research
Under the theme "Azadi Ka Amrit Mahotsav"

GHG Khalsa College of Education, Gurusar Sadhar, Ludhiana, organized a National Seminar on the theme Exploring the Glorious Past, Promising Present and the Future Roadmap to Vishwa Guru India sponsored by Indian Council of Social Science Research. Dr. Arbind Jha. Prof, School of Education, IGNOU, New Delhi was the keynote speaker for the National seminar. Dr. Khushvinder Kumar, Principal M.M. Modi College, Patiala, Dr. Jaspal Singh, Directorate of Distance Education, University of Jammu, Jammu, Dr. R. C. Sharma, Associate Professor, Dr. B.R. Ambedkar University, Delhi, Dr. Gaurav Singh, Prof. SOE, Central University of Haryana, Mahendergarh, Dr. Ashwani Kumar, Off. Principal, GSSS Jharoli, Gurdaspur, Dr. Rakesh Kumar, Principal, R.B. College of Education, Kathua, JK, Dr. Rakesh Bharti, Assistant Prof., in Education, Govt. Degree College, Jourian, Jammu, Dr. Vikas Teji, Associate Prof. D.A.N. College of Education, Nawanshar and Dr. Yogesh Sharma, Associate Prof. Ramgarhia College of Education, Phagwara were the resource persons for the seminar. Dr. Harpreet Singh, Principal, GHG Khalsa College, Gurusar Sadhar, Dr. Satwinder Kaur, Principal, GHG Khalsa College of Pharmacy, Gurusar Sadhar were among the other dignitaries present on the occasion. Nearly 118 delegates including teacher educators, teachers and Principals of various schools and colleges attended the National seminar.

Summary 21.02.23

The first day of the national seminar began with seeking blessings of Almighty by singing the college anthem, followed by the floral welcome of the Chief guest and other distinguished guest and delegates by S. Manjit Singh Gill, President Governing Council, Members of the Management and Dr. Pargat Singh Garcha, Principal of the host college. Dr. Manu Chadha introduced the theme to the audience. Dr. Mini Sharma was the dais facilitator for the event. Dr. Pargat Singh Garcha formally welcomed the guests and threw some light on the purpose of the Seminar. He said that India is a land of rich educational heritage with world class ancient universities like Takshila & Nalanda. Years of oppression have no doubt posed many challenges for the nation in general and education in particular; he expressed a belief that the NEP-2020 would definitely bring improvement in the educational scenario in the country.

Keynote Address

Dr. Arbind Jha, Prof., School of Education, IGNOU, New Delhi was the keynote speaker for the National seminar. Addressing the audience Dr. Jha took a journey down the memory lane and presented the rich cultural heritage of India in the form of art, culture, dances, scholastic achievements. His discourse was based on examples of scholars from the Indian past- beginning from the Shiv Tandav-dance performed by Lord Shiv as being the dance of the Cosmos. He talked about India's achievement in physical sciences, mathematics etc.He talked about the principle of Surya Sidhanta, Arya Bhatta, Bhaskar and the like scholars. He explained how the cultural connotation of zero given by India is unique in the whole world "Shunya Anant hai Aur anant hi shunya hai". He described the Indian religions

and religious figures like Guru Nanank, Sidhharta as vehicles of universal knowledge.

In the later half he focused his talk on Maths and philosophy as being a brilliant combination for researchers to analyse. India's mathematics. Epistemology, axiology etc. is stronger than the entire world. Mathematics and epistemology should be taught together and not in isolation. Philosophy, he believed, was present in every discipline and to support this argument he gave the example of Amartya Sen who got the Nobel Prize in Economics, had always taken political philosophy for teaching. India is a land of logic and every knowledge developed in India is based on pure rationale and not on religion as is blamed by people. Further he talked in detail about the Nyaya logic. At the end he called upon the would-be teachers and the Teacher educators to prepare at least one model which would be indigenous and based on Indian knowledge about the learner.
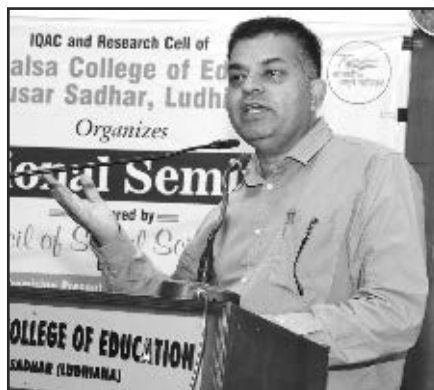

Session-I

Dr. Khushwinder Kumar, **Principal M.M. Modi College, Patiala**, presented his deliberations on "Role of Innovation and startup policy in sustainable development of the Nation". He began his discourse by quoting the reference of importance of "Ghosti" given in Guru Nanak's philosophy. He talked about the present developments in India leading her in becoming the Vishaw Guru and gave examples of contemporary innovators of Indian society. The owners of paytm, phonepe, ola, khan academy etc. who have taken challenges as opportunities and generated unique solutions for daily problems. Human mind, he exclaimed, had infinite capacities which if channelized can turn impossible into possible. He called upon the youth to channelize their energies into constructive ventures. The Indian brain, he remarked, is valued world over so the youth should work for generating ideas which can be sold to the world. He further expressed concern that though India has a rich past, we need to gear up for the challenges lying ahead in the future food shortage being one of them. As society grows, problems also multiply proportionately, hence we need to strive continuously in working for solutions and this he believed was the way great men like Ramanujan, Aryabhatt were made.

Dr. Jaspal, Directorate of Distance Education, University of Jammu, **Jammu** talked about the role of language in higher education. He explained the significance of language in context to NEP -2020 and also the hope it has brought for maintenance of diversity in Indian Languages. He emphasized on experiential learning in higher education. Further he talked about the vocational aspect of education and entwined it in the study of nature and natural resources. He said that there is a need to preserve nature and adopt ways in which preservation of nature would come along with generation of employment and income.

Technical Sessions

The post lunch technical sessions were chaired by Dr. Ashwani Kumar, Off. Principal, GSSS Jharoli, Gurdaspur, Dr. Rakesh Kumar, Principal, R.B. College of Education, Kathua, JK and Dr. Rakesh Bharti, Assistant Prof., in Education, Govt. Degree College, Jourian, Jammu.

The day ended with honoring of the distinguished guests by the Management and the Principal.

Summary 22.02.23

The second day of the seminar began with formal prayers followed by introduction of resource persons and other dignitaries by Dr. Mini Sharma. The Principal and Members of Management accorded a floral and a formal welcome to all the dignitaries.

Session-I

The **first session** was delivered by **Dr. Gaurav Singh,** Prof. SOE, Central University of Haryana, Mahendergarh on the theme "Roots of Bharat". He began his deliberations by talking about the concerns felt about the Indian education system, by the drafters of NEP 2020, of not being connected to the real requirements of Indian society. He then took up the debate on whether the relevant term should be Vidya or Shiksha. The Vedas and Upanishad talked about Shiksha and believed that the knowledge of four Vedas can only be attained by Shiksha. He then elaborated about the Gurukul system prevalent in India in the early ages where the Acharyas were mainly
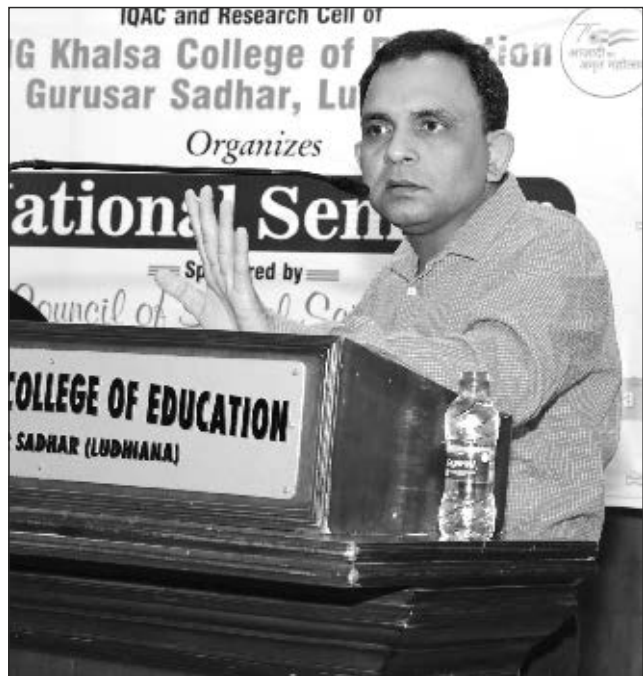
responsible for education in the society. The rulers of that time did not intervene in the educational practices, the society decided about the curriculum and objectives of education which were well taken care of by the Acharyas. Dr. Singh further compared the present scenario with the scenario present during the vedic education period and said that the Indian education system during the time of Vedas was better than what it is now as the teacher taught ratio was 1: 10 at that time. The Acharyas were men of high stature who proved their worth and then only got the status of Guru in the society. The present education system has forgotten the social role of education and is concerned only with the profits. He took relevant examples from a historical perspective by quoting content from books and other reliable sources that the Indian education system before the coming of Britishers was of global standards. The Indian education system was a threat to the Britishers as at that time 100% literacy was present in India and the literacy was vocational.

He took an example of the book written by Aurobindo Ghosh titled "On Education" where he remarked that nothing can be taught and everything can be learnt. He further remarked that the theory of constructivism which is now presented by the west and is being followed by the Indian education system blindly without realising that it was way back during the Vedas that constructivism was followed in the Indian educational system. even during that time the teacher was a facilitator and Co-creator of knowledge. To further support his argument, he took the example of the construction of Ram Mandir in Ayodhya, which was delayed because of the presence of sand in the soil over there. The Architects and the builders then analysed the construction of Puri mandir in Orissa which was built 100 of years ago on a sandy soil and the temple has stood the test of time which actually proves that the knowledge of the Architects in India during ancient times was greater than their contemporary counterparts.

He also compared Piaget's Constructivism theory based on the longitudinal research done by him on his three kids with the similar efforts done by Aryabhatta on his daughter. The sad part of the Indian education system is that it looks forward to the west for guidance and has forgotten the roots of Bharat. He also gave the example of Manjul Bhargav who was the key framer and contributor in drafting National Education Policy-2020, had solved some complex problems based on Ramanujan theory and proved that the Indian brain is incomparable.

He talked about the imbalance and the mismatch between curriculum makers and the curriculum takers. Curriculum rationalization is an area of pedagogy, the education discipline is responsible for framing curriculum or different subjects but it is generally seen that when the NCERT frames curriculum for different subjects the panel of experts do not have people from the area of education. Education as a discipline is losing importance because of the laid back attitude of teacher educators, therefore the curriculum is framed by people not qualified and trained in the modalities of pedagogy. He concluded by showing hope in NEP-2020 which is grounded in the Indian Traditional educational system.

Session-II

Dr. R.C. Sharma, Associate professor, Dr B.R. Ambedkar University, Delhi Spoke on the theme **"New Pathways Towards Future Education Policy**". He gave an interesting and practical session on Virtual Reality Technologies and the increasing role being played by artificial intelligence in making human lives simpler and better.

Virtual reality (VR), is the use of computer modelling and simulation that enables a person to interact with an artificial three-dimensional (3-D) visual or other sensory environment. VR applications immerse the user in a computer-generated environment that simulates reality through the use of interactive devices, which send and receive information and are worn as goggles, headsets, gloves, or bodysuits. In a typical VR format, a user wearing a helmet with a stereoscopic screen views animated images of a simulated environment. The illusion of "being there" (telepresence) is effected by motion sensors that pick up the user's movements and adjust the view on the screen accordingly, usually in real time (the instant the user's movement takes place). Thus, a user can tour a simulated suite of rooms, experiencing changing viewpoints and perspectives that are convincingly related to his own head turnings and steps. Wearing data gloves equipped with force-feedback devices that provide the sensation of touch, the user can even pick up and manipulate objects that he sees in the virtual environment. Major players in Virtual Reality include HTC Vive, Oculus Rift and PlayStation VR (PSVR).

Fectar App enables users to publish content in an accessible way in AR / VR and view this content with both iOS and Android devices. Fectar's goal is on the one hand offering virtual solutions in AR / VR to companies and institutions and on the other hand offering all types of AR / VR content through the app. This app has more than 00 applications.

VR Travelling Apps -Virtual reality is transforming travel and hospitality. What started as nascent technology is poised to become, in business, a tool for promotions and advertising.

ChatGPT is another popular app of AI which has shown to the world the powers of artificial intelligence and how significantly it can impact the way people work and think. ChatGPT is a natural language processing tool driven by AI technology that allows you to have human-like conversations and much more with the chatbot. The language model can answer questions and assist you with tasks, such as composing emails, essays, and code.

Beatoven.ai is an AI music generator that composes unique mood-based tunes designed for videos and podcasts. It creates personalized music with AI, so can enhance your content with a score that fits your project.

Dr. Sharma concluded his interesting discourse by talking about **Digital Safety**, apps like haveibeenpwned help in ensuring digital security. On Have I Been Pwned, you can enter your email address, press Enter on your keyboard, and instantly see on how many breached

sites it has been used. You can also get notified when future pwnage occurs, and your account is compromised, which means that you won't ever again have to ask, "Have I been pwned?"

Session-III

Dr. Rakesh Bharti, Asst.Prof. in Education, Govt. College, Jammu spoke on the topic **"NEP-2020 and its implementation in the Current Scenario"**. In his lecture he talked about the Indian ancient education system which was holistic and multidisciplinary. The education system at that time gave value based knowledge which encouraged humanity. It was an all inclusive education system that gave Vidya to the students. He further talked about the NEP-2020 which has once again tried to refurbish the Indian educational system on the ancient grounds and inject into the educational system of India - value based education which will be holistic as well as multidisciplinary in nature. The policy aims at removing the divide between various disciplines like science and humanity and would further make vocationalisation as an inbuilt and inherent trade of every subject taught to the students. Multiple entry and exit is another fascinating term introduced by the policy and compulsory research in the fourth year of undergraduate program has made the policy more relevant in the current scenario.

He went further talking about education as not being synonymous with information, and Education he believed must transform individuals. India needs well-formed minds and not well-informed minds. The mismatch between the world of work and the world of worth has to be minimised if the best has to be delivered through education. In higher education the campus life should be made synchronous with the corporate life. NEP also propagates skill based education which is the need of the hour.

Session-IV

Dr. Yogesh Sharma, Associate Professor, Ramgarhia College of Education, Phagwara also shared his view on the theme of the seminar. He said Azadi ka Amrit Mahotsav is based on the propositions of NEP-2020 and the theme of the seminar is quite relevant in a scenario where the policy is being executed. He further added that we need to instill in our future generations pride in Indian culture and heritage. We need to have faith in collective efforts and work for making India a developed nation by 2030. The sessions were concluded by a question answer and discussion round.

Delegates presented papers in the post lunch technical sessions which were chaired by Dr. Vikas Teji, Associate Prof. D.A.N. College of Education, Nawanshar and Dr. Yogesh Sharma, Associate Prof. Ramgarhia College of Education, Phagwara. The seminar ended with honoring of the resource persons and formal vote of thanks by Dr. Manu Chadha followed by the singing of the National Anthem.

OUTCOMES OF THE NATIONAL SEMINAR

India is a land where formal education was born and the first formal books (Granths) were written. The teachers of ancient times (Gurus) were renowned individuals whose knowledge and character were par-excellence. Each period on the timeline of Ancient India was a Saga in itself. India was a land which was invaded multiple times, the last being by the Britishers. Each invasion left a deep impact on the value, culture and above all on the education of India.

No doubt, the past of India is glorious and in the post independence era also many significant reforms in the society and on the educational front were made, the recent launching of national education policy 2020 has also surely raised hope in the bright future of education scenario in India.

This National seminar has been able to successfully:

1. Summarise the journey of Bharat from the historic times to the present days and has helped the teaching faculty and the future teachers to relive and appreciate the rich cultural, social and educational heritage of India.
2. Create an understanding in the teaching fraternity about the role and contribution of Bharat in developing indigenous knowledge and giving birth to the concepts of maths, philosophy and language to the world.
3. Spread an indepth awareness about the different postulates of NEP-2020, the major transformations suggested by it for reviving the role of a teacher as a facilitator and co-creator of knowledge as was prevalent in the vedic times.
4. Sensitize the teacher educators and teachers in assuming responsibilities for developing the theory of pedagogy and their own indigenous models of teaching.
5. Highlight the role of innovation and framing up startup policies to attain goals of sustainable development. The Indian brain has always created novel ideas and presented innovative solutions to problems posed by sustainability issues. The road to success in the present scenario, lies largely in developing novel alternatives to solve the crisis put forth by the unsustainable approaches being followed in every domain since decades.
6. Provide inspiration to the young minds by quoting ample examples from the past of India about great men who have presented to the world unbeatable theories and postulates in various disciplines and domains. The seminar proceedings truly motivated the future teachers to assume their role and responsibilities and trained them for leadership and creativity thus channelising the energy of the youth in constructive ventures.
7. Prepare and create a mental readiness among the youth and adults about the upcoming challenges and the scarcity crisis threatening the globe - energy crisis, water shortage and above all food crisis.
8. Orient the participants especially the school teachers, language instructors and the future teachers about experiential learning, vocationalisation of Higher Education, integrated approach and multi-disciplinary to teaching as has already been proposed by NEP-2020.
9. Raise concerns about the fraudulent practices brought about in education during the past decades, leading to severe degeneration in quality of education. Education has to assume its social responsibility once again, as it is not a profit earning good to be sold in the open

market. Education is and will always remain a noble profession with the highest aim of nation building and uplifting the society, thus producing citizens who are socially useful and productive.

10. Present a comparative framework of education in historic and contemporary India and also made a parallel comparison with the education structure of the west. Taking relevant examples like the origin of constructivism being not in Piaget's Longitudinal study of his children, but being proposed years before by Aryabhatta while studying growth patterns of her own daughter and similar examples from various disciplines helped to prove the belief that India has always been a generator of new knowledge.

11. Acquaint, train and equip the teachers in use of virtual intelligence softwares and critical understanding of the role and impact of artificial intelligence in the upcoming future.

12. Increase the focus of the teaching communities on preparing through education well formed minds and not well informed minds. Thus motivating them to teach at reflective and affective levels so as to propagate skill based education and inculcating in the students all the necessary life skills and soft skills required for a successful living.

This National seminar was successful in igniting in the teachers, teacher educators, administrators, policy takers and would-be teachers a faith in collective living and working for the cause of social upliftment. The seminar proceedings surely helped in bringing the teachers at all levels together on one platform to look back at the legacy of India's past, taking lessons from the present and preparing well for the future pathways so as to maintain the status of India as a Vishwaguru. The deliberations surely ignited a firm faith that the advent of NEP-2020 would bring positive changes in the educational scenario in India. It also created a mental readiness for the radical transformations as put forth by the policy. The seminar was a true podium for celebrating **Azadi ka Amrit Mahotsav-75 years of Indian independence** by emphasizing on intellectual freedom to think, create and innovate for a promising future of India and Indians.

Compiled by

Dr. Jasleen Kaur
GHG Khalsa College of Education
Gurusar Sadhar

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-1-

SELF REGULATED LEARNING AS HOLISTIC APPROACH TOWARDS LEARNING EFFECTIVENESS

*Baljit Kaur**

Abstract

The objective of education is to create individuals who are well balanced in their outlook on life and their personal understanding of themselves in relation to the world.

Holistic education pays significant attention to self regulated learning and aims to help students reach their maximum potential. Holistic education is based on the idea that children can be taught in a more natural and engaging way.

This paper explores ways how self regulated learning can be useful for holistic development. Its main focus is on how self regulated learning is an important pedagogical approach as compared to conventional teaching methods, such as direct instruction. Self regulated learning helps individuals in applying their knowledge and conceptual understanding to real-world problems or situations. Therefore, An understanding of student learning strategies is an important component of supporting academic success and avoiding difficulty.

It is believed that self regulation based holistic education can lead towards a complete human transformation. Self regulated learning is the process by which a learner activates and sustains his cognition, behavior, and feelings that are systematically oriented towards the achievement of a goal. The purpose of this paper is to determine the effect of self regulated learning as a holistic approach on learning outcomes

Key Words: *Self Regulated Learning, Holistic Approach, Learning Effectiveness.*

Introduction

"Education cannot be effective unless it helps a child open up himself to life"

-Maria Montessori

In the teaching and learning environment, teachers and students are two crucial factors that are indispensable for creating the learning atmosphere and effectiveness. A good learning outcome is one of the benchmarks for students in the education process. Therefore, teachers must demonstrate an appropriate teaching style to reduce students' learning anxiety, motivate them, and enhance their learning effectiveness. The School is the only place where holistic

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education can be inculcated.

One of the most important goals in contemporary education is to support students' development to self-regulating learners (Organisation for Economic Co-operation and Development [OECD], 2014). The need for students to be able to enact self regulation during learning has been shown dramatically in the current situation of worldwide school closure to embark the SARS-CoV-2 pandemic. Yet, in order to promote SRL in their classrooms, teachers need to understand the aspects of self regulation, and they need to identify the self-regulatory skills of their students in order to know where to locate them on the support continuum.

Education has a vital role in human life. It will make a human be useful and independent. Self-regulated learning is identified as a fruitful lifelong learning strategy that provides an umbrella to understand variables that influence students' learning. Self-Regulated Learning is described through the model of a holistic system in psychology, where motivation, metacognition, learning skills and regulation of internal (e.g. concentration) and external resources (e.g. time) are evenly important in the prediction of academic success in university.

Holistic education must help the child to develop 21st century skills like self regulated learning, active learning, out of box thinking, critical thinking, effective communication, collaboration, technological skills, knowledge on life skills, etc. Children must be given a chance to achieve individual goals through self regulated learning and at the same time contribute towards the upliftment of the community.

Self Regulated Learning - theoretical aspect

Instruction in education settings has become increasingly more learner centred rather than teacher-centred (Reigeluth and Karnopp, 2013), where learners are no longer passive receivers of information provided by instructors (Huh and Reigeluth, 2018). Moreover, the need for pupils to have the ability to self-regulate their learning has been shown dramatically in the current situation of worldwide school closure due to the Covid-19 pandemic (Dignath and Sprenger, 2020). Zimmerman and Schunk (2011) stated that individuals with self-regulated learning skills set their own goals and strive to reach these goals. Similarly, An, Gan and Wang, (2020) and Wolters, Pintrich and Karabenick (2003) stated that individuals with self-regulated learning skills can control their cognitive processes, motivational beliefs and behaviors in line with the goals they set, and make adjustments when necessary. Thus, self-regulated learning is considered an active and constructive process, through which students set their own learning objectives, and according to them, they monitor, regulate and control their cognition, motivation and behaviour Pintrich (1999). Consequently, in order to enact self-regulation, learners do not only need learning environments that provide them with the freedom to engage into self-regulatory processes but also need the necessary skills to regulate their learning effectively (e.g., Paris and Paris, 2001). According to Gu (2012) the main component of strategy is a cognitive process linked to problem solving, which comprises: selective attention, analysis of task, choice of decisions, execution of plan, monitoring of process and/or modification of plan, and evaluation of results. Students' habits and skills in learning contribute to their academic performance.

Holistic Approach - theoretical aspect

The concept of holism comes from the Greek concept of holon that sees the universe as made up of integrated wholes that cannot be reduced in parts. (Lee 1997) The Greeks argued for a holistic approach in learning. Socrates can be seen as a holistic educator because he encouraged each person to examine his or her own life: "know thyself." (Miller 2007). Holistic education is a journey for both the educator and the student. For both, the nature of holistic education can change as they each progress through the programme, and draw different experiences from it. The process of holistic education must therefore be flexible and dynamic to accommodate these personal differences and influences and, moreover, differences in the rate of personal progression (Hare 2006). Holistic education is , without a doubt , education for the twenty- first century, directed towards developing human beings with a global conscience , a vision of peace, love, and intelligence (Nava 2001).

Learning Effectiveness - theoretical aspect

Young et al. (2003) argued that learning effectiveness can be defined as students' self-evaluation of the overall knowledge, skills, and abilities they have acquired and the effort they have put into a particular course compared to others. Bai and Zhou (2018) stated that learning effectiveness is the development of knowledge, skills, and values that students can confirm in some specific way after completing a course. Atma (2021) also revealed that there is a relationship between teaching style and learning effectiveness, but teachers must display an appropriate teaching style according to the diversity of learning objectives to improve students' academic performance. As per Blue and Henson (2015) some of the effective pedagogical approaches are less lecture, active learning strategies, collaboration, peer learning, judicious use of technology, cooperative learning, skill demonstrations, group projects, etc. They also identified that the current generation feels more satisfied if the course is well-structured and planned, emphasises more on core knowledge and skills. The present generation of students "want to know why they need to know it" and desire that learning must be experiential and often ask for frequent formative feedback on their performances. Tait and Entwistle (1996) argued that the students have a better learning effectiveness if they can integrate information to understand content being taught by seeking meaning, relating ideas, using evidence, and having an interest in ideas rather than rote learning.

How to Promote Holistic Development in Children

Holistic education encompasses a wide range of philosophical orientations and pedagogical practices. It also proposes that educational experience promote a more balanced development of – and cultivate the relationship among the different aspects of the individual (intellectual, physical, spiritual, emotional, social and Aesthetic), as well as the relationships between the individual and other people, the individual and natural environment, the inner-self of students and external world.A child's intellectual, emotional, social, physical, artistic, creative, and spiritual potential unfolds with a holistic perspective in education. A holistic approach encourages

personal and collective responsibility by engaging students in the teaching and learning process. This approach lets students engage in projects that apply critical-thinking skills toward solving real-world problems. In line with this, educational models and teacher strategies are integral to promote holistic development in children such as:

- **Hands-on Experience:** Schools focused on experiential learning provide hands-on educational experiences. Students work in groups exploring different learning styles to determine which styles are most effective for them. Holistic, experiential techniques often include problem-solving exercises to address community problems or create innovative products.
- **Self – Guided Learning:** Teachers allow students to learn at their own pace in the style that best suits them. The self-guided culture allows for personalization to mitigate the inadequacies of one learning model. Curriculum's content and pace are regulated by low stakes assessments. Classrooms may be smaller and contain students of different ages and ability levels.
- **Encouraging Self-Confidence:** Students need to believe that they belong at school and have the ability to succeed. Teachers must recognize students' unique strengths and treat all students equally. Student motivation can be enhanced by making sure that lessons are relevant to students' lives and focus on realistic issues.

Self Regulated Learning to Promote Holistic Student Success towards Lifelong Learning Effectiveness

1. A holistic self–regulated learning model that encourage students to develop higher–order thinking through the practice of metacognitive skills, motivational factors, and behavioral affairs to become aware of their own learning endeavors.
2. Self-regulated learning provides the foundation for building sustainable knowledge and is therefore important for schools, classrooms, and lifelong learning in general.
3. Development of the abilities to learn from information and experience – this involves learning from data and information; learning from doing an activity, etc.
4. Development of comprehension abilities – ability to understand and comprehend written and verbal information.
5. Development of logical and analytical thinking abilities – analyzing reasons behind events and situations, understanding the causes behind an event or situation, etc.
6. Development of critical thinking abilities – examining concepts, ideas, problems, and issues, etc.
7. Development of creative thinking abilities – thinking of newer ways to solve problems; visualization; thinking of new ideas; etc.
8. Development of problem-solving abilities – solving problems utilizing various concepts, solutions, etc.
9. Development of self-regulation abilities – abilities to control and regulate one's emotions and feelings.
10. Development of empathy – the ability to understand and share others' feelings and emotions.

11. Development of social competencies – this involves abilities to interact and communicate with others, working in a team, coordination, and cooperation with others, etc.

12. Through self regulated learning experiences, students can acquire broad, dynamic, and interconnected skills rapidly and effectively.

13. Self-regulation refers to monitoring, controlling, directing and evaluating one's own thoughts and behaviour in order to achieve desired outcomes

14. Self-regulation of learning is considered an important skill to make decisions and act autonomically towards a desired goal.

15. Self-assessment enhances learning. self-assessment is a more efficient and beneficial way of learning: self-assessment supports deeper learning to a greater extent, self-assessment is reflected to be a more holistic and a long-term way of learning compared with examinations.

16. A cyclical process wherein the student plans for a task, monitors their performance, and then reflects on the outcome.

17. The ability of individuals to understand and control their learning environment.

18. Learning that occurs independently and throughout one's lifetime. For this, students must activate and maintain their thoughts, conducts and emotions in order to reach their own training goals.

19. Self-regulated learning is a set of proactive processes that students use to acquire academic skills, such as setting goals, selecting and deploying strategies, and self-monitoring one's own effectiveness.

20. Learning process controlled by the learner from the cognitive, meta-cognitive, emotional and motivational points of view.

21. Learning that comes from a student's self-generated thoughts, feelings, strategies, and behaviors aimed at attaining expectations and goals.

22. The act of students structuring, planning and implementing their own process towards the completion of prescribed and self-identified learning objectives.

23. An active and constructive process in which learners pose learning goals and then monitor, check, and regulate their motives and behavior in order to achieve them.

24. A process wherein learners take control of their own learning by engaging in a cycle of planning, self-monitoring, and reflection.

25. Refers to the knowledge and skills students have about their learning; the forethought to plan and set goals, employ task-related academic skills, and reflect upon and monitor performance.

26. Emphasizing autonomy and control by the individual who monitors, directs, and regulates actions towards goals of information acquisition, expanding expertise, and self-improvement.

Conclusion

Holistic education prepares a student for lifelong learning in which the educational focus moves towards the life skills, attitudes and personal awareness that the student will need in an increasingly complex world. Holistic education focus is on wholeness and is a radical endeavour.

The educational journey starts the process of self-actualization and self-realization through relationships, and interconnectedness with other individuals, groups and the world around them is an integral part. Formal education is merely the starting point of this lifelong process. Holistic education is important because it provokes learners to think for themselves and hence break the dependency. More viable solution may be to incorporate self regulated learning into the current curriculum. Students will be more likely to take an active role in their own learning creating an enhanced learning environment. In the era of holistic education, each student should be equipped with a curriculum that develops their skills in creative thinking, enquiry and problem solving, and a system which gives them an excellent foundation for the next stage in their learning years. Based on the above discussion, this paper attempts to determine self regulated learning can enhance or inhibit individuals' learning effectiveness. Students who received the self regulated learning treatment might score higher in their practical use of knowledge. Practising self-regulated learning is essential in one's lifelong learning journey. As educators, we can assist our students to regulate their learning effectively.

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NEP 2020: MULTIDISCIPLINARY AND HOLISTIC APPROACH IN HIGHER EDUCATION

Bohar Singh*

Abstract

The National Education Policy (NEP) 2020 is a landmark policy document that seeks to transform the education system in India. One of the key features of the policy is its emphasis on a multidisciplinary and holistic approach to education. The policy recognizes the need for a more comprehensive approach to education that goes beyond just academic subjects and takes into account the social, emotional, and physical development of students. In this article, we will explore what this approach entails and why it is so important and its challenges.

Key Words: *NEP, Multidisciplinary, Holistic.*

I.   Introduction

The National Education Policy (NEP) 2020 in India has introduced significant changes in the education system, including a multidisciplinary and holistic approach to learning. The National Education Policy 2020 (NEP 2020) emphasizes a multidisciplinary and holistic approach to education. This means that the policy aims to break down the traditional silos between different subjects and disciplines, and instead encourage an integrated approach to learning that recognizes the interconnectedness of various fields of knowledge.

To achieve this multidisciplinary and holistic approach, the NEP 2020 proposes many reforms such as introducing vocational education from an early age, promoting experiential and hands-on learning, providing opportunities for students to pursue their interests and passions, and integrating technology into teaching and learning. Overall, the multidisciplinary and holistic approach in NEP 2020 is aimed at preparing students for the complex and interconnected world of the 21st century, and equipping them with the knowledge, skills, and values they need to succeed in life.

A multidisciplinary approach to learning involves the integration of knowledge and skills from different disciplines to address complex problems. It emphasizes the importance of cross-disciplinary collaboration, critical thinking, and creativity. In NEP2020, a multidisciplinary

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approach is encouraged in several ways.

Firstly, the policy encourages the integration of subjects across different disciplines at all levels of education. This means that students will have the opportunity to learn about different subjects and their interconnections, which will enable them to develop a deeper understanding of the world around them. For example, students studying science may also learn about the social, economic, and ethical implications of scientific discoveries.

Secondly, the policy emphasizes the importance of vocational education and the development of skills that are relevant to the current job market. The policy recognizes that the job market is constantly evolving, and students need to have a multidisciplinary skillset to succeed. Therefore, vocational education will be integrated with general education, and students will be given the opportunity to develop skills in areas such as entrepreneurship, communication, and problem-solving.

Thirdly, NEP2020 emphasizes the importance of collaboration between different institutions and stakeholders in the education system. This means that universities, schools, and vocational institutions will work together to provide a seamless education experience for students. This will enable students to access a wide range of resources and expertise, which will enhance their learning experience.

Finally, the policy emphasizes the importance of technology in education. The policy recognizes that technology can be used to facilitate multidisciplinary learning by providing students with access to a wide range of resources and expertise. Technology can also be used to facilitate collaboration between institutions and stakeholders, which can enhance the learning experience for students.

- **Multidisciplinary approach -** A Multidisciplinary approach means that students are exposed to a wide range of subjects and disciplines, rather than being limited to just one or two. This is important because it allows students to develop a broader understanding of the world around them and to make connections between different subjects. For example, a student studying biology might also learn about the social and ethical implications of biotechnology, or a student studying math subject might also learn about the computer application or computer science subject.

The multidisciplinary approach aims to break down traditional disciplinary boundaries and encourages the integration of different subjects and perspectives. NEP 2020 emphasizes the importance of integrating vocational education with academic education and promoting a multidisciplinary approach to learning. The policy also advocates for the creation of multidisciplinary institutions that offer a range of courses across different disciplines, enabling students to develop a broader range of skills and knowledge.

- **Holistic approach-** A Holistic approach means that education is seen as more than just the transmission of knowledge. It also encompasses the development of skills, values, and attitudes that are necessary for success in life. This includes skills such as critical thinking, creativity, and communication, as well as values such as empathy, teamwork, and environmental responsibility.

II. Importance of both approaches

The NEP 2020 emphasizes the importance of both these approaches in several ways. For example, it calls for the integration of subjects across different disciplines, so that students can see the connections between them. It also encourages the development of skills and values through activities such as sports, arts, and community service. The benefits of a multidisciplinary and holistic approach are many. For one, it can help students develop a deeper understanding of the world and their place in it. It can also prepare them for the challenges of the 21st century, where success often depends on the ability to think creatively, work collaboratively, and adapt to new situations.

Moreover, this approach can help address some of the issues that plague the current education system, such as rote learning and a focus on exams. By emphasizing skills and values, rather than just knowledge, students are encouraged to become active learners who can apply what they have learned in real-world situations. Of course, implementing a multidisciplinary and holistic approach is not without its challenges. It requires a shift in mindset among educators, who may be used to teaching subjects in isolation. It also requires the development of new teaching methods and materials that can incorporate a range of subjects and skills.

The multidisciplinary and holistic approach proposed in NEP 2020 has the potential to transform the education system in India. By integrating vocational education with academic education, the policy aims to bridge the gap between education and employability, which is a significant challenge in India. It also recognizes the need to develop students' soft skills, such as communication, collaboration, and problem-solving, which are essential for success in the workplace.

The multidisciplinary approach also has the potential to enhance creativity and innovation in education. By breaking down disciplinary boundaries, students are encouraged to explore and learn from different perspectives, which can lead to the development of new ideas and innovations. This approach is particularly important in the context of the rapidly changing world, where innovation and creativity are critical for success.

The holistic approach proposed in NEP 2020 is also significant in the context of the mental health crisis in India. The policy recognizes the need to address the emotional and psychological needs of students and provides for counseling services in schools. This approach can help create a more supportive and nurturing environment for students, which is essential for their overall well-being.

However, the NEP 2020 provides a roadmap for achieving this. It emphasizes the importance of teacher training and development, as well as the need for flexible and innovative approaches to teaching and learning. It also calls for the use of technology to support learning and assessment.

III. Challenges

A Multidisciplinary approach refers to the integration of knowledge and skills from multiple disciplines to solve complex problems. While it has numerous benefits, it can also present several challenges in India. Some of the challenges of a multidisciplinary approach in India are:

- **Fragmentation:** India has a diverse population and a complex socio-economic structure, which makes it difficult to integrate knowledge and skills from different fields. The fragmentation of the Indian society and the lack of coordination among different departments and ministries can be a significant challenge in implementing a multidisciplinary approach.
- **Language barriers:** India has a vast population that speaks many different languages. The diversity of languages can create communication problems and hinder effective collaboration among different disciplines.
- **Resource constraints:** India is a developing country with limited resources. The lack of funds, infrastructure, and trained personnel can limit the effectiveness of a multidisciplinary approach.
- **Traditional mindsets:** India is a country with strong traditional mindsets, and people are often resistant to change. This can be a significant challenge in implementing multidisciplinary approaches, as it requires people to think and work differently.
- **Political interference:** India has a complex political structure, and political interference can hamper the implementation of multidisciplinary approaches.
- **Lack of awareness:** Many people in India are not aware of the benefits of multidisciplinary approaches. This can be a significant challenge in implementing these approaches, as it requires a change in mindset and a willingness to work collaboratively.

Overall, the challenges of the multidisciplinary approach in India are significant, but they can be overcome with a concerted effort from all stakeholders, including the government, academia, and industry.

Conclusion

In conclusion, the multidisciplinary and holistic approach advocated by the NEP 2020 has the potential to transform education in India. By providing students with a broad-based education that emphasizes skills and values, rather than just knowledge, it can prepare them for the challenges of the 21st century and help create a more just and equitable society. This approach is supported by research and best practices from around the world and has been successfully implemented in other education systems. It is now up to educators and policymakers to implement the NEP 2020 in a way that maximizes its potential. However, its implementation will require significant investment, resources, and political will, and therefore, its success will depend on the government's commitment to its implementation.

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NEP 2020: A HOLISTIC FOCUS ON THE NEED OF GUIDANCE AND COUNSELLING SERVICES FOR THE ADOLESCENTS

Charusmita Goswami *

Abstract

National Policy on Education is a central government effort to bring positive changes in the Indian education system. After 1968 and 1986 education policies, National policy on Education 2020 is the first Education Policy of India in the 21st century. It mainly focuses on universalization of education along with multidisciplinary education system. To make a vibrant community, NEP 2020 focuses on appointment of counsellor in the schools to build up a sound environment in the school.

The present paper mainly focuses on the National Policy on Education 2020's strategies about guidance and counselling services. The other objective is to know the need of guidance and counselling services for the adolescents. The researcher intended to collect primary and secondary data for this study. Through the use of survey and interview method the researcher is going to do this study.

Key Words: *NEP, Guidance and Counselling, Adolescents, Counsellor*

Introduction

The National Education Policy 2020 is a framework which aims to bring reforms in all the aspects of education. To strengthen the personality of the students, overall development strategies should be planned. NEP 2020 is an effort to build not only a multidisciplinary community, but it also emphasizes on the mental health of the young generations to build sound mental health community. Guidance and counselling are more important aspects in all the stages of human life. Adolescence is the most crucial and important period of human life and therefore emphasize should be given in giving proper direction to the needful at this stage. NEP 2020 focuses on the multidisciplinary approach which will encourage the learner in choosing their subject of interest and career.

Depression, stress, anxiety are the common symptoms now-a-days. Adolescents are also adversely affected due to these mental issues. Due to the unhealthy competitions, unrealistic expectorations, strict parenting etc. Causes of stress, anxiety and depression. Lack of awareness towards guidance and counselling services among the people is the major issue for which several suicide cases are found among the adolescents.

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Objectives: The objectives of the present study are –

1. To know about the prime focus of National Education Policy 2020 on the need of guidance and counselling services in the schools.
2. To study about the awareness of students about guidance and counselling services and to assess their depression, stress and anxiety level.
3. To know about the need of guidance and counselling services from the perspectives of Mental Health Professionals (MHPs).

Methodology: This paper is based on descriptive method. For the collection of primary data, the researcher has applied both survey and interview method. Through primary and secondary sources the investigator has collected the data.

Sampling: Through the use of simple random sampling method, the researcher has selected three (3) schools. A total number of ninety-six (96) students are taken as a sample. Three (3) Mental Health Professionals (MHPs) are selected randomly for the interview from Guwahati city who are currently dealing with the adolescents to know about the need of guidance and counselling services for the adolescents.

Tools: Questionnaire and Interview schedule are used for the collection of primary data. Secondary sources are collected from various books, journals, magazines, websites etc.

Delimitation of the study: The study has delimited in to-

1. Only the strategies and recommendations of NEP 2020 on the need and implementation of guidance and counselling services.
2. It covers only the adolescents of higher secondary stage.
3. This study includes only the government higher secondary schools of Guwahati city of Assam.

Discussion and Analysis of Data:

On the basis of the objectives, the analysis is done in the following –

Objective -1 – "To know about the prime focus of NEP2020 on the need of guidance and counselling services in the schools."

In the 12.5 paragraph of NEP 2020 Report, it is mentioned that "There will be professional, academic and career counselling available to all students, as well as counsellors for physical and emotional well- being."

In the 12.9 paragraph, it is mentioned that "In every educational institution, there shall be counselling systems for handling stress and emotional adjustment." (NEP 2020 Report).

In the 14.4 paragraph, it is stated that HEIs will take "the responsibility of providing socio-emotional and academic support through counselling and mentoring programmes."

It is clear that National Education Policy 2020 has taken some initiatives for providing guidance and counselling for the school students. Every stakeholder should cooperate to each other for successful implementation of this programme.

Objective – 2 – "To study about the awareness of students about guidance and counselling services and to assess their depression, stress and anxiety level."

On the basis of this objective, the researcher has collected data and presenting below-

Through the following table, the awareness level of the students of all the three schools are shown –

Name of the Schools	Aware (in percentage)	Not aware (in percentage)
Rajdhar Bora H.S.School	82.22%	17.78%
Dharapur H.S.School	34.92%	65.07%
Panbazar H.S.School	38.89%	61.11%

In the following, the researcher has presented graphically the percentage of awareness of the adolescent's towards guidance and counselling services--
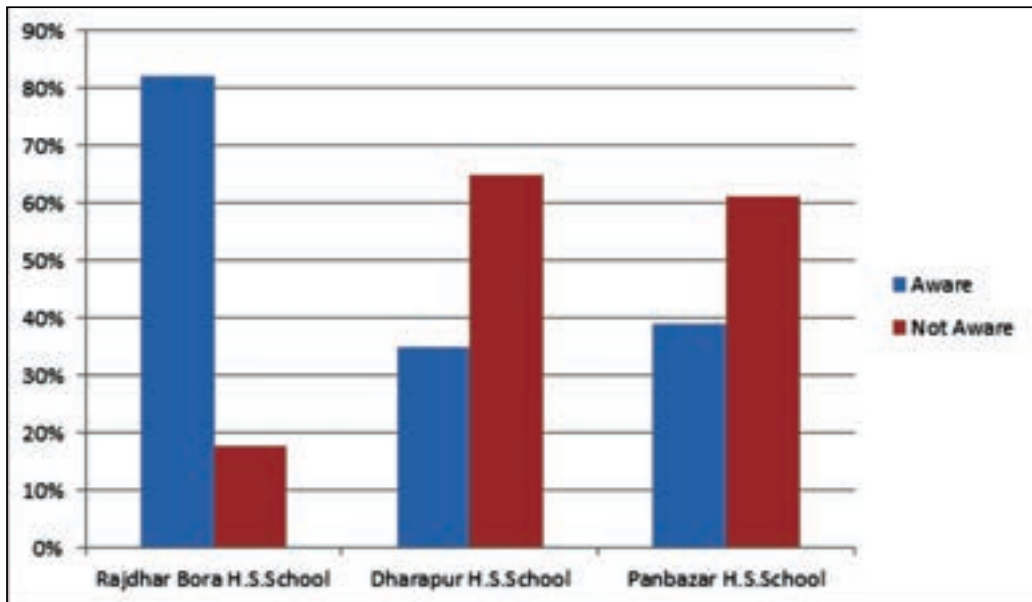
Table- 1 : Awareness of Adolescent's towards Guidance and Counselling services.

The researcher assessed the depression, stress and anxiety level of the adolescents and the collected result is shown in the following table –

Name of the School	Depression level (In Percentage)	Stress level (In Percentage)	Anxiety level (In Percentage)
Rajdhar Bora H. S. School	12.06%	45.93%	36.51%
Dharapur H.S.School	19.05%	64.29%	63.27%
Panbazar H.S.School	33.33%	66.67%	39.05%

The data is shown graphically in the following -
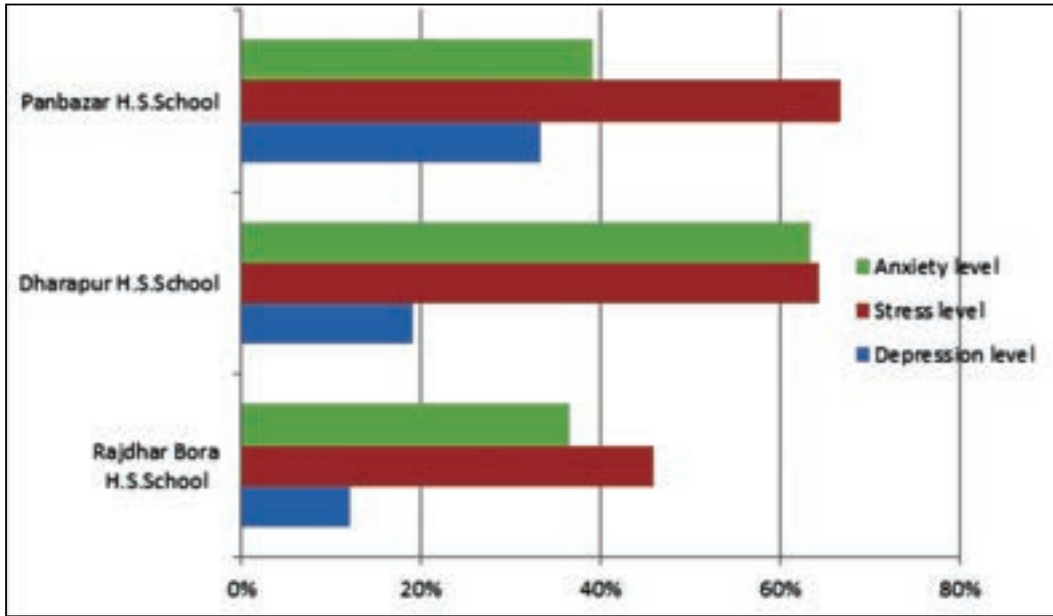
Objective-3 – "To know about the need of guidance and counselling services from the perspectives of Mental Health Professionals (MHPs)."

On the basis of the objective, the researcher has included the following questions in the interview schedule –

Q.1 Why Guidance and Counselling services are more important for the adolescents now-a-days?

The various responses from the MHPs are as follows –

1.   Counselling Psychologist: In the post Covid-19 situation, Adolescents are getting more distracted in their studies. In the online education system, they are getting distracted and their performances are not satisfactory. Sometimes, they compare themselves that they were good in their studies, but they are not able to achieve according to their level and feel looser. They have peer pressure also. Sometimes it is related to community pressure also.

They need guidance and counseling services because they feel lonliness.They want to express their feelings. But they claim that there's nobody to listen their problems. So, they should be given counseling.

2.   Neuro-Psychiatrist: Comparison among the adolescents by their parents is a major issue. To use their power in a positive way, the adolescents need guidance and counseling.

3.   School Counsellor: Adolescence is the crucial period as the adolescents are emotionally vulnerable. In today's situation, Covid-19 is a major factor for the increasing rate of psychological disturbances. Adolescents are unable to channelize their energies. High rate of competition also leading to their psychological disturbances.

Yes, I providing guidance and counseling is the need of the hour. To change the society or to

build up with a sound mental health, guidance and counseling is very important.

Q.2 Do you think that there should be a provision of providing guidance and counselling services in the educational institutions?

The different responses from the three MHPs are as follows –

Counselling Psychologist: In every educational institution, there should be at least one counsellor. Then only it will be accessible for the adolescents to share their problems.

Neuro-Psychiatrist: There should be counselors in the educational institutions to balance the environment and for sound mental health of the adolescents. Life skill education is also necessary for our students.

School Counsellor: Yes, school environment should be very cordial and supportive for them. School should provide the guidance and counselling services so that the students can be guided and these services will help to build a sound mental health

Findings: The findings of the present study are –

1. The awareness of the adolescents of the three schools is 82.22%, 34.92% and 38.89% respectively.
2. The Depression level of the adolescents of all the three schools is 12.06%, 19.05% and 33.33% respectively.
3. The adolescents of the three schools have shown 45.93%, 64.29% and 66.67% of stress level.
4. The anxiety levels of the adolescents are 36.51%, 63.27% and 39.05% respectively.
5. From the perspectives of the MHPs, it is found that students are emotionally vulnerable at this stage. The adolescents feel loneliness and supportive parental gesture and care can help them to mitigate the issues like stress, anxiety and depression.
6. It is found that awareness is necessary about guidance and counselling services and every educational institution should have counsellors to deal with the issues related to mental health of the adolescents.

Suggestions: The researcher has given the following suggestions –

1. Guidance and counselling services will be implemented properly if the provisions and strategies of National Education Policy 2020 are followed by the stakeholders.
2. Every school should try to appoint at least one counsellor to strengthen the mental health of the students.
3. Student's mental health should be checked time by time.
4. Mental Health Professionals (MHPs) should be invited to the school to deliver lecture on mental health related issues.
5. Creating awareness is another important aspect.
6. Parents should cooperate their adolescents and must show supportive behaviour.
7. Teachers and community members have also significant role in mitigating the issues related to mental health. They should inspire the adolescents for their good deeds and should not create an unhealthy competition amongst the adolescents.
8. Early intervention programme is needed to reduce the intensity of the mental health issues.

9.   Government should take initiative to provide guidance and counselling services.

Conclusion: The great educationist Aristotle well stated that –

"Education means to create a sound mind in a sound body". To build a strengthen personality; education should focus on creating a sound mental health. Adolescence is the crucial stage of human life. Emotional instability, unhealthy competitions, over expectations, peer pressure, feeling of loneliness is the major issues of today's adolescents. It must be a combined effort of every stakeholder to implement the strategies of National Education Policy 2020. The parents, teachers and community members should take initiative to strengthen the personality of the adolescents and to build a sound mental health.

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-4-

EXPLORING THE IMPACT OF CHOICE-BASED CREDIT SYSTEM (CBCS) ON STUDENTS' MENTAL HEALTH: A NEW ERA IN HIGHER EDUCATION

*Dhrubajyoti Borah**

Abstract

Education is an important medium through which the innate possibilities of the individual can be developed, and thus, the progress of the nation can be ensured. After the Education Policy of 1968 and 1986, the National Education Policy (NEP) 2020 is an initiative of the Central Government to bring about a positive as well as drastic change in the Indian education scenario. NEP 2020, the latest Indian education policy of this century, aims to redesign the structures and regulations of the complete education system, reimagine vocational education, and incorporate traditional values and technological approaches into the education system. It focuses on building a vibrant multidisciplinary community through the inclusion of a multidisciplinary curriculum. To allow flexibility in the education system, the inclusion of a Choice Based Credit System not only provides better opportunities to learn the main topics but also explores optimal Learner's friendly Environments and mental Support for Students too. The present paper aims to study the Choice Based Credit System (CBCS) in higher education in the context of the NEP 2020 at the same time its impact on the mental health of the students. The paper is descriptive by nature.

Key Words: *Higher Education, CBCS, Mental Health, Multidisciplinary.*

Objectives:

The objectives of the present paper are –

1. To know about the recommendations of National Education Policy, 2020 on CBCS
2. To study the advantages and disadvantages of CBCS in the higher education system
3. To investigate the impact of CBCS on the mental health of students.

Methodology:

The present paper is descriptive in nature. The researcher mainly collects data from secondary sources like – books, magazines, journals, different websites/internet etc.

Delimitation of The Study:

1. This study is delimited to qualitative study only
2. The study is limited to secondary sources of data only.

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Introduction:

The Indian education system has undergone a tremendous expansion with educational institutions and enrolled learners over the past decades. Although educational institutions have increased in large numbers, our education system has witnessed many problems such as lack of quality teachers, use of teacher-centred learning methods, wrong techniques of evaluation, deterioration in quality education, and above all inability to prepare students for practical life situations. Nowadays, getting a quality education is really a challenge for society. Due to the mushrooming growth of teacher-centred educational institutes, students face many challenges during the learning period and getting a job to sustain a good life. In this race, many students fail to achieve their goals. Some leave the institution without completing the course or some have to go through hardship and mental disturbance to complete the course.

It is indeed a need of the hour for this fast-changing society to make a comprehensive, general, vocational, and student-centric multi-disciplinary education system. However, to address the burning issues in higher education, The University Grant Commission (UGC) has made various reformative steps to improve and innovate present curricula to keep pace with the developments in higher education in the context of globalization and liberalization. Choice Based Credit System (CBCS) is one such initiative to universalize higher education with the facility for student mobility to other universities in India and abroad. The purpose of such an initiative is to make the higher education of India equivalent to the international level. It allows a credit transfer system, providing flexibility to students to take options from various multidisciplinary curricula. The NEP 2020 is a government's holistic approach to formulating and redesigning structures of the Indian education system. It is expected to transform India into a "vibrant knowledge hub". The aim of higher education should be to create enlightened, socially conscious, skilful, cultured, innovative, productive, and vibrant communities.

"By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and shall aim to have larger student enrolments preferably in the thousands, for optimal use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities. Since this process will take time, all HEIs will firstly plan to become multidisciplinary by 2030, and then gradually increase student strength to the desired levels."(NEP Report 2020)

CBCS And Higher Education:

The University Grant Commission (UGC) has made it compulsory to implement CBCS in all Undergraduate (UG) and Postgraduate (PG) courses under its XI plan. According to UGC guidelines, it is a paradigm shift from a teacher-centric education system to a student-centric education system. CBCS is a new system of evaluation with some unique features. It enables learning avenues for students to choose courses and papers as per their choice and interest or scholastic need and aspirations. It offers a flexible mode of learning to work with people to finish a particular programme over an extended period of time. CBCS is an effective method to evaluate a student. Here a learner is allowed to take a certain programme of his/her desire and earn credits in other subjects too. It also offers flexibility to complete an academic programme in two different institutions. It is flexible enough to allow learners to complete half of the programme

through the institution of enrichment and remain in any specialized institution.

Advantages of CBCS:

- Learner-centric: It gives opportunities to learners to choose subjects as per their aptitudes, abilities, interest or scholastic needs.
- Interdisciplinary approach: It provides avenues to study various concepts, ideas and principles from different disciplines.
- Flexible in terms of student mobility: It is flexible enough to give mobility to students from various institutions within and outside India by enabling a credit transfer system easily
- Qualitative upliftment in the education system: It is aimed at giving in-depth knowledge of various subjects to the students by taking the help of resources available, thereby maintaining the quality of education.
- Stresses on Teachers' Competence: CBCS is trying to assure teachers' competency by equipping them with the help of the latest technology, research, skills and above all mastery of the content.
- Continuous and Comprehensive Assessment: Continuous and comprehensive assessment is an integral part of CBCS. The assessment of learners is systematically done by the teacher at regular intervals by using a variety of objective and subjective techniques.
- Grading System: A grading system with a numerical value is used to reduce the stress of the learner. It gives different grades to learners and helps eliminate the fear of failure.
- Flexible learning: It assists students to realise their inner potential and to take various courses at different times.
- All round development: CBCS gives various opportunities for moulding their all-around development or multi-facets of personality.
- Reduce Stress and anxiety: Stress and anxiety of students can be minimised by applying CBCS as it gives freedom of selecting multidisciplinary courses as well as promotes a student-centric approach to learning.

Disadvantages of CBCS:

- Confusion in making choices: Students may get confused about making the right choice among excessive choices. It may not be advantageous for all who are confused about making the right choices at the right time according to their interest and requirement.
- Lack of resources and adequate knowledge available: Sometimes lack of adequate knowledge about faculty and resources available may lead to a great loss and wastage of valuable time and labour for the learner.
- Chances of losing better opportunities: Students may miss the better options available to him/her by selecting any subject. Wrong subject selection may be a cause of repentance for him in future.
- Can prove to be a burden: This may cause a physical and mental burden to students as well as an overload of human resources to an institution which also may not be able to meet the specific course objectives and learners' expectations.

- Problem of time management: Students willing to choose different subjects may find it difficult to handle all the subjects. Time management skills need to be adjusted by learners to be successful in their life.
- Uneconomic. It is not economical in managing the time, money and labour needed for its implementation. This may create a hamper to institutions at the same time an eventual increase in learners' fees.

CBCS in the Context of NEP 2020:

NEP 2020 was introduced by the central government and was approved on 29 July 2020. It is a comprehensive framework which replaces the National education policy 1986 and is expected to bring positive changes from the elementary level to the higher level of education including adult education, Vocational, Technical and others.

The new policy gives emphasis on effective and joyful learning. It requires an exhaustive approach which includes a good and proper curriculum, effective learning methods, well-designed assessment and adequate assistance to students. NEP 2020 stresses the need for an interesting curriculum which must be interesting, relevant and up-to-date to cope with the latest knowledge requirements and to meet expected learning outcomes. A scientific assessment to regularly monitor learning outcomes and to assess the application of the knowledge, NEP 2020 focuses on the holistic development of the learner. It aims at "the development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding for '' a complete human being. (NEP Report 2020)

NEP 2020 stresses the need to promote creativity for which institutions and faculty will have the freedom to innovate on matters of curriculum, pedagogy and assessment. (NEP Report 2020) At the same time curriculum and pedagogy will be designed by institutions and motivated faculty to ensure a stimulating and engaging learning experience for all students. According to the policy, "Assessment systems shall also be decided by the Higher Education Institute (HEI), including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable". (NEP Report 2020)

Impact of CBCS on The Mental Health of Students:

Mental health is an important indicator of one's all-around development. Poor mental health can affect future life and may affect a person's working power, productivity or outcomes and disturbance in their life. Sound mental health is an emotional aspect which creates happiness to lead a normal life with creativity. We can term it as a necessary element in dealing with the challenges and hurdles of day-to-day life. The present generation is facing the problem of the right selection at the right moment. The generation is stressed for a number of reasons, including being exposed to hardship, unable to cope with cutthroat competition, fear of failure in every aspect of life and above all due to the prevailing employability. Gender norms and the influence of the media may be to blame for the discrepancy between a students' lived reality and their views

or expectations for the future. Since globalization has paved the way for a fast-developing nation as well as the world around us, there is a need to provide various opportunities to our learners with a multidisciplinary approach to cope with this changing world so that learners may have better choices. With the advent of Choice Based Credit System, it is seen as academic freedom and flexibility for the students to have a greater choice among various courses appropriate to their interests, needs and long-term goals which are expected to contribute a positive impact on the mental health of students to fight with the hurdles of day to day life. CBCS as a new way of evaluation, enhances the possibility of learners having a joyful, stress-free and full of learner-centric environment to boost cognitive abilities among students.

Suggestions for Better Implementation of the CBCS System in our Country:

There is no doubt that CBCS is a student-centric assessment system, though there are still some things that are needed to justify its effectiveness.

- Seminars, symposiums and debates should be organized to discuss in detail its pros and cons
- Training should be arranged at regular intervals for teachers to handle CBCS effectively.
- For making it more effective and suitable, guidance and counselling services should be provided for teachers and students while selecting various subjects.

Conclusion

The implementation of the Choice Based Credit System (CBCS) in education systems can have both positive and negative impacts on the mental health of students. It is important to consider that the specific effects may vary depending on the individual, their personal circumstances, and the way CBCS is implemented in different educational institutions. While CBCS itself is an academic framework and not directly related to mental health, it can indirectly influence students' well-being through several mechanisms such as –it can increase workload and the pressure to excel in multiple subjects simultaneously, which can contribute to higher stress levels, especially during examination periods or when assignments and projects overlap. This can potentially impact mental health by increasing anxiety and creating a sense of being overwhelmed. Similarly, Poor time management skills can lead to increased stress, anxiety, and a constant feeling of being behind schedule, affecting mental well-being. It is important to note that while CBCS can potentially impact students' mental health, individual experiences may vary. Some students may thrive in this system, while others may face more significant challenges. It is crucial for educational institutions to prioritize mental health support services, foster an inclusive and supportive environment, and promote healthy coping mechanisms among students to mitigate the potential negative effects of CBCS on mental well-being.

To sum up, it can be said that, although the implementation of CBCS in our education system involves the irresistibility of the challenges, the benefits of providing CBCS cover up the challenges. Since the focus is on skill development and value-based learning, CBCS will enhance the skills of the student and thereby increase their job opportunities and help in career advancement. Through this system, students can also take up the issues of their choice and

interest. Implementation of CBCS Higher Education not only brings about equality between the two streams of education but also provides a better opportunity for all.

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MULTIDISCIPLINARY TEACHING:
AN APPROACH TO ACTIVE LEARNING

Ekta Anand*

Abstract

Education is the most powerful weapon to change the world. The education begins with theories of knowledge and application of such learnt theories in practical life. Different methods exist in the teaching and learning process. Teaching can be done in many ways, generally by giving lectures, demonstrations, discussions, projects based and deliberations. These ways focus on understanding of main and minor content, emphasizing memorization, understanding the subject and applications of such subject knowledge. Learning by a student happens in many ways by seeing and hearing, reflecting and acting, memorizing and visualizing and drawing analogies. This paper mainly emphasizes innovative methods of teaching learning processes with multidisciplinary approaches to increase the standards of active education.

Key Words: *Multidisciplinary, Active Learning, Innovative Methods.*

Introduction

Multidisciplinary means multiple disciplines and each contributes their piece to solve a problem. A multidisciplinary teaching is one in which the same topic is studied from the viewpoint of more than one discipline. It is a whole or comprehensive method that covers an idea, topic or text by integrating multiple knowledge domains. It is a very powerful method of teaching that crosses the boundaries of a discipline or curriculum in order to enhance the scope and depth of learning.

Multidisciplinary Teaching can be understood as a single educator incorporating outside content related material into their own teaching, to invited guest/expert/speakers or adding team-teaching experiences. Many educators find multidisciplinary approach an energizing and creative experience and multidisciplinary teaching helps students learn how to tackle today's complex problems.

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Role of Multidisciplinary Teaching

It is my belief that the power of multidisciplinary teaching is much more than just synergy. It is also about understanding how each discipline contributes to the whole knowledge of students. In other words, students will learn the capabilities, characteristics, and limitations of the individual disciplines when they understand how that discipline contributes to their newly learned knowledge of the subject. They will also begin to think holistically, and they will be able to understand the importance of learning a subject they would otherwise dislike.

In the present globalisation of the education system young students are more aware, decisive and responsible for their own success in their course. Beyond schooling, as students step into the world of higher education, it becomes the duty of modern educational institutions to have an educational platform that fosters their inquisiveness, discovery, growth related to knowledge and their applicability in the real world. Liberal education can unlock all inherent capacities of human beings-intellectual, aesthetic, social, physical, emotional and moral in an integrated manner. The solution can be through a multidisciplinary approach. But in our educational system where academic departments don't relate to each other, various interlinked opportunities are unknown, and access to different courses parallel is impossible, it is first important to understand what exactly is this possibility of a multidisciplinary education/Teaching. A multidisciplinary and holistic approach in education is instrumental in developing integrated individuals. It is a groundbreaking move as it helps the students to 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. This integrated approach can make students more marketable in today's workforce.

Multidisciplinary Teaching and NEP

By 2040 all higher education institutions shall aim to become multidisciplinary institutions and shall aim to have larger student enrolments. A key pillar of the National Education Policy (NEP 2020) is liberal (holistic and multidisciplinary) education, which sensitises students to the fundamentally interconnected nature of all human knowledge and inquiry. The following key elements reflect the spirit of holistic and multidisciplinary active learning:

1.   Learn more- Multidisciplinary teaching is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject or issue. According to NEP now students can choose subjects from other streams. Now boundaries between various disciplines are broken, students can take up courses from different schools of knowledge. The most effective teaching and learning will always be multidisciplinary. This approach provides students with new and diverse disciplines of knowledge, concepts, thoughts or perspectives and also helps them discover what interests them in a particular course, and how to link their specialised areas of study to others. This will also help faculty as they can have student feedback and can often create new courses based on student interest. A multidisciplinary and holistic approach in education through NEP is instrumental in developing integrated individuals. It helps the students to 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. This integrated approach can make students more marketable, more potential base in today's workforce.

2.   More knowledge about students' Potential- Education is not only about gaining advanced knowledge of various disciplines, but also learning more about one self, discovering one's interests, nurturing your passions, channelling talents & potentials, challenging self and growing as a student, individual, and member of civilised society. Students can be able to bring together a number of ideas and perspectives from across different subjects and therefore may be able to offer alternative ways of looking at issues or problems. This can help identify new, innovative solutions to particular situations.

Multidisciplinary teaching can give rise to a variety of peer-level interaction, generational understanding. Teachers can better relate to students' situations, dilemmas & confusions, interests & creativities, thoughts and ideas more easily.The aim is to integrate Arts stream with STEM (Science, Technology, Engineering, and Mathematics).This approach incorporates the study of the humanities, language, arts, dance, drama, music, visual arts, media and more along with the study of Science, Technology, Engineering, and Mathematics. Integrating art and design with STEM increases the happiness and well-being of students. It improves problem-solving skills and sparks creativity as well as innovation. This framework helps the students to develop character traits such as perseverance, responsibility, and citizenship that will serve them well throughout their life.

3.   Critical thinking & problem- solving Critical thinking is a learned skill that requires instruction and practice. Critical thinking skills are important because they enable students "to deal effectively with social, scientific and practical problems. Multidisciplinary teaching provides a broader perspective to understand knowledge and skills and their adaptability in life. Students can begin to think out of the box. They can draw knowledge from a range of different concepts, disciplines and perspectives to identify the best integrated solutions to their problems and application of such solutions.

The policy indicates a considerable shift towards competence-based learning that helps students to further improve their core skills, instead of following a rigid course selection process. It is expected that professionals should develop both hard and soft skill sets to make them stronger applicants and performers in the world of work. The attitudes and values of hard work, integrity, discipline, cooperation, adaptability, compassion and communication enable them to develop healthy interpersonal relationships which in turn facilitate their maximum growth on the job.

4.   Diversify interests and opportunities- Under multidisciplinary teaching students are given various kind of freedom but also encourage them to take responsibility. This reflects in their academic performance as well. Even while specialising in one subject, students have the chance to indulge into other areas that interest them, and utilise their potentials to the fullest.

Like law students can become climate entrepreneurs. Liberal Arts students can join corporations. The policy indicates a considerable shift towards competence-based learning that helps students

to further improve their core skills, instead of following a rigid course selection process. It is expected that professionals should develop both hard and soft skill sets to make them stronger applicants and performers in the world of work. The attitudes and values of hard work, integrity, discipline, cooperation, adaptability, compassion and communication enable them to develop healthy interpersonal relationships which in turn facilitate their maximum growth on the job.

5.   Unique classroom experiences- Students learning and engagements are paramount for educational institutions. Faculty and staff are seeking out innovative ways to link course content regarding student services (academic advising and career planning). Multidisciplinary teaching classes should be small. This makes learning more interactive, engaging and intimate. Tools and techniques of Multidisciplinary teaching are like classrooms with role-plays, case studies, presentations, audio-visual aids, field work, texts, hands-on-learning, guest lectures, seminars and much more adds lively experiences to students. Discussions, debate and dialogue are also encouraged. In fact, class participation can also be increased for some students.

6.   New Jobs- Graduates entering a world buffeted by pandemics, climate change and disruptive technologies such as artificial intelligence, liberal education provides a combination of transferable and uniquely human skills, enabling them to adapt to challenging work environments. A spread of capabilities Jobs increasingly require students to have multidisciplinary skills but it is difficult for students to acquire in the traditional offline university model. In the new competitive era new roles are being searched. Even recruiters are looking for hiring multidisciplinary talent. Through a multidisciplinary teaching approach, students can gain various exposures to new skills, different perspectives to problem-solving, critical & logical thinking, time-management, self-management, communication and writing, analysis and research methodologies, team work, and much more. Youngsters can now find very interesting careers in new and emerging fields as a result of a vibrant multidisciplinary background. It gives them the exposure, education and experience to branch out into different directions.

The policy is laying emphasis on the flexible and innovative curricula of all higher education institutions to include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education towards the attainment of holistic and multidisciplinary education. The focus on ethical and constitutional values will go a long way in the creation of an enlightened citizenship, essential for deepening the country's democratic roots. The underlying idea is to empower learners to become active promoters of a more peaceful, tolerant, inclusive, secure and sustainable society.

Conclusion

It can be safely concluded that multidisciplinary teaching is not simply a theory of education; it is a practical way of seeing the world. It is worth mentioning that the Indian way of learning, acquiring knowledge has always been liberal and multidisciplinary. This integrated approach to education has been India's contribution to the world. Education in India has a legacy of being pragmatic, achievable and complementary to life. NEP 2020 will play a significant role in shaping the future of higher education in the country through holistic and multidisciplinary education.

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IMPLICATIONS OF THE NEW EDUCATION POLICY 2020 FOR HIGHER EDUCATION

Gurveer Singh*

Abstract

In light of the difficulties posed by the Covid- 19 epidemic, the Indian government's New Education Policy (NEP 2020) came as a breath of fresh air. The announcement of NEP 2020 came as a great surprise to many individuals. Many professionals in the field of education were taken aback by the NEP 2020's proposed revisions. Even though the education policy affects both high school and college education, this article concentrates mostly on NEP 2020 and its effects on higher education. The primary components of the NEP are analyzed and their consequences on the modern educational system are discussed.

Key Words: *Higher Education, Educational Reform, Covid-19 Database.*

Introduction

The National Policy on Education (NPE) formulated by the government of India incorporates secondary and higher education in India's rural and urban areas. Indira Gandhi issued India's first NPE in 1968, her son Rajiv Gandhi issued the country's second in 1986, and Narendra Modi issued India's third in 2020.

The vision for India's educational system is laid forth in the National Education Policy 2020 (NEP 2020), which was adopted by the Indian Union Cabinet on July 29, 2020. The new policy supersedes the National Policy on Education from 1986. The plan provides a complete structure for education in India, beginning with preschool and continuing through higher education. Career education is a part of it as well. By 2021, the initiative hopes to have completely revamped India's educational system. NEP's language policy is intended to be an overarching guideline and an advice for governments, organizations and schools to adopt it. Numerous changes to India's educational system will be put into effect by the NEP 2020. Its goal is to rapidly increase brand recognition.

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In January 2015, a committee headed by ex-Cabinet Secretary T. S. R. Subramanian launched a consultation process for the New Education Policy. The drafted NEP was given in 2019 and was based on the committee's report from June 2017. The team was led by Krishnaswamy Kasturirangan, a former director of the Indian Space Research Organisation (ISRO). Following these discussions, the Ministry of Human Resource Development released the Draught New Education Policy (DNEP) 2019. The Draft of NEP ran to a hefty 484 pages. The Ministry conducted extensive consultations before finalizing the draft of the policy, receiving "almost two lakh comments from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), and 676 districts." The policy's abstract reads, "National Education Policy 2020 envisions an India-centric education system that directly contributes to building our country sustainably into an equal and thriving knowledge society by offering high-quality education to all." It is crucial to cultivate brilliant, well-rounded, imaginative individuals via rigorous academic training. Individuals should be able to pursue in-depth studies in a variety of disciplines, including the natural and social sciences, the arts and humanities, languages, personal, technological, and vocational studies, as well as cultivating their character, ethical and constitutional values, intellectual curiosity, scientific temperament, creativity, service spirit, and 21st-century skills. The new policy's central tenets are the establishment of multidisciplinary universities and colleges, with at least one in or near every district; the redesign of student curricula, pedagogy, evaluation, and support for an enhanced learning environment; and the establishment of a National Research Foundation to fund outstanding peer-reviewed research and efficiently launch study at universities and colleges.

The low quality of undergraduate education in India's higher education system can be attributed to a number of factors, including the forced segregation of qualifications, the early specialization and student influx into confined research fields, the lack of competitive peer-reviewed academic research funding, and the prevalence of large affiliated universities.

The fragmentation of higher education can be put to rest by increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035. This will lead to the creation of large, multidisciplinary institutions that will in turn produce well-rounded, innovative individuals who will in turn transform the educational and economic systems of other countries.

The purpose of a well-rounded, multi-disciplinary education is to help students reach their full intellectual, cultural, social, physical, emotional, and moral potential. In the long run, this all-encompassing approach to higher education will become the norm across the board for undergraduate degree courses. The most effective classroom settings for learning give students a whole plan that incorporates a suitable curriculum, engaging teaching methods, consistent formative assessment, and enough individual attention.

objectives of the study

Examining how the New Education Policy 2020 will affect higher education is the primary focus of this research. The report also provides an overview of the main features of the NEP and analyzes their effects on today's schooling.

Methods of Research

This research mostly serves a descriptive purpose. Secondary data collection included looking through a number of sources, such as government-run Indian websites, magazines, journals, and newspapers. After collecting and sorting the data, inferences and findings were drawn.

Salient Features NEP Related Higher Education

Newly proposed NEP aims to legally implement systemic changes from K-12 through higher education. Given the current state of affairs, future educational materials will focus on fundamental principles, concepts, applications, and problem-solving postures. Positive and long-lasting benefits of the National Education Policy on the country's higher education system are hoped for. It's great that the Indian government has made it possible for foreign universities to set up campuses in the country. This will make it possible for the kids to have an excellent education that meets international standards right in their own community. The advent of multidisciplinary institutions will lead to a renewed focus on all academic fields, including the arts and humanities, and this mode of education will help students grow in all aspects of their being. As a result, the students' knowledge will be more solid.

The adoption of a single universal admission exam is another positive step that will reduce the burden of having to study for so many different, challenging assessments. It would also ensure that all prospective students have a level playing field. Creating an Academic Bank of Credit (ABC) is a sensible plan for keeping track of the credits students earn while enrolled in programmes at several respected universities. A student's ABC account will increase with the number of points earned after finishing a course. If the student ultimately chooses to transfer to a different university, these credits will follow them. If a student leaves school for whatever reason, their credits will remain intact, enabling them to start up just where they left off even if it's years later.

The new higher education regulatory framework will ensure that different administrative, accrediting, financial, and standard-setting tasks are delegated to autonomous, authorized bodies. The Higher Education Commission of India (HECI) will serve as the umbrella institution under which these four groups would be established. Numerous shifts and innovations in higher education have arisen as a direct result of NEP. Differentiating features include those listed below. With the exception of the fields of law and medicine, the NEP proposes the creation of the Higher Education Commission of India as a unified regulatory body for all of India's postsecondary institutions.

There will be a variety of entrance and exit points for students who decide to join or leave the course at different points. Credits will be transferred from the Academic Credits Bank.

• **Televised and mobile app-based educational opportunities for adults:** High-quality technology-based solutions for adult education, including apps, online courses and modules, satellite TV channels, online publications, ICT-equipped libraries, and Adult Education Centres, will be created.

• **E-courses available in many regional languages:** Technology will be integrated into all stages of education, including curriculum development, classroom delivery, assessment, and the

education of both educators and the general public. There will be an initial rollout of eight key regional languages for online content. E-courses will be available in Kannada, Odia, and Bengali in addition to English and Hindi.

• **International schools have campuses in India:** With the new regulation in place, the world's top 100 institutions would have an easier time setting up shop in India. According to the HRD Ministry paper, "special dispensation" would be granted to international universities in terms of regulatory, governance and content standards, bringing them on a par with other autonomous institutions in India.

• **There is one universal entrance test for higher education:**

The NTA (National Testing Agency) is responsible for administering the standard college admission test. A new body, the Higher Education Council of India (HECI), will be set up to manage universities throughout the country. The primary goal of the council will be to increase the gross enrollment ratio. The HECI will have four different niches:

a)	The National Council for the Accreditation of Teacher Education (NCATE) is an independent agency charged with monitoring all aspects of pre-service and in-service teacher education in the United States.

b)	The NAC is a "meta-accrediting body" in the sense that it accredits other accreditors.

c)	 The Higher Education Grants Council (HEGC), a government agency that distributes funds to higher learning institutions. The University Grants Commission, the All India Council for Technical Education, and the National Council for Teacher Education will all be merged under one new organization.

d)	The General Education Council (GEC), which articulated the desired competencies as "graduate qualities" In addition, the NHEQF will be responsible for creating a national standard for determining what counts as a college degree. The GEC will include the National Council on Teacher Education (NCTE) as a PSSB.

In-Depth Study of How NEP will affect College Level Studies Policymaking in the Field of Higher Education:

The creation of the Higher Education Commission of India (HECI) as an overarching body for all forms of higher education outside of the fields of medicine and law is a major shift in NEP 2020. Common concerns include what will happen to the present UGC and AICTE. The purpose of HECI is to reorganize the academic and financial aspects of the higher education system. HECI is given no budgetary say under the proposed bill. Formerly known as the University Grants Commission (UGC), the Ministry of Education is currently in charge of funding administration.

It is hoped, however, that this change would clear up the regulatory muddle in India's university sector. Regulation will be handled by the National Higher Education Regulatory Council (NHERC), standards will be established by the General Education Council (GEC), funding will come from the Higher Education Grants Council (HEGC), and accreditation will be managed by the National Accreditation Council (NAC). Many educators' hope for decades has been that education standards may be unified under a single, overarching body. It is believed that this is the

optimal strategy for improving educational policy. However, the quality of higher education can only be ensured if institutions are assessed based on relevant criteria, such as research output, industry links, placement success, and student progress. If this is successful, it might have a positive impact on the lives of Indian youth, the HECI's main constituency.

Different Levels of Independence and Approval

The concept of "empowerment and autonomy to innovate" is central to NEP 2020, which advocates for a "phasing out" strategy from Affiliated Colleges to Autonomous Institutions. Because of the increased leeway given to non-affiliated schools, there is room for curricular expansion. Furthermore, it stipulates that degree-granting schools with autonomy might, if they so wished and obtained the necessary accreditations, become research- or teaching-intensive universities. The announcement that the country would create Multidisciplinary Education and Research Universities (MERUs) is another encouraging sign. These institutions, which would be similar to the present IITs and IIMs, will show Indian students the value of a well-rounded education.

As part of the NEP 2020, the National Testing Agency will play the role of a well-respected, expert, and impartial testing organization, administering entrance tests for undergraduate and graduate admissions and fellowships in Higher Education Institutions. The great quality, diversity, and adaptability of the NTA testing services will allow most institutions to adopt these common entry examinations instead of having hundreds of colleges construct their own admission exams. The educational system, institutions, and students will all feel far less stress as a result of this. Whether or not they use NTA examinations for admissions will be left to individual schools. It also facilitates the transfer of credits and degrees for international students.

In addition to allowing foreign universities and colleges to visit India, NEP 2020 promotes domestic internationalization by setting a high bar for the quality of education provided by Indian institutions. The Indian higher education industry is bustling with activity as a result of the potential opening of the door for overseas institutions to construct campuses in the country. India's higher education system is one of the biggest in the world, with more than 40,000 colleges and 900 universities. When compared to other BRICS countries like Brazil (50%) and China (51%), as well as European and North American countries where the GER would be around 80%, India's GER (Gross Enrollment Ratio) in higher education is just 26.3%. In order for India to achieve long-term economic development, one that is not dependent on finite natural resources but on infinite intellectual resources, the country needs to see a massive increase in international student enrollment at its universities. Reports show that India will need an additional 1,500 new higher education institutions by 2030 to accommodate a significant influx of students, so the Indian government is trying to attract FDIs (Foreign Direct Investment) and open up the ECB (External Commercial Borrowing) route to strengthen capital investment for the education sector.

The government is also aiming to promote India's status as a center of education since more than 7 Lakh Indian students are already studying abroad. The plan's objective is to drastically cut down on the number of people who leave their home countries in pursuit of better economic and educational prospects for their families. To achieve this goal, the government will legalize

the operation of foreign universities inside its borders. Multiple studies from throughout the world have shown that international student exchange programmes improve economic growth, cultural understanding, and global competitiveness. Thanks to their international partnerships, local institutions are able to design their curriculum in accordance with global pedagogy and provide students a wide selection of subjects from which to choose.

We need more comprehensive, interdisciplinary education.

According to the National Education Policy Act of 2020 (NEP 2020), an interdisciplinary and comprehensive curriculum would aim to nurture students' moral, intellectual, artistic, social, physical, and emotional growth. These programmes help students acquire a breadth of knowledge throughout the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational sectors essential for success in the 21st century. They will be highly specialized in their subject, have a strong moral sense, and be able to communicate and collaborate effectively, many categories. The NEP 2020 envisions one large, interdisciplinary HEI in each district or nearby by the year 2030.

In order to provide students with a well-rounded and interdisciplinary education, HEIs should include courses and projects in community service, environmental studies, and value-based learning within their credit-bearing curriculum. Forest and wildlife preservation, climate change, waste management, sanitation, environmental education, and the management of biological resources and biodiversity will all be addressed. Truth (satya), virtuous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), a scientific temperament, citizenship values, and life skills are only some of the humanistic, ethical, constitutional, and universal human values that will be fostered through a value-based education. Community service and seva/service learning classes will be valued as integral parts of a well-rounded education.

To prepare students to be informed advocates for more peaceful, tolerant, inclusive, secure, and sustainable societies in a world increasingly interconnected through technology, Global Citizenship Education (GCED) is being offered as a response to current global challenges. Students at all HEIs will also be able to participate in research internships with academics and researchers at their home institution or at other HEIs/research institutions as part of a well-rounded education. Students will be able to put what they are learning into practice and become more marketable as a consequence.

How long and how degrees are structured

Under the National Education Policy 2020 plan, a bachelor's degree from any school will take between three and four years to complete. The deadline for dropping out of college is within this window. A diploma, degree, or certificate in any professional or vocational field shall be granted to the student after two, three, or one years of study, respectively, at any accredited educational institution. The Indian government is helping to create a digital credit bank for students' academic performance. This allows colleges and universities to count the hours towards a student's final diploma total. Those who can benefit from this individuals who may have to bail out in the midst of the journey. They may resume the course from where they left off instead of having to start from the beginning. It may be difficult to design one-year courses for students who have finished a four-year UG degree and two-year programmes for those who have done a three-year UG degree, even if NEP 2020 stipulates that higher education institutions will have the option to start PG programmes.

Conclusion

The policy makes several adjustments, and on the whole it comes off as a very progressive document that shows an awareness of both the current socioeconomic context and the potential for future uncertainty. To keep up with the increasing dematerialization and digitization of economies, a new generation of learners will need a different set of skills than their predecessors. It seems like an even more crucial need now that the epidemic has accelerated the march towards digitalization and disruptive automation. The necessity to educate specialists in disciplines as diverse as agriculture and artificial intelligence is covered in full by the NEP 2020. India needs to be ready for the long haul. The NEP 2020 also paves the way for many bright, young people to get the training they need.

While the goal of the new education policy is commendable, whether or not it succeeds in bringing about the necessary structural change will depend on how effectively it is coordinated with other government policy efforts like Digital India, Skill India, and the New Industrial Policy. Therefore, policy connections may guarantee that the lessons learned by Skill India in more actively cooperating with the business sector to develop a successful vocational education curriculum are included into educational policy. There should be more decision-making based on evidence in order to adapt quickly to the changes and disruptions that are happening. The NEP's structure for collaborative monitoring and assessment and real-time evaluation technologies are both welcome additions. This would allow the educational system to continually reform itself, rather than waiting for a new education policy to be implemented every 10 years in order to implement a change in curriculum. Just achieving this feat will be remarkable. The NEP 2020 is a watershed moment for higher education. Successful and timely implementation is what will make it really revolutionary.

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MULTIDISCIPLINARY AND HOLISTIC APPROACH: OVERALL PERSONALITY DEVELOPMENT

Harjot Kaur*

Abstract

Education has a key and decisive role in this scenario of contingencies. The National Education Policy 2020 plays a vital role to build a new education system in the country, in addition to strengthening those economic and social indicators. NEP 2020 provides for quality higher education through multidisciplinary universities and autonomous colleges.To get better results in creativity, development of critical thinking, decision making skills, problem-solving abilities it is necessary to frame an education policy which addresses these issues. A holistic and multidisciplinary education would help all-round development of an individual.

Key Words: *NEP-2020, Holistic and Multidisciplinary Approach, NRF, HEIs.*

> ***"Breakthrough innovation occurs when we bring down boundaries and encourage disciplines to learn from each other"***

Introduction

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. Indian society is also no exception to this. It is known from the historical study of Indian society that many social, economic, political, and other changes have also taken place from the primitive era to the present era. There are mainly two types of change. One is the changes which are made by nature and the other types of changes are done by human beings themselves. Natural changes are not within our control. But through human change, one tries to innovate by bringing changes in life and 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.

After India fell behind in the list of better quality universities around the world in recent years, it was expected that the government and the entire system would take

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some concrete steps to improve the matter so that some improvement could be made in this situation. . 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 under the chairmanship of the Kasturirangan committee to draft the National Education Policy 2019. In India in July 2020, thChange is the eternal and unwavering rule of the universe.

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The NEP 2020 envisages bringing back the multidisciplinary and more holistic education in India in the 21st century.The National Education Policy (NEP)–2020 highlights the overall personality development of individuals by inculcating 21st Century education skills to learners. NEP–2020 mentions that "Education would be aimed at developing all capacities of human beings – intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner" (NEP, 2020).

Multidisciplinary Approach:

An approach to curriculum integration which focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline.

Through a multidisciplinary approach, a student gains an arsenal of skills—problem-solving, critical thinking, time-management, self-management, communication and writing, analysis and research methodologies, team work, and much more—that are easily transferable across work environments. The multidisciplinary approach relies on people crossing disciplines to share knowledge, thereby enhancing your scope and depth of learning. Interdisciplinary education is similar to multidisciplinary in the sense that it looks to combine knowledge from multiple disciplines.

Holistic approach

A holistic approach means to provide support that looks at the whole person, not just their mental health needs. The support should also consider their physical, emotional, social and spiritual wellbeing.This educational approach encourages students to explore their passions and interests, achieve their goals, and better understand themselves. Holistic learning will benefit students by teaching them to be aware of and appreciate their potential, and encourages learning as a lifelong experience.

A multidisciplinary and holistic learning is an integral education model that will relax the discipline boundaries for learning and make the system flexible enough for students to learn sciences, mathematics with humanities, languages, social sciences, professional skills, soft skills,

ethics, morality, human values etc. in combination according to their needs and interests with the aim towards integrated competencies development including intellectual, aesthetic, social, physical, emotional, and moral. With such approach a student is no longer required to be confused on: Whether he can learn Mathematics and Psychology together. Now the answer lies in his interest only. If he wants to learn, he can not only learn but can choose an appropriate career option for him as well.

Gist of NEP 2020, towards multidisciplinary and holistic education

- A multidisciplinary education will focus on the integrated development of individuals including - social, physiological, emotional, social and moral.
- All the disciplines including professional, vocational or technical undergraduate programme will experience the methodical execution of such comprehensive learning.
- There will be no rigid boundaries between the learning of science, arts and humanities. All institutions will accommodate professional and soft-skills courses.
- The all-inclusive approach in curriculum will ensure the flexibility in courses and academic pathways thus would promote Multiple Entry Exit System.
- All Higher Education Institutes (HEIs) will encourage the foundation of all departments including Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc.
- Students will be their own degree maker as NEP offers a certificate after completing one year of professional or discipline course, diploma if one completes two years, a Bachelor's degree after the completion of three years and the undergraduate degree with research if one completes the preferred duration of four years.
- Students will be their credit holder too with the initiative of Academic Bank of Credit (ABC) to create a digital account of their earned credit from various programs or institutes which can be considered to award the degree.
- Exclusive Multidisciplinary Education and Research Universities (MERU), aiming for the best quality education at par with global standards will be established for holistic and multidisciplinary education.
- More incubation centers will be set up in Higher Education Institutes to enhance the interdisciplinary research culture including humanities and social sciences research and more efforts will be put for bridging industry-academic gaps for innovation and technology advancements.

Role of Multidisciplinary and Holistic Approach in NEP 2020.

Multidisciplinary and holistics education aims to develop diverse capacities of human beings including intellectual, aesthetic, social, physical, emotional, interpersonal, humanistic and moral capacities in an integrated manner. NEP-2020 promotes multi-disciplinary and holistic education with a broader aim to foster unity and integrity of knowledge besides duly recognizing, identifying and nurturing the unique capabilities of every student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic domains.

Multidisciplinary and holistic approach offers student, the flexibility of choosing subjects, Helps students to pursue their passions along with mainstream education, Helps to develop pragmatic attitude, Helps to develop collaborative teacher-student relationship, Learn more, at once, Critical thinking & problem-solving skills, Diversify interests and opportunities, Unique classroom experiences, Preparing for new jobs.

NEP 2020 plays a vital role to improve multidisciplinary and holistic skills ,but without your effort it is difficult to achieve the target. If you want to increase your capacity to think holistically and develop multidisciplinary skills, resist the urge to tackle the obvious surface-level issues—instead, dig deeper for the underlying patterns. This approach can help ensure you're working on the right problem,staying focused on your primary goals,understanding who does what and why, learning from each other, respecting other points of view, and preventing power struggles, Cut the confusing jargon, Disciplining faculty members and students! Improving facilities for faculty members and students, Providing exposure to the faculty members and students to good foreign universities, Promoting privatization of higher education institutions, Build a community within the workplace and Use the right communication tools.

Conclusion:

The National Education Policy 2020 is a comprehensive policy with the intention of improving education by making it more accessible, holistic, multidisciplinary, and fruitful. Multidisciplinary education is undeniably important in the post-modern world of the twenty-first century. The new NEP 2020 places great emphasis on integrated and Transdisciplinary education.To promote real-life and futuristic abilities, students should be encouraged to volunteer and participate in practical problem solving and application of textbook instruction in real-life circumstances.

In order to accomplish such a holistic and multidisciplinary education, NEP 2020 requires a flexible and innovative curriculum that includes credit-based courses and projects in the domains of community engagement and service, environmental education, and value-based education.

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PSYCHOLOGICAL HEALTH: STRESS AND RESILIENCE

*Himanshu**

Abstract

Life is full of stress. Sometimes it comes and goes and sometimes it lingers. Sometimes our stressors are small, and sometimes they are big. Stress may come from within or come from an outside source. Stress is connected with life changes, personal and/or work-related; and too many changes at one time, either positive or negative, can overload an individual's capacity to adapt successfully and result in illness of one sort or another. Understanding stress is an important part of stress management.

Key Words: *Health, Psychological, Stress, Resilience, Education.*

Introduction

We all are living in a complex world and this complexity is leading to lots of problems which can be constant source of stress or some kind as worries for all of us, resulting in symptoms of stress, depression, *etc*. For this very reason there is a need to work on psychological health of the Students. Health psychology is a rapidly growing field. As increasing numbers of people seek to take control of their own health, more and more people are seeking health - related information and resources. Health psychologists are focused on educating people about their own health and well - being, that is why the area of health psychology is growing rapidly.

Psychological Health

Psychological health is the sum of how we think, feel, relate, and exist in our day-to-day lives. Our thoughts, perceptions, emotions, motivations, interpersonal relationships, and behaviors are a product of our experiences and the skills we have developed to meet life's challenges. Psychological health includes mental, emotional, social, and spiritual dimensions.

The field of psychological health focuses on emotional, cognitive, behavioral, and social well-being. Like physical health, psychological health is an integral part of our overall holistic wellness. Healthy psychological well-being is not just the absence of signs of mental health issues or a diagnosis of a mental health disorder, but the presence of balanced emotions, thoughts, and behaviors. When our psychological state is unbalanced, we may have trouble with indecisiveness,

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managing our emotions, controlling our behaviors, interacting with others, and handling stress and other challenges (Galderisi, Heinz, Kastrup, Beezhold & Sartorius (2015).

There are many reasons for psychological health disturbance. The reason for one of them is stress.

Stress

Stress can be defined as a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that prompts us to address challenges and threats in our lives. Everyone experiences stress to some degree. The way we respond to stress, however, makes a big difference to our overall well-being.

The terms stress has been derived from 'stringere' that is a Latin word and means 'to draw tight' (Cox, 1978). It has today become a very commonly used term in every context whether school, workplace, day to day life and so on. We often come across people who say that they are stressed or Stress: An Introduction experiencing stress in their lives. We ourselves experience stress often.

The origins of stress can mainly be traced to physical sciences (Schafer, 1998). During the 17th century it was exceedingly used to denote affiliations and hardships experienced by individuals and during the 18th century it came to be described mainly in terms of pressure, strain or force (Cartwright and Cooper, 1997). The initial conceptualization of stress mainly focused on stress as an external stimulus. Though later it came to be described as a response of an individual to certain disturbances. The study carried out by Cannon can be mentioned in this context, where he mainly studied the fight and flight reaction. The focus of the study by Cannon was on the effect that stress has on animals as well as humans. Cannon also observed physiological changes in the participants of his study and he attributed these changes, as displayed by individuals, to stress.

Stress is a feeling of people when they feel overloaded and struggling to cope with demands. These demands may be related to finances, work, relationship and other situations, but anything posses a real or perceived challenge or threat to a person's wellbeing can cause stress (Timothy, 2017).

Stress is a complex subjective experience. It depends largely on background experiences, temperament and environmental conditions. It refers to an internal state, which results from frustrating or unsatisfying conditions. Moderate stress can be empowering because many individuals relate how they are only able to be productive when under stress. But generally, stress in excess serves to hamper abilities. According to Levy (1998), stress is a situation where resources to cope with a given situation are appraised as being less than the demands of the situation. According to Chrousos (2009), a stressor is considered as a stimulus that threatens homeostasis and the stress response is the reaction of the organism aimed to regain homeostasis.

Causes of Stress

1. **Career Concern:** If an employee feels that he is very much behind in the corporate ladder, then he may experience stress. If he seems that there are no opportunities forself-growth,

he may experience stress. Hence, unfulfilled career expectations are thesignificant source of stress.

2. **Rotating Work Shifts:** Stress may occur in those individuals who work on differentwork shifts. Employees may be expected to work on day shift for some days and then on the night shift. That may create problems in adjusting to the shift timings, and it can affect not only personal life but also family life of the employee.

3. **Role Conflict:** It takes place when people have different expectations from the person performing a particular role. It can also occur if the job is not as per expectation, or when a job demands a certain type of behavior that is against the person's moral values.

4. **Occupational Demands:** Some jobs are more demanding than others. Jobs that involve risk and danger are more stressful. Research findings indicate, job that cause stress needs constant monitoring of equipments and devices, unpleasant physical conditions, making decisions, etc.

5. **Poor Working Conditions:** Employees may be subject to poor working conditions. It would include bad lighting and ventilation, unhygienic sanitation facilities, excessive noise, and dust, presence of toxic gases and fumes, inadequate safety measures, etc. All these unpleasant conditions create physiological and psychological imbalance in humans thereby causing stress.

6. **Interpersonal and Intergroup Conflict:** These conflicts take place due to differences in perceptions, attitudes, values and beliefs between two or more individuals and groups. Such conflicts can be a source of stress for group members.

7. **Organizational Changes:** When changes occur, people have to adapt to those changes, and this may cause stress. Stress is higher when changes are significant or unusual like transfer or adoption of new technology.

8. **Lack of Social Support:** When individuals believe that they have the friendship andsupport of others at work, their ability to cope with the effects of stress increases. If thiskind of social support is not available, then an employee experiences more stress.

9. **Technological Changes:** When there are any changes in technical fields, employees are under the constant fear of losing jobs or need to adjust to new technologies. It can be a source of stress.

10. **Career Changes:** When a person suddenly switches to another job, he is under stress to shoulder new responsibilities adequately. Under-promotion, over-promotion, demotion and transfers can also cause stress.

No doubt stress is spreading its wings even than as a human being we have the capacity to overcome it by being resilient. So is a need to work on the power of resilience to eliminate stress and to improve psychological health.

Resilience

Resilience is one of the pillars of positive psychology (Wong, 2010). According to Vaillant (2003) one way to view mental health is through resilience, so resilience is a vital part of human flourishing. Happy people show more resilience necessary to overcome setbacks in life. Burns et

al. (2011), Lower (2017), found the positive correlation between various dimensions of resilience and happiness and wellbeing.

There are so many approaches to understand the resilience. According to trait approach, resilience is a positive personality trait that promotes adaptation (Wagnild and Young, 1993; Connor & Davidson, 2003). Resilience is an ability to cope with stressful life events (Hoge, Austin and Pollack 2007). Resilience has been associated with well-being (Harms, Brady, Word and Silard, 2018), satisfaction with life, affect, self-concept and engagement (Sagone and DeCaroli, 2014, Bajaj and Pande, 2016 and Sharma and Nagle, 2018) found that personality and resilience were significant predictors of psychological well-being.

There are numerous definitions of resilience proposed in the psychology; most definitions are based on two core concepts; adversity and positive adaptation. Regarding the term adversely, Luther and Cicchetti (2000) stated that adversely "typically encompasses negative life circumstances that are known to be statistically associated with adjustment difficulties. As noted above existing definitions of adversity associates negative circumstances with negative consequences or using risk-related terminology, they focus on established, statistically significant predictors of maladjustment. Turning to the second core concept, positive adaptation has been defined as behaviourally manifested and social competent or success at meeting stage salient developmental tasks (Luther and Cicchetti, 2000) or symptoms related to internal well-being (Masten and Obradovic, 2006).

Stress Management

- **Exercise Regularly:** Targeted exercise goes a long way toward freeing the body of stress hormones and increasing the endorphin levels - responsible for feelings ofhappiness. Physical activity plays a key role in reducing and preventing the effects ofstress. So, it is good to carve out some time from the busy schedule to exercise.
- **Avoid Unnecessary Stress:** There are number of stressors that can be eliminated to avoid unnecessary stress.
- **Take Control of Your Environment:** If the evening news makes you anxious, turn theTV off. If going to the market is an unpleasant chore, do your grocery shopping online.

Conclusion

To conclude for optimum psychological health there is a need it work on the power of resilience. We should keep doing more and more work on psychological health by which we can eliminate stress.

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-9-

SKILL DEVELOPMENT AND ROLE OF VOCATIONAL TRAINING FOR FUTURE GROWTH

Dr. Jasbir Kaur*

Abstract

We are living in a country which recently got the status of being the most populous one on the globe. This distinction in itself is not providing a very positive signal for our future growth. The very basic reason is that, we are still facing the problems of scarcity of resources and a wide spread unemployment and poverty. If we dwell into the root cause of all the problems, one factor which seems to be important is the lack of skill based training in our school curriculum. Various educational commission and committees in their recommendations have emphasized on the skill based education one or the other time, even then the youth of today is in search of good job or startups. The sole reason is that we are not practicing the things we are preaching, and this has led to mass dissatisfaction and exploitation of our promising nation builders. Amidst all the darkness, a ray of light is seen again in the form of New Education Policy (NEP) (2020) which is paving the way for the nation development, with its intense focus on skill based education from an early age.

Key Words: *Skill, Education, Curriculum, Future, Growth, NEP*

Introduction

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." - Malcolm X

New Education Policy 2020 is promising a revolutionary change in the education industry, as now the focus has been shifted from learning-based education to skill-based education. The NEP's has proposed to introduce vocational education from grade 6 onwards and has also given its recommendations for creating a National Committee for the Integration of Vocational Education (NCIVE)   which is indeed a reformative move. NEP is providing guidelines to schools for enhancing skill development among students, to make them ready for their unseen future. Certainly it will help in overcoming the social stigma attached to taking up a vocation as a career and also exposing students to varied career paths, including entrepreneurship.

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Preparing for Future

The world of work is in a state of flux, changing quickly and will evolve at a much faster rate in the years ahead, leading to challenges that our students are likely to face in their respective work places. Therefore, this pace of rapid transition is demanding a well prepared approach and quick learning ability on the part of students to give a direction to their future. Thus imparting vocational education should be the future vision of all the educational institutions of the country. NEP in its prospective document has set a target of exposing at least 50% of learners to skill-based education and equipping them with the right skills through practical training as a part of school and higher education by 2050. This seems to be a right step to increase the trend for the choice of vocational streams and developing an aptitude towards the jobs that require manual operations.

Blending Vocational Education and Training

In its draft the NEP 2020 has suggested two types of VET qualifications: a VET certificate and a VET diploma to make skill development an integral part of education. For the success of this cooperation between organizations and vocational schools is must The employment offering companies should also need to work out to support this dual training model, wherein students would spend a part of the course at a vocational school and the other at a company. Besides, to make it more lucrative, the industry players can endorse professional courses with global certification in some emerging technological domains, which can be liked with credit systems.

To give this vision a practical shape (VET certification) our country needs a well-coordinated institutional and legal mechanism binding the stakeholders to play their respective roles effectively. Moreover for the easy and equal accessibility, all the components of professional and vocational education need to be available online and offline. It should be available to all age groups, including lifelong learners.

Leveraging the private and development sectors and use of technology will help in bringing together the required resources for empowering adolescents with necessary skills. This will improve access to information and increase choices for adolescents for their career progression

Essential Skills for the 21st Century

The youth of 21st Century has to compete at a global level which requires the training and development of a set of skills to be successful, these are discussed as under :

1.   ***Cognitive skills:*** It is the ability to understand complex ideas, adapt effectively to the environment, learn from experience, and reason. Foundational literacy and numeracy as well as creativity, critical thinking, and problem-solving.

2.   ***Socio-emotional skills:*** These skills are of much demand and include the ability to navigate interpersonal and social situations effectively, and include leadership, teamwork, self-control, and grit.

3.   ***Technical skills:*** Without a background of technological knowledge it is difficult to work upon the job in hand. Technical skills refer to the acquired knowledge, expertise, and interactions needed to perform a specific task, including the mastery of required materials, tools, or technologies.

4. Digital skills: The top most in the hierarchy the digital skills are cross-cutting and draw on all of the above skills, and describe the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately.

For any type of structural transformation and economic growth skill based learning is the starting point. Employers in many developing countries report that a lack of skilled workers is a major and increasing bottleneck for their operations, affecting their capacity to innovate. The COVID-19 pandemic has brought the pre-crisis vision of equitable, relevant, and quality skills development into sharper relief, adding unforeseen urgency to the calls for reform and highlighting the huge costs of inaction.

Investing in skills, investing in future:

'Investing in skills, investing in future' is new tagline of many skill based training programmes run by the government of India. India has targeted to equip 400 million youth by 2023 with industry-relevant skills in multiple trades/sectors through various skill programs/schemes implemented at skilling institutions such as Skill Development Centers (SDCs), Vocational Training Providers (VTPs), ITIs, Polytechnics/Engineering Colleges etc.

Many innovative projects like Make in India, Digital India etc. are creating job opportunities in key manufacturing and service sectors of the economy thereby, demanding quality skilled manpower. Hence the need for modules which can strengthen the employability of India's workforce is significant.

Anytime, anywhere enhance your Employability:

Employability is a combination of skills and traits required for almost every job. These are common skills that make one desirable for an organisation. These skills are a set of many skills one needs to be successfully employed. Employability skills not only help in work life but also help lead a better life. For example, learning financial skills can help manage your money for personal needs also.

There are several websites of the Government to help everyone learn employability skills online. Some of the websites are:

- Bharat Skills Portal (https://bharatskills.gov.in/): It contains online lessons and study material for trade skills and employability skills.
- eSkill India (https://eskillindia.org/): It provides access to free, certified online courses.
- ASEEM (https://smis.nsdcindia.org/): It helps one find sustainable livelihood opportunities.
- NSDC (https://nsdcindia.org/): It aids in acquiring funds to set up profitable training centres and vocational centres.
- NIMI portal (https://nimi.gov.in/ver2_/): It is for instructional materials, e-content, and question banks for the use of the trainees.
- NAPS portal (https://www.apprenticeshipindia.gov.in/): It helps find apprenticeship opportunities relevant to your trade.
- Scheme portals (https://www.india.gov.in/my-government/): It provides access to information about several welfare schemes of the Government.

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-10-

CHOICE BASED CREDIT SYSTEM (CBCS): A BETTER CHOICE IN HIGHER EDUCATION

Dr. Jasleen Kaur*

Abstract

Excellence education plays a vital role in increasing self-confidence, practical knowledge, evolving skills, building self-assurance, and creating a positive impact on students' natural life. It does not only allow the students to raise and promote just professionally, but also places a solid foundation of individual growth. To confirm quality education, higher education organizations must emphasis on developing a balance between - imparting education & promoting skill development. This can be done by providing elasticity to discover various arenas of education. Various rules and guidelines have framed by UGC from time to time to progress the higher education system and endure minimum educational aspects, standards and worth across the Higher Educational Institutions which is urgent need of an hour. With a view to permit the flexibility in higher education system, so that students get facility to take care of their interests and aims and can select inter and intra-disciplinary and skill-based courses. Intended for that choice-based credit system (CBCS), is adopted.

Key Words: *Choice based credit system, Higher education, Grading*

Introduction

The higher education sector of India is a competitive academic environment where quality is the immediate need of the hour. The CBCS or Choice Based Credit System familiarized by the University Grants Commission (UGC), provides a real learning stage for budding students by developing the educational prospects. It is also known as a student-based approach that allows students to choose their subjects according to them. In higher education, the choice-based credit system provides flexibility in formulating and executing the curriculum and giving way credits which are based on the course strength and teaching hours. This system helps students to pursue various courses of their choice. This also assists the students to learn at their own speed or pace, learn extra courses, and obtain more than the required credits. Choice based credit system emphasizes on various tasks like assignments, group discussions, class activities, and internal examinations thus creating a valuable and beneficial education environment.

This system provides the students a chance to actively choose various courses from the

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prescribed courses embracing core, elective or skill-based courses. These courses can be assessed or evaluated by the grading system. The University Grants Commission (UGC) has shaped a lot of buzz by presenting the Choice-Based Credit System (CBCS). UGC needs to develop a "learner-centric" approach in the whole education system, to achieve the goals of the New Education Policy (NEP) initiated by The Ministry of Human Resource Development (MHRD), Govt. of India. Enactment of Choice-Based Credit System (CBCS) is based on following things:

- **Learner-Centric Approach:** The compulsory change brought by the CBCS system is creating the learning system "Student-Centric". This system will directly enhance the multidisciplinary approach. It will permit the students to choose inter-disciplinary, intra-disciplinary courses, and skill-oriented courses that even from other disciplines according to their interests, aptitude and learning needs and provide more flexibility for students in learning. Students will be permitted to obtain credits by combining different or unique subject areas such as, Engineering with literature, Physics with Economics, Microbiology with Environmental Science etc. CBCS provides high flexibility for students to study at different times as well as at different institutions to complete a course. This will help by providing comfort of mobility to students anywhere. It is also permissible that credits earned at one institution can be transferred to another institution as well. With the effective implementation of CBCS system, it provides good flexibility to meet the academic needs of every student.

- *Subject Categories:* As we discussed earlier, CBCS system allows students the flexibility of selecting the subjects of their choice. So that the subjects are categorised into various groups which will help the students to select subjects of their interest under each group. The categories stated by UGC are given below:

1. Core Course - Core Course is present in every semester. This course is to be compulsorily studied by a student as a core requirement to fulfil the requirement of a programme in a said discipline of study.

2. Elective Course- Elective course is that which can be chosen from a basket of papers. It may help the students to get an exposure to some other discipline/domain and developing student's proficiencies and skills.

3. Foundation Course- Compulsory Foundation and Elective foundation are two kinds of foundation courses. "Compulsory Foundation" courses are based upon the content which leads to Knowledge enrichment and information enrichment. Elective Foundation courses are value-based and are aimed at human-making education. They are mandatory for all disciplines.

Grading: Various methods for examination and assessment are used by higher education institutions suitable for the courses and programmes as approved by their respective statutory bodies. In evaluating the performance of the students in examinations, the normal approach is to award marks based on the examinations conducted at various stages in a semester. Some of the HEIs convert these marks grades. The Choice based credit system follows the semester pattern in which two consecutive semesters (odd & even) are there which constitute an academic year. It uses a credit-based grading system and not a percentage-wise system. Evaluation and grading of student's performance and output in each subject takes place at the end of each semester. The

UGC suggested a 10-point grading system followed by letter grades as given below:

Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+(Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
AB (Absent)	0

A student who obtains Grade F shall be well-thought-out failed and will be required to repeat in the examination. For non-credit courses 'Satisfactory' or "Unsatisfactory' shall be directed instead of the letter grade but for the calculation of SGPA/CGPA, this will not be counted.

Evaluation

❖ The total no. of hours a student appears the class also administers the credits.

❖ In certain illustrations, due to health issues if a student is not able to performing well, they get the chance of choosing very few subjects. Positively, their credits would be exaggerated negatively but Choice based credit system allows them to get the lost credits in the following or next semester.

❖ The CBCS can show to be a profited for students who are eager to do something in their life out of the box and attain greater heights. This system will help to open doors to new knowledge, new career opportunities and help the students to surely fulfil their dream job.

❖ Mainly two methods are used -relative grading or absolute grading for donating grades in varied courses. The relative grading is founded on the distribution of marks which are obtained by all the students of the course and the grades are awarded on the basis of a cut-off marks or percentile. In case of absolute grading, the marks are converted to grades which are based on class intervals which are pre-determined. The above methods in evaluation is used by the various colleges and universities.

Calculation of SGPA and CGPA: UGC recommended the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA),:

1. The SGPA is the ratio of sum of the product of the number of total credits with the grade points which are scored by a student in varied courses that are taken by a student and the total sum of the number of credits of all the courses experienced by a student, i.e

   SGPA (Si) = Σ(Ci x Gi) / ΣCi

   where the number of credits is Ci of the ith course and the grade point is Gi counted by the student in the ith course.

2. The CGPA is also calculated in the same manner bearing in mind all the courses undergone by a student over all the semesters of a particular programme, i.e.

CGPA = Σ(Ci x Si) / Σ Ci

where the total number of credits is Ci in that semester and the SGPA is Si of the ith semester.

3. The SGPA and CGPA shall be rounded off to 2 decimal points and stated in the transcripts.

Example of calculation of SGPA

Course	Credit	Grade letter	Grade point	Credit Point(-Credit x Grade)
Course 1	4	A	8	4x8=32
Course 2	4	B+	7	4x7=28
Course 3	4	O	10	4x10=40
Course 4	4	A+	9	4x9=36
	16			136

Thus, SGPA =136/16 =8.50

❖ Credit Point: Credit point defined as the product of grade point and total number of credits for a particular course.

❖ Credit: A unit with which the course work is evaluated. It governs the number of hours of directions or instructions which are required per week. One credit is equal to one hour of teaching or two hours of practical work or field work per week.

❖ Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.

❖ Letter Grade: It is an index of the student's performance in a said course. Grades are denoted by the letters O, A+, A, B+, B, C, P and F.

Example of calculation of CGPA

Sem 1	Sem 2	Sem 3	Sem 4
Credit: 16	Credit: 20	Credit: 24	Credit: 20
SGPA:8.5	SGPA:7.9	SGPA:8.0	SGPA:8.7

Thus, CGPA = 16 x 8.5 + 20 x 7.9 + 24 x 8.0 + 20 x 8.7 /80= 8.20

In higher education, the choice- based credit system works on the simple set of choice which is being in students' hands. Colleges provide various and different subject options to students. From the different subjects, students can choose subjects according to their own benefits, their interests and the credits required for that particular semester. The Choice based credit system is carried out in various parts:

• **Semesters -** For measuring the individual, the performance of each semester is used. There are approximately ninety teaching days or fifteen to eighteen weeks of academic work in respective semester. The curriculum is more flexible, and the credits given to each individual are depending on their teaching hours and the course material.

- **Credit system -** Every course in education obtains a specific number of credits. when the student successfully completes the course then he only he receives the credits. Credits can be earned by students at their own speed.
- **Continuous and comprehensive evaluation (CCE) –** This is the type of evaluation in which the student is continuously examined by both his or her teachers and by himself and getting the response and feedback in time to improve himself. The evaluation can be taken in any format and mostly a 10-point grading system is used to assess the regular student's performance.

Importance of Choice based credit system:

- ❖ It shifts the consideration from teacher centric education system to student centric education system.
- ❖ Students may get the chance to receive as many credits as they can manage with.
- ❖ This system permit students to select inter- disciplinary courses, various intra- disciplinary courses, different skill-oriented papers even from other varied disciplines.
- ❖ It allows more flexibility for the students who studied at different times, at different institutions for the completion of one course.
- ❖ The credits earned by the student at one institution can be transferred to other institution. This provides high accuracy, transparency and compatibility between various educational structures.
- ❖ The great benefit is that the teaching learning process known as TLP is made continuous for everyone, and the evaluation process is not only made continuous but also made student-centric and is planned to identify the competence and talent of a student.
- ❖ It makes the education comprehensive and broad based to cater the needs globally. Individual can take credits by the unique combination of subjects such as, Engineering with literature, Physics with Economics, Microbiology with Environmental Science etc.
- ❖ Students get better exposure, interaction, and networking through attending the course in many colleges.
- ❖ Continuous and comprehensive Evaluation (CCE) is an integral part of CBCS. A continuous assessment in semester system is done throughout the duration of course which is completed by the teacher teaching the course. Various means are used to assess the students which may include Written tests, MCQ based tests, quizzes, Demonstrations, Projects, Field visits, oral tests, Seminars, Group discussions/activities etc. The continuous assessment provides feedback on teaching learning process and ensures the improvement in it.
- ❖ CBCS have been efficient in eradicating rote learning and memorizing, familiarizing critical thinking and analysis which leads to creativity and novelty in education system.

Conclusion

Choice Based Credit System is very essential for promoting Higher Education. A well-designed system of evaluation is a powerful educational device which is the need of an hour. Now the conventional annual system of higher education institution has been moving to semester system. Presently many educational institutions have introduced the Choice based credit system.

The teaching learning process is accelerated by the semester system and helps in mobility in learning horizontally as well as vertically. It also facilitates to provide flexibility in designing varied curriculum assigning credits according to different course content and total teaching hours. Choice based credit system provides a 'cafeteria' type method or approach in which the students can take course of their own choice, learn at their own speed. The students also get additional courses, obtain more than required credits and adopt various learning interdisciplinary approaches. CBCS have been efficient in eradicating rote learning and memorizing, familiarizing critical thinking and analysis which leads to creativity and novelty in education system.

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MULTIDISCIPLINARY AND HOLISTIC APPROACH TO PERSONALITY DEVELOPMENT THROUGH THE EYE OF NPE (2020)

*Dr. Jasmeet Kaur Bedi***

Abstract

As the world is turning out to be progressively interconnected, Worldwide Citizenship Schooling is a reaction to contemporary worldwide moves that engage students to become mindful of and grasp worldwide issues and to become dynamic advertisers of more quiet, lenient, comprehensive, secure, and manageable social orders. At long last, as a component of multidisciplinary and holistic approach students at all HEIs will be given open doors for temporary positions with neighborhood industry, organizations, specialists, people, and so on, as well as examination for temporary jobs with workforce and scientists at their own or other HEIs. Multidisciplinary and holistic approaches teach 21st century abilities in the students that contain dynamic learning, out-of-box thinking, decisive reasoning, successful correspondence, coordinated effort, mechanical abilities and fundamental abilities that are the need of the hour to nourish the personality of an individual. The present paper sheds light on the salient features and benefits of holistic and multidisciplinary approach in overall personality development of the learner as indicated by NEP (2020).

Keywords: *Multidisciplinary Approach, Holistic Approach, Personality Development and NPE(2020).*

Introduction

The practice of multidisciplinary and holistic learning has been continued in India from the hours of Taxila and Nalanda where consideration was given to in general character improvement. Indeed, even Vedas and other antiquated strict sacred texts, Hadith, stanzas of the Blessed Quran purport to teach solidarity and honesty of information and implore us to investigate nature comprehensively and look for information on different sorts. Multidisciplinary instruction will control the students through a long lasting, nonstop and a continuous course of mindfulness, self-disclosure and self-completion. There are a few levels and types of multidisciplinary including trans-disciplinarily, interdisciplinary, cross-disciplinary and multi-disciplinarily relying on the equilibrium of impact, level of correspondence and cross-contact among the teaming up divisions.

Multi-disciplinary education offers to fabricate character, persona, and acumen, and constitution, positive bits of knowledge and standpoint of students, changing them into adaptable and balanced people. National education policy (NEP-2020) looks to bring a change in outlook

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and a progressive change in the manner in which schooling is being conferred in the country. It imagines advancing multidisciplinary education at all establishments of higher picking including colleges, schools, and independent instructive organizations like IIMs, IITs, NITs and so forth.

NEP-2020 advances a multidisciplinary and holistic approach in a more extensive way and expects to encourage solidarity and honesty of information. Till 2040, all advanced education establishments will endeavor to become multidisciplinary foundations, every one of which will have at least 3000 understudies. There will, by 2030, be somewhere around one huge Multidisciplinary Education and Research Universities (MERU) in each locale of the country.

Principal Highlights of Multidisciplinary and Holistic Approach

Multi-dimensional all-rounded individuals: Behind changing over all floods of training into multi-disciplinary structure is to deliver multi-layered balanced people, who are exceptional with twenty first century abilities and limits in quite a while including expressions, humanities, dialects, sciences, sociologies, expert, specialized and professional fields, who support an ethic of social commitment, who have central delicate abilities like relational abilities, work and fundamental abilities, quantitative fitness (mathematical education), language and IT capability (computerized proficiency), capacity to examine and discuss, ability to basically dissect things, direction to think imaginatively and improve, aside from getting specialization in their picked field of study.

Rewarding and contributing employment: Besides building limits, upgrading skills, molding perspectives, advancing fitness and capability, further developing inspiration and proficiency, multi-disciplinary schooling will be proposed to fabricate character, persona, keenness, physical make-up, positive bits of knowledge and standpoints of students and change them into moral, normal, humane and caring residents, while simultaneously setting them up for fulfilling and contributing work that empowers them to abandon a rich heritage and pay back to the general public in one certain structure or the other.

Develop diverse capacities: Multidisciplinary and Holistic education means to foster assorted limits of people including scholarly, stylish, social, physical, close to home, relational, humanistic and moral limits in a coordinated way. It aims to make them learned and skilled in a few regions however capable and master in only one of their picked areas of specialization, by pursuing a decision of one significant and two minor subjects with distinction or exploration at undergrad level followed by a couple of year post-graduation program with research.

Consolidate more professional subjects and soft skills: Holistic and multidisciplinary education consolidates more professional subjects and delicate abilities programs, remembering those for expert, specialized, and professional disciplines. In any event, designing foundations, for example, IITs, will move towards more holistic and multidisciplinary education with additional arts and humanities. Students of arts and humanities will expect to learn more science and all will try to consolidate more professional subjects and delicate abilities. Innovative and adaptable curricular designs will empower imaginative blends of disciplines.

Focus on research and innovation: By setting up fire up brooding communities; innovation improvement focuses; focuses in outskirts areas of exploration; more noteworthy

industry-scholastic linkages; and interdisciplinary examination including humanities and sociologies research. Given the situation of scourges and pandemics, it is important that HEIs start to lead the pack to embrace research in areas of irresistible illnesses, the study of disease transmission, virology, diagnostics, instrumentation, vaccinology and other applicable regions. HEIs will foster explicit hand holding instruments and contests for advancing development among understudy networks. The NRF will work to help empower and support such a lively exploration and development culture across HEIs, research labs, and other examination associations.

Multiple entry and exit points: Creative and adaptable curricular designs will empower imaginative mixes of disciplines for study-Divisions in Dialects, Writing, Music, Reasoning, Indology, Craftsmanship, Dance, Theatre, Schooling, Arithmetic, Measurements, Unadulterated and Applied Sciences, Social science, Financial aspects, Sports, Interpretation and Translation, and so on will be laid out and reinforced at all HEIs. Educational programs of all HEIs will incorporate credit-based courses and tasks in the space of local area commitment and administration, ecological training, and worth based schooling. The college degree will be of one or the other 3 or 4-year length, with different leave choices inside this period, with proper confirmations, and would offer various section and leave focuses, hence, eliminating at present pervasive inflexible limits and making additional opportunities for deep rooted learning. Graduate-level, expert's and doctoral training in huge multidisciplinary colleges, while giving thorough exploration based specialization, would likewise give open doors to multidisciplinary work, remembering for the scholarly community, government, and industry.

Academic Bank of Credit (ABC): Understudies will be their own credits holder too with the drive of Academic Bank of Credit (ABC) to make a computerized record of their procured credit from different projects or foundations which can be considered to grant the degree. A Scholastic Bank of Credit (ABC) will be laid out which would carefully store the scholarly credits procured from different perceived HEIs with the goal that the degrees from a HEI can be granted considering credits acquired.

Multidisciplinary Education and Research Universities (MERUs): The 4-year program may likewise prompt a degree 'with Exploration' on the off chance that the understudy finishes a thorough examination project in their major area(s) of concentration as determined by the HEI. Model state funded colleges for comprehensive and multidisciplinary schooling, at standard with IITs, IIMs, and so on, called MERUs (Multidisciplinary Education and Research Universities) will be set up and will plan to achieve the most noteworthy worldwide guidelines in quality instruction. HEIs will zero in on examination and advancement by setting up fire up hatching habitats, innovation improvement focuses, focuses in wilderness areas of exploration, more prominent industry-scholastic linkages, and interdisciplinary exploration including humanities and sociologies research.

Encourage the foundation of all departments: All Higher education Institutes (HEIs) will energize the underpinning of all divisions including Dialects, Writing, Music, Reasoning, Indology, Workmanship, Dance, Theater, Training, Arithmetic, Insights, Unadulterated and Applied Sciences, Humanism, Financial aspects, Sports, Interpretation and Translation, and so forth.

Testament after consummation: Understudies will be their own certification creator as NEP offers declaration in the wake of finishing one year of expert or discipline course, confirmation on the off chance that one finishes two years, a Four year certification after the fulfillment of three years and the college degree with research assuming one finishes the favored span of four years.

Integrate the Humanities and Arts with Science, Technology, Engineering and Mathematics (STEM): Appraisals of instructive methodologies in undergraduate education that integrate the humanities and arts with science, technology, engineering and mathematics (STEM) have reliably showed positive learning results, including expanded imagination and advancement, decisive reasoning and higher-request thinking limits, critical abilities to think, collaboration, relational abilities, more top to bottom learning and dominance of educational plans across fields, expansions in friendly and moral mindfulness, and so forth, other than broad commitment and delight in learning. Research is likewise improved and upgraded through a multidisciplinary and holistic approach.

Work with huge multidisciplinary colleges and universities: It will work with the move towards an excellent multidisciplinary and holistic approach. Adaptability in educational programs and novel and connecting course choices will be ideal to understudies, notwithstanding thorough specialization in a subject or subjects. This will be energized by expanded staff and institutional independence in setting educational programs. Instructional methods will have an expanded accentuation on correspondence, conversation, discussion, exploration, and valuable open doors for cross-disciplinary and interdisciplinary reasoning.

Adaptable and imaginative educational plans: Towards the fulfillment of such an all encompassing and multidisciplinary schooling, the adaptable and creative educational plans of all HEIs will incorporate credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environmental education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education.

Model public universities: For multidisciplinary and holistic learning, at standard with IITs, IIMs, and so on, called MERUs (Multidisciplinary Education and Research Universities) model public universities will be set up and will expect to achieve the most elevated worldwide guidelines in quality training. They will likewise assist with setting the best expectations for multidisciplinary education across India.

Multidisciplinary and Holistic Approach and Overall Personality Development

- **Decisive ability to reason**: With numerous discipline information, an understudy will become ready to think into the great beyond of single discipline and can ponder the

consistent associations between various thoughts.

- **Self-administration**: With the decision of their own subjects, understudies will become ready to define their boundaries and information scene for a trained learning.

- **Critical thinking:** Fast and Viable answer for an issue, is the expertise that the businesses are looking through in the ongoing time. The information on various subjects in multidisciplinary approach will create the sensible and examination abilities in understudies to deal with tough spots.

- **Communication:** Information is the certainty and powerful communication is the consequence of wide information. With multidisciplinary and holistic learning students will actually want to share thoughts, express their sentiments and add to public advancement.

- **Face life challenges**: With multidisciplinary and holistic learning students perform well at the scholarly levels as well as face life challenges courageously. They become familiar with the right way to deal with managing the deterrents.

- **Self-confidence**: Multidisciplinary and holistic learning advances social-mindfulness and a feeling of obligation with self-assurance among students.

- **Regard their uniqueness**: Students regard their individuality that eventually brings about the decrease of savagery and misuse.

    Prepares students for lifelong learning: Multidisciplinary and holistic education prepare students for long lasting learning. The instructive center pushes toward the fundamental abilities, perspectives, and individual mindfulness the understudy will require in an undeniably perplexing world..

- **Worked on relational abilities and other delicate abilities:** Multidisciplinary and holistic education acknowledge responsibility for scholastic and individual obligations by laying out practical objectives, dealing with their time and setting out plans to accomplish them. It enables understudies and imparts a scope of relational and delicate abilities, for example, imaginative reasoning, critical thinking, successful correspondence, joint effort, and so on.

Conclusion

By breaking down the elements and advantages of multidisciplinary and holistic approach we should say that it will thrive the character of a person by creating previously mentioned abilities. Then again we can't disregard the way that at present we are in the execution period of NEP-2020. At this stage just the degree for conversation is according to the available resources by which we can execute the strategy. Consequently, at present we as a whole need to pool our aggregate insight and true endeavors to chalk out an activity and anticipate how to effectively carry out the multidisciplinary and holistic approach for by and large personality development of our students.

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A NARRATIVE LITERATURE REVIEW ON HOME SCHOOLING BACKGROUND DURING PANDEMIC

Jaspreet Kaur* & Pratikshya Dhalsamanta**

Abstract

Homeschooling is often confused with Distance or Online Learning whereas it's totally a different concept. Homeschooling comes under formal education where students are provided a comfortable domestic environment where parents take the place of teachers and all kinds of educational assistance are provided by the institution. Homeschooling is popular among parents but it is not legitimized in India. During the literature review, a comparison between Hybrid Schooling and Homeschooling was drawn. According to Indian society, there is merely no difference in their interest but considering the present pervasive situation parents' are strongly inclined towards Homeschooling despite the legitimization. Though subjects are willing for Physical and traditional classes, parental rights are considered over their wards'. Both qualitative and quantitative aspects are taken into consideration during the review. In this study pros and cons of Homeschooling were discussed. This research helped us to find out that Parents' perspective towards education is the most important factor for Homeschooling. Another fact that came forward is people with low income are more willful towards Homeschooling as they are more anxious about the health of their wards and anxiety is at its peak because of this COVID-19. Also, there are parents who were not in favor of Homeschooling but they seemed to be inclined towards this as per the present scenario. This inclination leads us to a new era of education or it can be said that a new system is emerging in which Homeschooling is a better option than the Traditional Educational System.

Key Words: *Homeschooling Background, Traditional Environment, Hybridmode, Academic Achievement, COVID-19.*

Introduction

In 2009, India passed the "Right of Children to Free and Compulsory Education (RTE) Act," which is based on Article 21-A. Homeschooling means that every child has the right to a free and compulsory full-time elementary education of satisfactory and equal quality in a formal school that meets the government's norms and standards, according to (Department of School Education and Literacy, Ministry of Human Resource Development, 2018). The Act states that

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schooling for children aged 6 to 14 is required, and that education must be completed in a regular school setting; however, it does not address the legality of homeschooling or its repercussions. The Indian government has not taken any action against parents who homeschool their children, nor has it made homeschooling illegal; rather, it states, (as cited in "Is homeschooling legal in India? (Homeschooling India," n.d.), "parents who are dissatisfied with the curriculum and syllabus followed by the school may follow the homeschooling approach." When these youngsters enter the tenth grade, they have the option of taking board exams administered by the National Open Schooling or the International General Certificate of Secondary Education."

Furthermore, according to the report (as referenced in "Is homeschooling legal in India? (Homeschooling India," n.d.), the government has withdrawn from the rule of allowing homeschooling, conceding in court that it is illegal the RTE does not legalize the Homeschooling. The government is torn over whether or not to allow children to be homeschooled. (Mahak Arora, 2018) argues that while the government officially outlaws homeschooling, it does not intervene or act against the parents. The government enables parents who do not want their children to attend regular school and instead prefer home education (Mahak Arora, 2018). Manish Jain of Udaipur founded the ShikshantarAndolan to end artificial and coercive formal schooling (as described in Chinki Sinha, 2016). In the same year, he co founded Swaraj University, a university dedicated to students' self-designed learning and centered on green entrepreneurship.

Formal, non-formal, and informal education are all used to deliver education. In the informal education system, children are taught at home by their parents. The role of educating their children has transferred from home to school as a result of the universalization of education and the industrial revolution. However, due to increased education among parents and learning according to the requirements and pace of the pupils, the function of education has recently returned home with the birth of homeschooling education. According to (Mahak Arora, 2018), greater literacy rates among parents have fueled the growth of homeschooling. Parents teach their children at home according to the curriculum and as per their abilities.

As a result, homeschooling involves teaching children at home rather than sending them to a formal education system. Homeschooling, according to (Patrick Farenga, n.d.), is an educational approach in which students are educated at home rather than in a formal educational institution. Homeschooling, according to (Brian D. Ray, n.d.), is an education centred on the instruction supplied by parents to their children at home; it is a type of education in which parents are responsible for developing learning, planning, and executing the instructions.

Parents are in charge of establishing curriculum, determining learning objectives, and pedagogical practices in homeschooling. Homeschooling, according to (Brian D. Ray, n.d.), is not based on education providers such as the state, institute, or organisations, but rather on the experiences provided at home, as well as in libraries, science exhibitions, fields, forests, shops, art centers, gardens, gymnasiums, and sports grounds. (What Is Homeschool? - Family Education," n.d.) defines homeschooling as a method of education in which parents take full responsibility for their children's education rather than entrusting it to public or private institutions.

Literature Review

When a comparison was drawn between traditional school and home school students though there was no such differences at lower grade but a decrease of score was seen with increase in grade level resulting low self-esteem and lack of motivation in the students of both groups. All of them were average or above average. The findings also support the need for more effective Homeschool policies in order to provide the students basic protections. There are two main findings regarding Home-schooling

1. Reciprocal relationships make the parents engage actively in the Homeschooling program.
2. Frequent two-way communication, Homeschool updates, shared strategies, mutual respect and support for each other are needed for reciprocal relationships.[1]

It is also found out that for a child to get success academically as well as socially, both school and family serve a very important role. According to IDEA, 2004 parents are treated as full partners for children with disabilities that is parents have rights to make decisions regarding the placements of their wards.[2]

The main reasons for Homeschooling are:
a) To provide safer and comfortable environment to pupils
b) To keep students away from drugs and bullies
c) To teach students using modern pedagogical techniques according to their pace.

The study also states that irrespective of parents' education, the scores of Homeschooled students are above average in achievement tests. Another fact that came into view is Homeschool students are psychologically, socially and emotionally more developed and are able to maintain a balanced relationship with others. Though public schooled students were also capable of all the above-mentioned aspects, till date there is no such evidence are found about Homeschooling too have negative impact on pupils or on society.[3]

Students' performance is affected by the quality of the funding and the level of development of the society he/she is studying. The ability individual student is considered as the main building block for their performances.[4]

In Homeschooling as the subjects are at home so parents play an important role in the development of subject not only by academic means but also in other fields. [5]

According to Cogan (2010), Homeschooling pupils scored more GPAs than the traditional ones. Jones and Glockner (2004), found that there were no significant differences in GPAs of traditional schooled or Homeschooled students. However, Synder (2013), mentioned a significant difference in overall GPAs of Homeschooled and public or Catholic schooled students.

From a study it is found out that scores of tests like SAT and ACT were higher for traditional schooled students over Homeschooled students. But in that study, it is also suggested that entrance exam may not be an appropriate valid parameter to predict the academic success for Homeschooled students.[6]

The study's goal was to look into parents' experiences of homeschooling during the COVID-19 pandemic in households with and without children with mental health issues all around Europe. 6720 parents from seven European nations participated in the study: the United Kingdom (n=508), Sweden (n=1436), Spain (n=1491), Belgium (n=508), the Netherlands (n=324), Germany (n=1662), and Italy (n=794). Many parents believed that homeschooling

was of poor quality, lacking adequate support from schools and having bad consequences for both children and parents. In most nations, online education was uncommon, leaving parents to manage their children's education on their own. Increased stress, worry, social isolation, and domestic conflict were also noted by parents. A tiny number of parents claimed that their children's alcohol/drug use had increased. Some effects were more obvious in households with a kid with a mental health condition, and some disparities were detected between nations. However, group differences were often small, showing that some parents saw homeschooling as a positive experience for their child or for themselves. Homeschooling's negative consequences will very certainly have a long-term influence and contribute to rising disparities. Given that school closures have been shown to be ineffective compared to other social distancing initiatives, governments should consider alternate options during a possible second wave of the COVID-19 pandemic, as well as future pandemics, the negative consequences of home schooling must be carefully considered.[7]

The article written by Brian Ray examines the studies on homeschool learner outcomes before focusing on one study and one conceptual idea that pertains to both home education and schooling in general. It brings together data on homeschooling's effects on kids' academic accomplishment, children's social, emotional, and psychological development, and the success of homeschooled adults. In general, homeschooling is connected with positive outcomes on a variety of characteristics, according to the summary. The first study focuses on African American homeschooling families, and it investigates the motivations for homeschooling and the academic accomplishment of their Black children. In light of study on teacher preparation and certification in state/public schools, as well as three decades of research on modern homeschooling, the second particular focus is on whether obligatory school attendance rules are required.[8]

According to the findings, pupils who are homeschooled attain much greater levels of accomplishment than their standard schooled peers. The average accomplishment test score of homeschooled pupils is higher than that of conventional school students. According to research, homeschooling pupils have a better chance of acquiring reading, creative thinking, independent thinking, self-learning, and self-reliance skills. Few studies have found that homeschooled students perform worse on standardized tests. This finding is supported by a study conducted by Aram, Meidan, and Deitcher (2016) (as referenced in Ray, 2017) on traditional schooling and homeschooling of Kindergarten pupils, which indicated that traditional school students had considerably superior knowledge of letter and name writing.[9]

Homeschooling continues to elicit mixed reactions in terms of its usefulness and effectiveness. The goal of this study is to chart the patterns in eleven papers from major educational magazines. The analysis focuses on identifying trends in: a) research settings, b) target sample, c) method or instrument utilised, d) common emphasis or issues covered, and e) pattern in all selected studies' conclusions. The bulk of current research, it was discovered, were more focused on analysing the usefulness and relevance of homeschooling as an alternative to formal schooling, particularly in the areas of successful learning experiences and healthy social development. In summary, homeschooling has provided a flexible learning environment for children who may struggle in traditional schooling. The implementation of homeschooling was able to resolve issues such as racism, special needs in learning, and the incompetence of traditional learning. However, there

are still places where the government can help, such as boosting assistance materials and other educational resources. In addition, information and communication technology has the ability to help homeschoolers build a strong learning community and gain access to relevant content.[10]

Individual student ability is the basic building block of academic performance at the institution, according to the study's findings. Other considerations are thought to have a significant impact on a student's academic success. The different regression equations revolving around this concept of academic achievement. In general, academic success and talent in the classroom university students come from a variety of high schools across the country not necessarily restricted to specific sorts of high schools or the general locations of high schools in the United States. Once they are in a university learning environment, the student's own personal qualities, as well as other aspects linked to social and economic considerations, become crucial. This work says little about these factors, but more research will be done in the future to try to address them.[11]

Homeschooling is a topic about which there is a lot of interest, but little real knowledge. Despite its significance, it has gotten less study attention than certain other recent educational system reforms, such as the expansion of charter schools. Home schooling, it may be argued, has a significantly larger impact on the educational system, both in the short and long term. Despite the fact that some people are opposed to the homeschooling programme, it has been implemented and declared legal in most developing countries. In this study, a minimal attempt was made to comprehend the notion of homeschooling and how it is seen in India. In India, homeschooling is not widely practised, but it has grown in favour in recent years. In India, homeschooling is sometimes confused with online education. E-learning or online learning have nothing to do with homeschooling. Because the RTE Act does not allow for homeschooling in India, some adjustments to the Act are required. Today's parents are better equipped than in the past. They have the opportunity to teach the values and lessons learnt in school to their children. As a result, the idea of homeschooling has gained popularity.[12]

In reaction to the COVID-19 virus pandemic, many schools in many nations had to close and convert to remote teaching in the spring of 2020. This research examines the perspectives of 'homeschool' students, parents, and instructors in one Norwegian municipality, as collected through simultaneous online questionnaires in April 2020, at the height of the COVID-19 lockdown period. It is discovered that adaptation occurred fast, and that homeschooling was warmly embraced by both students and parents. There was more innovative learning, improved progress, more helpful feedback, and increased student autonomy. School officials stated that they wished to make adjustments based on their remote learning experience, which was made possible by the lockdown so that the crisis has become an opportunity for innovation. The World Bank has emphasised the importance of constructing "more egalitarian and resilient post-COVID education systems that enable children to learn continuously both in schools and at home," as well as other "building back better" measures (Azevedo et al., 2020). To that goal, the study presented in this publication has made a contribution.[13]

Several studies show that home-educated adolescents in grades K to 12 outperform the national average on standardized academic achievement assessments. The few studies that have been done on homeschooled children' performance on college admissions tests indicate that they perform similarly to those who are not homeschooled. The majority of academic success

studies, on the other hand, are cross-sectional and descriptive, rather than explanatory in the sense of demonstrating cause and effect (Ray, 2005; Johnson, 2001). When commenting on the excellent achievement of homeschooled children, Rudner (1999) said, "This was not a controlled experiment." This research does not show that homeschooling is better than public or private schools. This study clearly demonstrates that parents who choose to home school their children may provide a very good academic environment." "In other words, the design of most research to date does not allow for the conclusion that homeschooling inevitably produces higher academic accomplishment than does public (or private) institutional schooling," one of the authors stated after analyzing evidence on homeschooled academic achievement. However, current research methods and data do not invalidate the idea that homeschooling has greater beneficial outcomes.

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THE LEGACY OF INDIA'S EDUCATION SYSTEM: HISTORICAL SIGNIFICANCE AND FUTURE STRATEGIES TOWARDS BECOMING VISHWA GURU

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Abstract

This research paper explores the historical significance of the Indian education system and its impact on future strategies for becoming a Vishwa Guru, a term used by Mahatma Gandhi to describe an ideal university that can provide education to students from all over the world. The Indian education system has a rich and ancient history influenced by several cultures and civilizations. The education system during the Vedic period was primarily based on the oral tradition and focused on developing the mind, body, and soul. The British introduced a new education system during the colonial period, primarily aimed at producing clerks and administrators to serve the colonial government. The Indian education system has several strengths that can be used to become a Vishwa Guru, including a rich tradition of holistic learning and several great thinkers and philosophers who have contributed significantly to various fields. The education system needs to be more inclusive, research-oriented, and focused on developing skills relevant to the 21st century. The Indian education system has the potential to become a Vishwa Guru and provide education to students from all over the world. The Indian education system has a rich history that dates back to the ancient times of the Vedas and the Upanishads. The system has undergone various changes over the centuries and has been influenced by several cultures and civilizations. Today, India has one of the largest education systems in the world, with more than 1.5 million schools and over 37,000 colleges. This research paper explores the historical significance of the Indian education system and its impact on the future strategy for achieving global goals ("The Routledge Handbook of Education in India: Debates, Practices, and Policies," 2021).

Keywords: *Education, Visva Guru*

Introduction

Education is widely recognized as the foundation for the growth and progress of any society, playing a critical role in shaping individuals' and nations' futures. The Indian education system has been at the forefront of providing education to millions of people and has significantly impacted various aspects of society. Over the centuries, the education system in India has evolved, influenced by multiple cultures and civilizations. (Mayo, 2019) notes that the British introduced

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modern education in India after they gained control of the country. English became the medium of instruction, and several schools, colleges, and universities were established to promote education in various fields like science, medicine, and engineering. However, this education system was primarily aimed at producing clerks and administrators to serve the colonial government. The United Nations has set a series of global goals to improve access to education and ensure quality education for all. The Indian education system can play a crucial role in achieving these global goals. The Indian education system has a vast pool of human resources and knowledge that can contribute significantly to achieving these goals. India has made substantial progress in recent years toward achieving the global goals of education. The Indian government is taking several steps to support education and widen access for everyone. The government has started several free education initiatives for girls and underprivileged populations. The government is trying to reform the education system to improve the quality of education and is promoting innovation and creativity.

Historical Significance:

The Vedas, Upanishads, and other ancient texts have a long and rich history in the Indian educational system. These texts contained knowledge on various subjects, including philosophy, mathematics, astronomy, and medicine. According to Agarwal (2018), the education system in ancient India was based on the Guru-Shishya tradition, where the teacher imparted knowledge to the students in a one-to-one setting. The emphasis was on acquiring knowledge through direct experience and learning from the environment. In the medieval period, India had many rulers from various dynasties, including the Mughals and the British. The Mughals established various learning centers, including the Madrasas and the Maktabas, which focused on Islamic education. The British introduced modern education in India, establishing schools and universities that followed the British education model. After India gained independence in 1947, the government took several steps to promote education. The Constitution of India recognized the right to education as a fundamental right, and several policies were implemented to ensure access to education for all. The government established a network of schools and colleges and introduced several schemes to provide funding and financial help to students from disadvantaged backgrounds.

The Vedic education system in India has great historical importance and has significantly influenced various aspects of Indian civilization :

1. Ancient Origins: The Vedic education system originated in ancient India during the Vedic period, which dates back more than 3,500 years. The Vedas, a collection of ancient texts, are the foundational scriptures of this system. It reflects the intellectual and cultural development of the time.

2. Preservation of Knowledge: Vedic systems have played a vital role in preserving and transmitting knowledge from generation to generation. Oral tradition is central to this system, as the Vedas and other important texts are recited by teachers (gurus) to their disciples (shishyas). This led to protecting religion, philosophy, science, and literature.

3. Comprehensive Education: The Vedic system emphasized a comprehensive education approach to intellectually, morally, and spiritually developing individuals. He focused on acquiring

knowledge and developing character, discipline, self-control, and virtue. Students learn about things in the world and the deeper truths of life and the universe.

4. Rigorous System: The Vedic learning system is known for its rigorous approach. Students must memorize many passages and reread the Bible, leading to a deeper understanding of the subject. Attention to discipline, attention to detail, and accuracy of pronunciation helped maintain the integrity of the knowledge.

5. Wide range of subjects: The Vedic system covers many subjects, including linguistics, mathematics, astronomy, medicine, philosophy, ethics, and social sciences. Ancient Indian scholars contributed a lot in these fields, laying the foundations for progress in various areas of knowledge.

6. Impact on Indian Culture: The principles, values , and knowledge of this system have had a lasting impact on Indian culture, religious practices, rituals, literature, and art forms—many aspects of Indian culture date back to the Vedic period.

7. Global Influence: The influence of the Vedic learning system extended beyond India's borders. Scholars from ancient Greece and China have traveled to India to study and exchange knowledge. The ideas and philosophy of the Vedas continue to inspire and influence philosophy, spirituality, and teaching worldwide.

8. Continuity and Change: Despite the evolution of the learning process over time, the Vedic principles and practices persisted in various forms throughout Indian history. Aspects of the Vedic system can be seen in Indian Gurukul education, the establishment of universities such as Nalanda and Takshashila, and the incorporation of Vedic ideas into modern educational institutions.

Overall, India's Vedic learning system is historically significant as a repository of knowledge, a source of cultural and intellectual development, and a foundation for many fields of study. Its impact on Indian civilization and its contribution to various aspects of human knowledge makes it a significant part of ancient Indian history (Bhatt, 2018).

Impact on Global Goals:

The Government of India (2019) reports that the literacy rate in India increased from 18% in 1951 to 74.04% in 2011. The system has contributed to the country's human resources development and has produced several eminent personalities in various fields. The system has also played a vital role in promoting social and economic growth in the country. In recent years, India has been actively involved in promoting education globally. The National Education Policy 2020 (Government of India, 2020) emphasizes the importance of technology and innovation in improving education in India. The nation has supported Sustainable Development Goal (SDG) 4 of the United Nations, which aspires to guarantee inclusive and equitable quality education and encourage opportunities for lifelong learning for all. According to UNESCO (2015), Sustainable Development Goals can only be met with inclusive and equitable quality education. India has contributed to the global efforts to achieve this goal through various initiatives, including establishing South Asia University and providing scholarships to students from other countries.

Future Strategy:

The quality of education, the digital gap, and the lack of access to education for disadvantaged areas are just a few of the issues that need to be addressed. India must enhance education quality and guarantee universal access to it to meet global education goals. This can be accomplished by employing cutting-edge technology and teaching techniques, encouraging research and development, and offering financial aid and scholarships to students from underprivileged backgrounds. The government must collaborate closely with businesses and civil society organizations to achieve these objectives. In conclusion, ancient Indian education has great potential for global influence in today's world, and a holistic approach, focusing on intellectual, moral, and spiritual development, offers a valuable option for the modern education system. By emphasizing the building of character, discipline, and virtue alongside acquiring knowledge, ancient Indian education could help build well-intentioned people with tangible goals and values.

Moreover, the deep-rooted wisdom and timeless values embedded in ancient Indian academic texts can give students worldwide a broader perspective on education and life. Deep knowledge of linguistics, mathematics, astronomy, philosophy, and ethics can inspire innovation and thinking.

In the era of globalization, where different cultures and harmonious relations are valued, the teachings of the ancient Indian philosophy of unity, interdependence, and respect for all things are to be strong. By promoting cultural exchange, cooperation, and knowledge sharing, old Indian education can promote cultural understanding and contribute to a more cohesive and harmonious global society.

Finally, by realizing and reviving the historical importance of ancient Indian education, we can develop its transformative potential and establish it as a vital source of inspiration and wisdom for future generations worldwide. Its global impact is based on its ability to shape individuals with a deeper understanding of self, society, and the world, promoting a sustainable and enlightened future.

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NEP 2020: TOWARDS A MULTIDISCIPLINARY APPROACH TO EDUCATION

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Abstract

Education is the foundation which shapes the overall personality, critical thinking and life of a person. Thus, it is inevitable that the teaching which is being imparted in educational institutions is adapted to the current societal needs and advancements in technology in this globalized world. A detailed evaluation showed that the Indian education system was based on a rigid framework, focusing more on theoretical impartation of knowledge with a lesser scope of inclusive and holistic education to be provided to students. To rectify the gaps and challenges where our education system was lacking behind, National Education Policy-2020 was introduced by the Indian government. This new ideal approach would face many challenges to be implemented in real life as it is not just the system which needs to be reformed on paper rather the mind-set of every single person associated with the system including institutions, teachers, parents, students etc. Implementation of NEP-2020 would require more efforts from the government than just providing a policy in official documents to change the ground-reality of educational institutions along with people's perception about education; in order to bring a multidisciplinary and holistic approach in action.

Keywords: *NEP 2020, Multidisciplinary Approach, Education*

Throughout the ages, the Indian education system has evolved from the ancient times where the learning environment for overall development of students was encouraged in gurukuls and was based on teachings imparted by guru to his shishya. This system continued for a long period of time and a major change took place during colonial times when introduction of western education was done in India. After gaining independence in 1947, several initiatives were done by the government in the educational field and national policy on education was brought in the years of 1968, 1986 and 1992. Such reforms shaped the system of education in India as we know it today.

In the contemporary era, education has become highly competitive due to heavy emphasis on marks-oriented curriculum and theoretical knowledge, with limited seats in career furtherance in the preferred courses of prestigious universities and colleges. Many obstacles are still present

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in the society even today which hinders the distribution of quality education to every child such as shortage of teachers, resources or infrastructure as well as corruption in high offices with low accountability in real life. But many of these problems are being significantly dealt by government as efforts are being put in the right direction. If we look besides such issues then the problem in Indian education system lies in the system itself. Our system is highly rigid with less to no scope of inclusive and multidisciplinary approach of teaching. A big emphasis is paid on rote-learning and memorization power of a student which often neglects one's other talents during his/her schooling years which is a neglect to the capabilities and talents of the future of India. A few years back, high marks in exams had a larger impact as people usually got themselves involved in vocational activities and trainings and there were only few jobs and opportunities in the market which required highly educated students. This thinking is still being practiced today even when it is not compatible with present scenario due to advancements in technology and presence of highly educated unemployed students in the country.

As Mr. John Dewey rightly said, "If we teach today's students as we taught yesterday, we rob them of tomorrow," (Goodreads, n.d.) ergo over the course of time, many reforms transpired in the Indian education system so that we could adapt with the advances being made in the society. It was the need of the hour to bring changes in education policies being followed during this digital age and this is how National Education Policy-2020 was born to be a game changer in educational field; introduced under the supervision of our visionary leader and Prime Minister, Mr. Narendra Modi.

Although there are various dimensions and angles of NEP-2020 to be thoroughly studied and examined, but this paper focuses more upon the *Multidisciplinary and Holistic Approach: Overall Personality Development.*

The NEP-2020 aims to replace the highly competitive academic environment of students with an environment which focuses on their generic needs and growth in every sphere of life throughout their schooling. The current system provides students a limited set of options to choose from. After 10th when a child is usually around 15-16 years old, he/she is asked to choose a stream out of four conventional options i.e., non-medical, medical, commerce and humanities. This is a crucial point in life of a student as this moment shapes his/her future and career possibilities. It is highly rigid in nature with little to no scope for variations and innovations binding child's mind to specific field only and thus multidisciplinary approach of the policy replaces it. It integrates different subjects such as arts, humanities and sciences to provide students with more effective options which focuses on their careers, passions and hidden talents as well. It promotes flexibility in choosing courses from a wide range of subjects, ranging from STEM (Science, Technology, Engineering, Mathematics) to art & cultural subjects where students can form different combinations of them in pursuance of interdisciplinary programs. It promotes interdisciplinary research and collaboration among different fields of study which promotes innovation and creativity. Such comprehensive structure of the education system was the need of the hour and many renowned personalities across the world have appreciated this policy including Ratan Tata; industrialist and philanthropist who had advocated for such approach for a long time,

N.R. Narayan Murthy; co-founder of Infosys who congratulated for bringing holistic approach of teaching in India. It is a very welcome move to write a new destiny of educational sector.

One of the key features of this holistic approach is that it promotes vocational training among students which bridges the gap between the skills required by the industry and skills possessed by students which is one of the main root-causes of high levels of unemployment in the country as industries refuse to employ fresh graduate students due to lack of their practical skills when colleges refuse to teach them due to their focus solely being based om semester exams and rote-learning. The policy acknowledges all such problems and provides a mutual solution of promotion of vocational training to sharpen the entrepreneurial skills of students.

As technology has revolutionized the field of education in numerous ways, NEP-2020 also aims to provide high-quality digital infrastructure and connectivity to every educational institution which would include access to e-books, digital libraries, high speed internet etc. The potential of artificial intelligence in bringing revolution in educational sector all over the world is recognized by this policy. Online education and learning platforms got a boost during lockdown due to Covid-19 pandemic and it took a significant seat along with conventional teaching through classrooms to take charge of scope of teaching in the long run. The focus of the policy is also on creating a safe and responsible environment where teachers are trained in necessary skills of technology along with cyber safety in imparting education.

The policy is also inclusive in nature which promotes an environment that respects diversity and fosters mutual respect and understanding among children. It aims to provide equal educational opportunities for children with disabilities and to remove any kind of barriers whether economical, religious, caste-related, racial, gender-related etc. from minds and behaviour of students while they are in the classroom. This can assist in breaking generational curses of hatred among various religious and ethnic communities due to their disassociation and past differences in the society which were never resolved. The riots out of religious and cultural differences are still woefully present in society which brings more hatred in the people belonging to those groups which are victimized and strengthens the shackles of differences galvanised with fuel of hatred. If the young blood is taught to live collectively beyond such differences, then the goal of a peaceful society can be achieved. Hence, the policy aims in providing inclusive atmosphere not just in four walls of classroom but in entire country as well.

The policy not only focuses upon career-specific needs of students rather upon their overall development including cognitive, physical, social and emotional development as well. As the policy aims to ensure that every child achieves foundational literacy and numeracy by the end of Grade 3, it could lead to development of cognitive abilities in children such as critical-thinking, reading as well as analysing, solving problems and inconveniences at their own to develop a strong personality. Incorporation of classes of dance, yoga, swimming and other movement-based activities into the early childhood curriculum would promote development of motor skills and coordination in children. The policy also recommends to offer a range of physical activities and sports options including traditional Indian games to make a fitness and healthy routine a part of children's lifestyle to be followed throughout as healthy habits formed at young age are

rewarding and shapes the character of the child. Interactive and Collaborative teaching methods along with involvement in activities requires cooperation, team-work and unity among students leads to development of social skills like empathy, respect and spirit of teamwork. The discussion of social issues in school makes students aware of their rights and duties beyond the ones they learn in textbooks and helps in making them well aware citizens of the country. The reading of newspaper in the school assembly would be a healthy idea to promote such social development among students. Integration of Social-Emotional Learning (SEL) into the curriculum is one of the another remarkable features of the policy which will help in development of emotional skills, self-awareness and self-management to promote emotional intelligence among students which would help them to navigate through the challenges and obstacles posed in the ocean of world, they are living in.

The aims of NEP-2020 can be achieved by weekly or monthly activities, workshops, debates, discussions, research projects, assignments etc. which focus on sharpening of life skills of students such as critical-thinking, problem solving, creativity, quick thinking, decision making, communication and team effort. Changes should be proposed in assessment methods with a focus on formative assessment and continuous evaluation. It should also include the window of self-reflection and self-assessment to be done by student. He/she should be able to figure out his/her weaknesses, strengths and ways to bring desired changes as well as his/her overall growth all throughout. Grading should be done on presence of all such skills in a child upon his/her report card, so that more emphasis is put upon significance of such life skills in the minds of parents, teachers and eventually the whole community at large.

The implementation of NEP-2020 would be a tricky process as it would involve a number of steps and actions to be taken at both central and state level along with efforts from organizations and institutions as well as the community concerned with educational sector. It is a long and tiresome project which requires consistent efforts to fulfil aims and objectives of policy. The central and state government would have to prepare a detailed action plan while holding consultations with various stakeholders including teachers, parents, students, educationists and other experts to discuss practicalities of implementing the policy. Investments would have to be done in development of infrastructure to have digital access and required tools for overall growth along with training to instructors and teachers. (Singh, 2021)

It is completely hopeless to aim for success and progress without bringing change in the system, minds and actions. A change in perspective of education in minds of people is as necessary step of implementation as is developing new curricula and pedagogical approaches, both of which aligns with goals of the policy. There would always be a group of conventional people who would refuse to accept the proposed changes and would function with the same old system. It is necessary to make them aware about the need of policy and the revolution which it can bring along with. The desired results cannot be achieved overnight and hence it is high time that right efforts are being put by the government in the right direction as providing a policy on paper with proposal of reforms in official documents is merely first step in changing the course of education in country. A lot has to be done as we cannot afford the failure of this policy due to lack of ac-

countability and monitoring as well as evaluation failure by government; as many policies did in the past; because we are dealing with the most significant field which is the key to elimination of every social evil and omissions i.*e*. education. Nothing is easy until it is done and such cumbersome is the process of implementation of this policy at the ground-level. No plant bears its fruits if not watered properly and so are the needs of this policy as well. Once, it has taken it's share of efforts from government and society then it could prove to be that tree which bears maximum fruits and lives longest. Indian education would be re-modelled and we would be walking on road which would lead to success and prosperity only.

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IGNORING SKILLS DIMINISHES DEVELOPMENT

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Abstract

India is a developing nation with a young and growing population. With development as its key goal, the need for skill development and vocational training seems inevitable. The need for such training is essential to fill the gap between the demand and supply of skilled and unskilled workers. It will increase employment, encourage entrepreneurship, raise production, and fulfill the demands of a booming sector, putting India on the path to progress. Skills are needed at all levels and training in such skills is essential for each individual. Introducing skills training at the school-college level of education will enhance the capability of every individual to better oneself to contribute to the development of the nation. Learning new skills and information will lead to personal development, higher work performance, and more prospects for professional progression. Thus, skill training will help in the boosting of development, and without it one would diminish all efforts of development. The government and business are taking a proactive approach to skill development and vocational training in India. India has to make these efforts in order to realise its goal of dominating the global digital economy.

Key Words: *Skill Development, Vocational Training, Entrepreneurship*

Ignoring Skills Diminishes Development

Technical and vocational abilities, in addition to management and entrepreneurial expertise, are crucial to joining and maintaining the development process. In contrast to general education, which often gives theoretical and abstract information, skill development is the process of gaining the abilities, knowledge, and attitudes necessary to do a specific profession or collection of occupations. As the International Labor Organization (ILO) states, "Skills development is key in stimulating a sustainable development process and can contribute to facilitating the transition from the informal to the formal economy. Skills development is also essential to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization" (ILO 2008). Governments, organizations, and people all across the world acknowledge the value of skill development and vocational training. The World Bank Group (WBG) emphasizes the importance of skill development in supporting economic growth, alleviating poverty, and attaining long-term development (WBG, 2021). Within the Indian Context, the government and businesses in India are paying close attention to skill development

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and vocational training. The government has established several projects and programmes to help its people improve their abilities, and the business sector has also played an important role in fostering skill development.

The actual situation at the ground level

The nature of work has changed fast in the twenty-first century, owing to technological advances, globalization, and shifting worker demographics. With the expansion of industries and the introduction of digital technology, there has been a considerable movement away from conventional occupations and towards more specialized and skill-intensive labour. While it necessitates a transition towards more knowledge-intensive and skill-based professions, it also provides greater flexibility and entrepreneurial opportunities. According to the Centre for Monitoring Indian Economy (CMIE), India's unemployment rate increased from roughly 5% five years ago to around 7% or 8% in 2022. The reason for this seems to be the lack of job openings for professionals entering the labour market as well as the lack of the necessary skill sets.

According to the Periodic Labour Force Survey (PLFS) the following data is presented with regard to those between 15 and 59 years of age who have not received any vocational training (PLFS, 2023, p. 71)

Did not Receive Vocational training			
	Urban	Rural	Rural-Urban
Male	69.1%	75.4%	73.6 %
Female	86.4%	88.2%	87.7%

It is displayed that most of the Indian workforce does not receive any skill training. The urban as well as rural setup does not have enough skilled and trained personnel which can enhance the efforts of development. A shortage of skilled personnel leads to the poor quality of services and a high unemployment rate thus causing low productivity. All this has not only led to unemployment but also has caused the underdevelopment of various sectors thus killing the efforts of development. This scenario presents a clear desperate need for skill training that needs to be provided to individuals so that new heights are achieved in the development process. It is evident that a shortage of skilled workers may have significant effects on a national or regional ability to innovate, expand economically, and improve the standard of living.

Skills to be Developed

Formal training programmes, on-the-job training, mentorship, coaching, self-directed learning, and online courses are just a few of the several ways that people may expand their skills. Communication, leadership, problem-solving, critical thinking, creativity, flexibility, teamwork, and technical abilities are a few examples of the skills that may be cultivated. Some of the essential skills are as under:

- **Cognitive skill** includes the abilities that include the capacity to comprehend complicated concepts, for making successful environmental adaptations, for learning from experience, and for reason. Cognitive talents include basic literacy and arithmetic as well as creativity,

critical analysis, and problem-solving (Cottrell, 2011).

- **Communication Skills:** All sort of development activity requires excellent communication, whether it is with coworkers, stakeholders, or beneficiaries. Effective project execution, trust-building, and dispute resolution are all facilitated by excellent communication. One needs to learn communication skills to further one's development and in general the development of Society (Ellis, 2009, p. 21).

- **Soft Skills:** Cooperation, problem-solving, and flexibility are all important soft skills in the modern workplace. Those with these talents can work effectively in teams, negotiate difficult circumstances, and adjust to changes in the workplace.

- **Technical Skills:** It entails learning specialized technical skills and information necessary for a given career or sector. Those who complete technical training programmes get the practical skills and experience required to execute their jobs successfully and efficiently. Apprenticeships, vocational education programmes, and on-the-job training are all examples of technical training.

- **Digital Skills:** With the increased reliance on technology, digital skills have become critical for job success. The capacity to use digital technology efficiently is referred to as digital literacy. It is vital to be able to use a variety of technologies in an increasingly digital environment, including software programmes, social media platforms, data analysis, and cybersecurity and digital communication tool (WBG, 2021)

- **Networking:** Building and maintaining relationships with others in your business or sector requires networking. It is crucial for professional growth and can open up new possibilities. People can access job vacancies, mentoring, and other resources that can help them succeed in their careers by developing a strong network of connections.

- **Research and Analysis Skills:** To obtain and evaluate data successfully, one needs research and analysis abilities. Making educated judgements and resolving challenging issues require it. Research and analysis skills are essential for development as they enable individuals and organizations to gather and interpret data effectively. The ability to gather and interpret data can help organizations to identify trends, make strategic decisions, and innovate in new and exciting ways.

Benefits of Skill Development

Gaining new skills is crucial for both professional and personal development, as well as for advancing society. People can increase their employability, work performance, productivity, creativity, social mobility, and quality of life by learning new skills.

- **Economic Growth:** Skills development is crucial for economic growth because it helps people to contribute to the economy more effectively and to open up new chances for growth and development. Skill development contributes towards improving the standard of living of a population as well as reducing poverty. Because it increases the workforce's productivity and efficiency, skill development is a key factor in economic growth. Gaining new skills helps people to contribute to the economy more effectively, which can result in better productivity, more competitiveness, and more innovation.

- **Social benefits:** With better skill development there could be many social benefits to individuals, communities, and society at large. The acquisition of skills may lower unemployment, increase work satisfaction, lead to improved health outcomes, and increase social mobility. More civic involvement, higher intergenerational mobility, improved cultural awareness, greater imagination, and inventiveness are some of the societal advantages of skill development.

- **Futuristic Orientation:** Introducing skill development in the school curriculum will prepare students to think beyond the usual. It will provide them an opportunity to not merely be academic-centric but life centric. It will also make available to the student multiple opportunities to acquire the required skills besides the mainstream subjects. Skilled workers joining the workforce will produce better, quicker outcomes and help the Indian economy.

- **Cultural Wholeness:** Skill development helps in preserving traditional skills and cultural heritage. It provides a better understanding of people from different backgrounds. Those with greater skills are better able to communicate and work together across cultural barriers, which can assist to bridge cultural gaps between various cultures and organizations. Also, it may strengthen disadvantaged groups by equipping them with the knowledge and abilities necessary to fully engage in society and contribute to cultural coherence.

Challenges for Skill Development

There are many challenges to Skill Development. From financial matters to quality training; and the digital divide to the inclusion of all; these challenges are roadblocks to development. There have been endeavours to overcome these roadblocks and move ahead toward successful skill development.

- **Financial Matters:** By having financial literacy, one can evaluate the risk and return of various financial products and choose those that correspond to your financial goals. Individuals might not have the resources to invest in their education or pay for training programmes, which might limit their possibilities for professional growth and better-paying positions. It can be difficult to allocate funds and resources for training, especially for organizations that already have small profit margins. As a result, some companies can put other operating costs ahead of skill-development programmes. The expense of education and training is widely recognized as one of the major obstacles to upskilling and reskilling, particularly for people from low-income backgrounds, according to research by the World Economic Forum (WEF, 2020).

- **Quality Training:** It may be challenging to deliver high-quality training for skill development due to a lack of experienced teachers, high expenses, restricted access to technology, outdated training methods, insufficient evaluation and feedback, and a lack of personalization. However, actions may be taken to address these problems, such as sponsoring the development of skilled teachers, funding training programmes, implementing new technologies and teaching techniques, and providing frequent evaluation and feedback. According to a report by the Organisation for Economic Co-operation and Development (OECD), "Education and training programmes equip all learners with strong mixes of skills" (OECD, 2017).

- **Digital Gap:** The term 'digital gap' describes how poor groups sometimes have uneven access to technology and the internet. It may be difficult for people and communities without an internet connection to build skills in areas like digital literacy, online communication, and e-commerce, among others. Especially during Covid 19 the repercussions of such a digital divide were well noticed and yet internet use was accelerated during the pandemic. The report by the International Telecommunication Union (ITU), suggests how insufficient skills impede meaningful connectivity as well as vice versa (ITU, 2021).

Conclusion

The Indian Government has had many programmes for the development of skills. The Ministry of Skill Development and Entrepreneurship, Pradhan Mantri Kaushal Vikas Yojana, National Skill Development Corporation, Skill loan scheme, Skill India Mission, etc are a few endeavours of the government to enforce the development of skills. Yet the Periodic Labour Force Survey reveals it to be a far-fetched dream. The schemes must be implemented with full vigour so that each benefits from them. The private sector too needs to be coaxed to take skill development initiatives so that the gap between the demand and supply of skilled personnel is narrowed. Efforts must be made in the direction of providing skills to individuals so that the dream vision of making India a global leader be fulfilled. Many skills can be imparted, and many challenges can be overcome but the real challenge is to achieve the skill to persist in efforts of learning and thus moving towards development without diminishing it.

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NEW EDUCATIONAL POLICY 2020: A POWERFUL TOOL TO RE-ESTABLISH BHARAT AS VISHWA GURU

Manu Chadha* & Jaskiran Kaur**

Abstract

When the whole world was groping in darkness, India was teaching about the identity of man with the Supreme.

India, with its rich heritage of knowledge and wisdom, has always been seen as a beacon of learning. The National Education Policy (NEP) 2020, a visionary roadmap, aims to propel India to new heights and transform it into a "Vishwa Guru Bharat" or a "World Teacher India." This article explores the key aspects of the NEP 2020 and how it sets the foundation for achieving this noble goal to make Bharat a Vishwa Guru aka teacher of the world, to discuss the roadmap towards a holistic education, to understand the role of NEP-2020 in re-establishing the nation and to assess the impact of National Education Policy on Higher Education.

Key Words: *Vishwa Guru Bharat, National Education Policy (NEP) 2020, Holistic Education, Multidisciplinary Goodness*

Introduction

The National Education Policy 2020 aims to advance India as a worldwide study goal and make India a Vishwa Guru. India, a producer and incubator of knowledge and systems has always been available to share its learning with other countries.

The Ministry of External Affairs is uniformly attempting to build stronger bridges between India and all-encompassing instruction approaches and organizations to remark India's effort engaged of worldwide instruction.Moreover,it visualised India's inherent strength as a knowledge centre of the realm and the function of instruction in forming India's place in the post-Covid new world order.The Quest for education has existed as a powerful lure for Indians to migrate to other countries thereby resulting in the country's powerful ties across the world.

The NEP 2020 envisions a higher education system that is multidisciplinary, research-oriented, and globally competitive. By encouraging autonomy, promoting innovation, and fostering international collaborations, the policy aims to propel Indian higher education institutions to the forefront of knowledge creation and dissemination. This transformation will

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not only attract global talent but also generate a pool of skilled professionals who can contribute to the nation's growth.

National Education Policy 2020, quality educational institutions, societal inclusivity with multiculturalism and focus on innovation, entrepreneurship and internationalisation will drive India's education system to newer heights

The NEP 2020 has proposed nearly doubling the Gross Enrolment Ratio (GER) in university to 50% by the year 2035, as compared to the current GER of 26.3%. It also has provision for greater autonomy to the academic institutions offering quality higher education.

The NEP 2020 recognizes the significance of early childhood care and education in nurturing young minds. By focusing on the holistic development of children aged 3 to 6 years, the policy ensures that they receive quality pre-school education, nutrition, and health support. This early investment will lay the groundwork for building a strong educational foundation for future generations.

The NEP 2020 places utmost importance on foundational literacy and numeracy. By ensuring that every child attains basic proficiency in these fundamental skills by Grade 3, the policy addresses a critical gap in the education system. This emphasis on strong foundational skills will empower students to excel in their academic pursuits and beyond.

One of the core tenets of the NEP 2020 is the promotion of a flexible and multidisciplinary curriculum. By encouraging students to explore diverse fields and disciplines, the policy fosters holistic development, critical thinking, creativity, and life skills. This broad-based education will equip learners with the versatility and adaptability needed to succeed in a rapidly changing world.

The NEP 2020 acknowledges the transformative potential of technology in education. By integrating technology effectively, the policy seeks to enhance the quality and reach of education. The use of digital tools, online learning platforms, and adaptive technologies will create new avenues for interactive and personalized learning, bridging gaps and ensuring access to quality education for all.

Recognizing that teachers play a pivotal role in shaping the future of education, the NEP 2020 emphasizes their professional development. By providing opportunities for continuous learning and innovation, the policy aims to enhance the quality of teacher education. Empowered teachers will inspire and mentor students, igniting their passion for learning and nurturing their talents.

The NEP 2020 envisions a higher education system that is multidisciplinary, research-oriented, and globally competitive. By encouraging autonomy, promoting innovation, and fostering international collaborations, the policy aims to propel Indian higher education institutions to the forefront of knowledge creation and dissemination. This transformation will not only attract global talent but also generate a pool of skilled professionals who can contribute to the nation's growth.

In line with the principles of social justice, the NEP 2020 is committed to providing universal access, equity, and inclusion in education. By addressing disparities based on gender, socio-economic background, geographic location, and disabilities, the policy strives to create an inclusive educational ecosystem. This inclusivity will unlock the potential of every learner,

empowering them to contribute to the nation's progress.

Switching over from cramming and exam-centric evaluation, the NEP 2020 emphasizes on evaluation based on competency. By promoting formative, continuous and comprehensive assessment methods, the policy aims to evaluate a student's progress holistically. This shift will encourage critical thinking, problem-solving, and application of knowledge, preparing students to tackle real-world challenges.

To foster a culture of research and innovation by setting up start-up incubation centres; technology development centres; research centres; greater industry-academic linkages; and interdisciplinary research.

How New Education Policy 2020 will impact India?

It aims to provide a premium and equitable education to all students. The impact of the new national education policy is going to be on the education ladder which is now 5+3+3+4 as well as on teacher training,curriculum and evaluation techniques of the students.

It is seen that Indians are ambitious people and yearn to attain the best education. To fulfill their desires that they feel is lacking in their country a few among them migrate to that lustrous western world.

The National Education Policy 2020, which was announced recently offers a host of new answers to make India a "global study destination"with an aim of "internationalisation at home". There are diverse changes in the field of higher education coming through and we need to be equipped to accept these changes.

One key feature of this new policy is the changes in the structure of higher education. Till now, students going for higher education were diversified into the separate compartments of science, commerce, humanities, medicine and law, with each of the compartments holding their set subjects resulting in mere or negligible intersection.

The new approach is to end the fragmentation of higher education" by remodelling the education structure, or HEIs, into multidisciplinary universities, colleges, clusters or information hubs , each of which will aim to have 3,000 or more undergraduates. Basically, these institutions will offer a range of courses with multiple specialisation and allied branches – and do away with this closed compartmentalization entirely.

This infact is not a comparison with Ivy League and other in-demand academies. But reflecting to the Roots of Bharat,we have already implemented this approach earlier .The thousands of graduates from India and the world studying in old Indian academies Takshashila, Nalanda, Vallabhi, and Vikramshila vibrant multidisciplinary environments, excelled and demonstrated the type of great success that large multidisciplinary research and teaching universities could bring.

India insistently needs to restore this excellent Indian culture to design innovation and creativity and thereby metamorphosing educationally and economically."

The NEP says a university will mean a multidisciplinary institution that offers undergraduate and graduate programmes. This new definition of university will allow for a spectrum of institutions with different focus areas in the country –

The NEP calls for a university to be multidisciplinary, combining several branches of learning and offering varied sophomore and graduate programmes. This new definition of

university will involve a range of organizations accompanying different focus areas in the country – the distinction will mainly be between teaching and research institutions on one hand and autonomous degree-granting universities on the other rather than on the basis of streams.

All autonomous degree-granting universities will be encouraged to enhance education or research organizations enduring and following an accreditation process. The aim is to turn all HEIs into multidisciplinary institutions by 2030 and increase pupil enrolment to desired levels.

All HEIs will be regulated by a common body known as the Higher Education Council of India. But the question is , if colleges are given sufficient independence in determining their course material and certification process, Will HECI function only as an encompassing supervisory body ?

In the new order, graduation courses will be of three or four years, accompanying diversified exit alternatives. Each course will have appropriate certifications for every graduate who exits midway. This way that while the degree will be conferred only on the completion of the course, those who exit midway will still have a certificate to show for their work alternatively in comparison to nothing as it stands currently. As far as teachers are concerned , the NEP says they will have the capacity to design their own curriculum inside the "certified foundation". Multidisciplinary academies will need multi-talented schoolteachers.

By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall endure. Another entertaining plan in the NEP is bright HEIs to help graduates do internships with local industries, traders, inventors, artisans, however how exactly this will be accomplished is still unsettled. Humanistic, righteous, Constitutional, human values , principles of honesty (satya), righteous conduct (conduct), harmony (shanti), love (reward), pacification (ahimsa), scientific attitude, life skill values, and values of seva/aid and participation in social service programmes will be considered an essential part of this integrated education.

Even teachers must be cognizant of the Indian traditions,principles, values, philosophy, of the ancient times and along with this be trained in new advances in education.

Thus,the New Education Policy (NEP)-2020 aims to overhaul the education system and create a new order that will meet the requirements of 21st century education, while building upon India's traditions and value systems. NEP 2020 is Indian in origin, international in its outlook, inclusive in its approach, and innovative and impactful in its outcome. Access, accountability, affordability, equity and quality are five pillars that will form the foundation of our future education ecosystem. It is aimed at transforming India and enabling the country to regain its position as Vishwa Guru and we will grow in knowledge, research, science and technology and all spheres.

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ROLE OF ENGLISH LANGUAGE IN MODERN INDIA

*Meherarti Bade***

Abstract

The English language has played a significant role in shaping modern India. Introduced by British colonizers in the early 17th century, English has gradually become the language of communication, education, administration, and commerce in the country. This research article explores the evolution of the English language in India and its impact on various aspects of society, including education, employment, culture, and politics. The article argues that while English has been instrumental in facilitating India's integration into the global economy and providing opportunities for upward mobility, it has also created a divide between those who have access to English education and those who do not. The article concludes by highlighting the need for a balanced approach to language policy that acknowledges the importance of English while also promoting multilingualism and the preservation of India's linguistic diversity.

Keywords*: English language, India, Education, Employment, Culture, Politics, Globalization, Language Policy.*

Introduction

The English language has a long and complex history in India. It was introduced by British colonizers in the early 17th century and gradually became the language of administration and commerce in the country. In the post-independence era, English continued to play a significant role in India's development, serving as the language of higher education, science and technology, and the global business community. However, its dominance has also been a subject of controversy, with many questioning its impact on India's linguistic diversity and cultural identity.

This research article aims to examine the role of English in modern India and its impact on various aspects of society. It begins by providing a brief historical overview of the English language in India before exploring its current status in education, employment, culture, and politics. The article then examines the globalization of English and its impact on India's language policy before concluding with a discussion of the challenges and opportunities associated with the use of English in modern India.

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Historical Overview

English was first introduced in India by the British East India Company in the early 17th century. Initially, it was used primarily for trade and administrative purposes, with the British using Indian languages as the medium of communication with the local population. However, as the British extended their influence over India, English gradually became the language of power and privilege, used by the British ruling class to consolidate their control over the country.

In the 19th century, English began to be used more widely in India, particularly in the field of education. The British believed that the spread of English education would create a class of Indians who would be loyal to the British and who would help them to govern the country more effectively. English-language schools were established throughout India, and English became the language of higher education and the professions.

After India gained independence in 1947, English continued to play a significant role in the country's development. It remained the language of higher education, science and technology, and the global business community. However, the use of English also became a subject of controversy, with many arguing that it was creating a divide between the English-speaking elite and the rest of the population.

Current Status

Today, English is widely used in India, particularly in urban areas and among the middle and upper classes. It is the language of instruction in many private schools and universities, and proficiency in English is often seen as a prerequisite for employment in many sectors, including the IT industry, banking, and finance.

However, the use of English is not without its challenges. While it has provided opportunities for upward mobility for those who have access to English education, it has also created a divide between the English-speaking elite and the rest of the population. Many Indians who do not have access to English education find themselves at a disadvantage when it comes to employment and social mobility.

Culture

English has also had a significant impact on Indian culture. It has played a role in shaping modern India. The English language has played a significant role in shaping culture around the world. It has been a medium for the spread of cultural ideas, as well as the vehicle for the expression of creativity and artistic expression.

One of the most prominent examples of the English language's impact on culture is in the arts. English has been the primary language of many of the world's greatest works of literature, from the plays of William Shakespeare to the novels of Jane Austen and Charles Dickens. English-language films, music, and television shows have also had a significant influence on global culture, shaping the way people think, dress, and behave.

In addition to its role in artistic expression, English has also been instrumental in the spread of cultural ideas. As the language of international diplomacy and business, English has facilitated

communication between different cultures and has helped to create a global culture that is characterized by the exchange of ideas and the blending of different cultural traditions.

Moreover, the English language has also played a significant role in the preservation of cultural heritage. Many of the world's most important historical documents and texts are written in English, and English-language museums and archives are some of the most important repositories of cultural artifacts and information.

Undoubtedly the English language has played a vital role in culture, from the expression of artistic creativity to the spread of cultural ideas and the preservation of cultural heritage. Its importance in shaping global culture and facilitating cross-cultural communication cannot be overstated.

Politics

The English language has played a significant role in politics, both nationally and internationally. It has been a medium for political communication, diplomacy, and international relations, and has been used to disseminate political ideas and ideologies.

One of the most important roles of English in politics is as a language of diplomacy. As a global language, English is used in international relations and negotiations between countries. It is also used as the language of international organizations such as the United Nations, the World Bank, and the International Monetary Fund, where it plays a crucial role in facilitating communication between member countries.

English is also the language of many political documents, including constitutions, laws, and treaties. This ensures that these documents can be easily understood by a global audience and facilitates cross-border collaboration and cooperation.

Moreover, the English language has played an essential role in shaping political ideologies and movements. Many of the world's most influential political thinkers, including John Locke, Karl Marx, and John Stuart Mill, wrote in English, and their ideas have had a profound impact on political discourse and policy making.

In addition, English has played a crucial role in national politics, particularly in countries where it is an official language. It is the language of parliamentary debates, political speeches, and election campaigns. Many political leaders and public figures are fluent in English, which has helped to facilitate their participation in international forums and build relationships with other countries.

Moreover, the English language has played a vital role in politics, both nationally and internationally. Its importance in diplomacy, political discourse, and the dissemination of political ideas cannot be overstated, and its role in facilitating cross-border collaboration and cooperation has helped to shape the political landscape of the modern world.

English in the Digital Age

English has become a global language of communication and is widely used in the digital age. Its importance in the digital world is reflected in the fact that it is the primary language used on the internet, and a vast majority of online content is available in English.

One of the main reasons for English's dominance in the digital age is the historical legacy of British colonialism, which spread the language across the world. As a result, English is the most widely spoken second language globally and has become the lingua franca of international business, academia, and diplomacy.

In the digital age, English is essential for accessing information and participating in online communities. It is the language of many popular social media platforms, search engines, and online forums, making it easier for people from different countries and cultures to communicate and collaborate. This has led to the emergence of a global online community, where people from different backgrounds can interact and share information.

English is also the language of the tech industry, which has revolutionized the way we communicate and do business. Many of the world's leading tech companies, such as Google, Facebook, and Microsoft, are based in English-speaking countries and use English as their primary language of communication.

In conclusion, the role of English in the digital age is crucial as it has become the global language of communication and is necessary for accessing information and participating in online communities. Its importance in the tech industry is undeniable, and its widespread use has helped create a more connected world.

English in NEP

The New Education Policy (NEP) of India, which was introduced in 2020, recognizes the importance of English as a global language and highlights its role in the education system.

One of the key features of the NEP is the emphasis on multilingualism and the recognition of the importance of regional languages in education. However, the policy also recognizes the role of English as a language of knowledge and international communication. It states that all students should be given the opportunity to become proficient in English, along with their mother tongue and one or more other Indian languages.

The NEP also recognizes the importance of English in higher education, research, and innovation. It highlights the need to improve the quality of English language teaching and learning, including the use of technology and innovative approaches.

Moreover, the NEP emphasizes the need to provide English language training for teachers and faculty members to improve their proficiency in the language. This will help to ensure that students receive quality education in English and that they are prepared for the global job market.

In conclusion, the NEP recognizes the importance of English as a global language and its role in the education system. While emphasizing the importance of regional languages, it also acknowledges the need for English language proficiency and provides measures to improve the quality of English language teaching and learning. This will help to prepare students for the global job market and promote innovation and research in higher education.

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MULTIDISCIPLINARY TEACHING: AN APPROACH TO ACTIVE LEARNING

Ms. Neelam Rani*

Abstract

Multi-disciplinary approach is a unique method in teaching- learning programme. It is a unique way of curriculum integration to illustrate a theme, subject or issue with the help of divergent subjects. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic or content. It is a powerful method of teaching that crosses the boundaries of a discipline or curriculum in order to enrich and enhance the subject area. This approach is very useful and relevant to integrate teacher education programme and enhance its quality and acceptability. Hence, the National Education Policy-2020 has given impetus to a multi-disciplinary approach in teacher education in the country. Multi-disciplinary approaches in teacher education programme will surely develop well rounded individuals that possess critical 21st century capacities in various fields of studies such as arts, science, humanities, commerce, social sciences, professional and vocational and other fields of education.

Keywords: *Multidisciplinary Teaching, Multi-Disciplinary Education, Active Learning*

Introduction

Through a multidisciplinary approach, a student gains an arsenal of skills problem-solving, critical thinking, time-management, self-management, communication and writing, analysis and research methodologies, team work, and much more that are easily transferable across work environments.

An approach to curriculum integration which focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline. An approach to curriculum integration which focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline. Frequently multidisciplinary and cross disciplinary are used as synonyms describing the aim to cross boundaries between disciplines.

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What is Multi-Disciplinary Education?

A multidisciplinary curriculum means studying the same topic from the viewpoint of more than one discipline. It is also called cross-disciplinary which indicates the aim to cross boundaries between disciplines.

Multidisciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject or issue. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic.

When we speak of the hierarchical educational structure, the concept of "learning" gets bound with so many aspects such as – curriculum, teaching-learning methodologies, time limitations, and much more. In a crux, the vision of education gets compromised.

That's why in today's hyper-competitive world, limitless learning, a unique educational system that promotes a multi-disciplinary approach to help students follow their passion is vital. Although the National Education Policy 2020 (NEP 2020) has asked institutions to pay attention to it, stakeholders are still in a dilemma about its advantages & disadvantages.

In this article, I am going to cover the advantages and disadvantages of a multidisciplinary educational approach. Whether you are a faculty, student, or educator, you can go through these points to drive institutional success.

How do you use a multidisciplinary approach?

Multidisciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject or issue. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic.

Multidisciplinary approach in teaching: The main goal of tertiary education is to develop knowledge about a certain discipline that can engender in students the capacity to analyze information and apply it to real life cases. To improve students' understanding and make the learning process more productive and enjoyable, they need to experience the connection between different subjects of the respective curriculum.

The International Bureau of Education (IBE-UNESCO) specifies three major types of contemporary approach to curriculum integration: multidisciplinary, interdisciplinary and transdisciplinary.

Multidisciplinary curriculum is studying a topic from the viewpoint of more than one discipline and solving a problem using a different disciplinary approach (Klaassen, 2018). For example, reducing the CO_2 emissions from a car can be achieved by studying how to develop fuel chemistry or by studying how to improve car engine performance.

Interdisciplinary curriculum is understanding theories that cut across disciplines and highlight the process and meaning rather than combining different discipline contents (Odeh, McKenna and Abu-Mulaweh 2017). For example, the design of a medical device requires engineering skills as well as the knowledge of a specific human organ's function.

Transdisciplinary curriculum is removing the boundaries between the core disciplines, integrating them to construct new context of real-world themes and introducing a sub-major

stream course (Doyle & Bozzone et al., 2018). For example, in the last century, the mechanical engineering curriculum has been integrated with the electronics and computer engineering curriculum to introduce the mechatronics engineering curriculum, which is now called robotics.

Importance

The impact of having this type of interdisciplinary work on students' learning process was identified. The following learning outcomes were achieved by integrating a computer programming methodology in a real-life mathematics problem:

Apply self-teaching: This is achieved by guiding the students to the source of information they need to investigate and understand principles in mathematics and computer programming. Develop practical skills: Learn how to apply the theoretical mathematical skills on actual engineering cases and use computer programming as a solution tool for highly accurate results.

Introduce problem-solving skills: This is achieved by analysing the assignment problem and comparing the results achieved by hand calculations and the developed computer code. Connect academics: Improve the interaction and collaboration between the academics of different disciplines to share their thoughts on how to make the students' learning process more exciting.

Advantages of Multidisciplinary Approach in Education

1. The Privilege to Choose

"Nothing in the Indian education sector will ever change" – said a friend of mine who went abroad to find a job.

I can bet you've heard such things from your relatives & friends as well who got settled in foreign countries. But, it's not true anymore! To change the mindset of youngsters and make them realize the power of the Indian education system, authorities have seriously taken great efforts and multidisciplinary education is a live example of it.

With multidisciplinary education in colleges, students get a right to choose their favorite subject, the subject that they want to learn.

Not the ones which are forced onto them.

Ultimately, it will help in establishing a more collaborative teacher-student relationship.

2. Reach Within To Discover Passion

Here, the keyword is "choice of subjects", but the advantages extend to students' personal growth as well.

Let me make it simpler for you.

See, on one hand, as a faculty, you will have the power to innovate the usual teaching-learning processes. And on the other, your students will be able to access vast e-content that can help them realize their passion or true purpose.

The more e-content they consume, the more insights about their deeper interests they'll find!

Even when your students are clueless about their passion initially, they can discover it during the teaching-learning journey. Thus, the combination of online education tools such as

a learning management system (LMS) integrated within the college ERP software along with a multi-disciplinary approach can boost personal development in students.

3. **Pragmatism & Flexibility**

Multi-disciplinary education allows your students to understand the power of new ideas.

It helps them develop a pragmatic attitude by allowing them to decide what subjects they will opt for and what could be their possible benefits. They get time to make a decision by calculating the risks & advantages. Thus, a multi-disciplinary program brings pragmatism and flexibility to the table.

It enables your students to carve their own path by utilizing their mind-power and edTech devices and not walk on the path pre-decided by the educational system.

Disadvantages of Multidisciplinary Approach in Education

1. **Distractions**

Honestly, getting distracted from the final learning goal may become prevalent with multicultural education. Sometimes, your students may feel a little bit lost as they hop on to a variety of subjects & courses.

The only thing that can save them from getting distracted is planning & keeping a tab on their daily activities.

As a faculty or educator, it's essential for you to have college ERP software or a university management system with an advanced activity monitoring platform such as a dashboard. The dashboard will help you analyze the students' progress reports on a daily basis. Whenever you feel that things are going smoothly, you can always re-plan your online education imparting techniques!

2. **Lengthy decision-making process**.

Because each team member contributes their opinions to a problem or scenario, it can take a long time for everyone to come to a consented decision. The decision-making process can further lengthen if there are no proper channels for fast communication.

Suggestions

It is suggested to start multidisciplinary institutions and academic institutions throughout the country as envisioned by the NEP-2020. This policy also suggested introducing a four years integrated teacher education programme in multidisciplinary colleges and universities. By incorporating this program, students from divergent fields such as arts, humanities, commerce, science etc. get benefited. This will save their time and enhance the opportunity to join with the teaching-learning process in a well befitted manner. It is necessary to popularize the ancient gurukul system in accordance with the present system of education. The gurukuls were the academic places where most of the Indian boys and girls were enriched and equipped with all necessary skills and knowledge. In that system, students were acquainted with a divergent field of knowledge in a given time. Hence there is a necessity to recall this ancient system of education.

As suggested by the NEP-2020, this approach is relatively modern, well equipped with latest skills and techniques and hence students joined with this method will easily coop up with the latest advancement of the global system of education and set a competitive mind as a global citizen. It is mandatory to introduce different subjects in the same platform and hence the success of this method depends upon the latest infrastructural and skilled developments and huge funding from the various levels. In absence of any one component from this arena will be responsible for the loophole of the entire education system. There is a necessity to establish more and more integrated teacher education centers throughout the country to provide multidisciplinary methods of teaching at every level of education in the country. Hence it is very urgent to follow the suggestions of NEP-2020 in this regard. A well versed and well maintained curriculum is necessary to input in teacher education programmes to enrich and enhance with this new and innovative method of teaching. Thus, more and more orientation and refresher courses are needed to be introduced to the existing faculties of the teacher education institutions throughout the country.

Conclusions

It can be concluded that the all round development of the individual is impossible in the existing system of education. Citing examples of the ancient gurukul system of education, we can say that multidisciplinary education and teacher education in particular is the need of the hour. It is impossible for the central or state governments to take all necessary measures for the interlocution and success of this method but the active involvement of all stakeholders are needed very much. As suggested by the NEP-2020, there is an urgent necessity to start an integrated teacher education programme throughout the country and to convert all academic institutions and places into multidisciplinary centers for education.

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MULTIDISCIPLINARY APPROACH IN TEACHER EDUCATION — NEP 2020

Dr. Neeraz*

Abstract

Because the youth of today will be the leaders of tomorrow, teachers play a crucial role in a child's readiness for the future. Children learn things early in childhood that stick with them for the rest of their lives. Teachers must take the initiative to fully understand the NEP's ethos, goals, objectives, and motto as well as to further their professional development through rigorous CPD programs, trainings, participation in seminars, workshops, and conferences at various levels. The time has come for Indian teachers to seize this opportunity and decide their own futures. Dream big and work hard to make this a reality. Become a skilled, enthusiastic, and assured practitioner.

Keywords: *Teachers, NEP, CPD*

Introduction

The most significant individuals in our society, arguably, are the teachers. They give kids a reason to live, prepare them to excel as global citizens, and stoke their desire to succeed in school and in life. Teachers are the key factor in a child's readiness for the future because today's youth will be the leaders of tomorrowWhat is taught to children at an early age stays with them for the rest of their life. They'll apply what they've discovered to change society.The effective growth and development of people is significantly aided by education, and instructors play a crucial role in providing such education to their charges. Teachers play a crucial role in advancing societal welfare in addition to helping educational institutions achieve their targeted goals and objectives. They are faced with many problems in their professional responsibilities.

The recently released National Education Policy (NEP) will be implemented gradually beginning in 2021. Though many of them have not yet been implemented, similar policy suggestions, such as those of the Kothari Commission, have been made in earlier decades. There are implementation gaps and insufficient teacher preparation programmes, according to a critical study of two prior policies. According to NEP, the entire Indian educational system needs to be reorganized.To prepares kids for the challenges of the 21 century, it discusses teaching them core reading, math, and skill sets. Teachers must take initiative to fully comprehend the

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NEP goals, so that hey aware about their professional growth at various levels.

NEP 2020 claims that there are deficiencies in the quality of teacher preparation, recruiting, placement, working conditions, and teacher empowerment. To encourage the most talented individuals to seek careers in education, the elevated regard for teachers and the high standing of the teaching profession must be rebuilt. To ensure that teachers obtain top notch professional development and that their working environments are suitable.

Multidisciplinary approach in Teacher Education

A holistic and multidisciplinary education would attempt to develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, and moral - in an integrated manner. Such an education will aid in the development of well-rounded individuals with critical 21st century capacities in the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills such as communication, discussion, and debate; and rigorous specialization in a chosen field or fields. In the long run, such a comprehensive education will be the approach of all undergraduate programmes, including those in professional, technical, and vocational fields.

The entire Indian educational system should be restructured, according to NEP. It talks about educating children in fundamental reading, numeracy, and skill sets to prepare them for the difficulties of the twenty-first century. Teachers should need to develop 21 st century integrated and multidisciplinary methods. Learning that is multidisciplinary and holistic is a cuttingedge method that allows teachers to simultaneously study science, technology, math, liberal arts, humanities, languages, social sciences, professional skills, vocational skills, ethics, morals, and other topics. It aspires for holistic development, so teachers can now possess knowledge or expertise across sectors thanks to access to ICT, teacher training programmes, and other amenities at higher education institutions, as well as recently introduced MERUs (Multidisciplinary Education and Research Universities).

The Multidisciplinary approach also known as a shared model, connects two or more disciplines such as math and science (Fogarty, 1991). Multidisciplinary instruction is an approach that thoughtfully incorporates and connects key concepts and skills from many disciplines into the presentation of a single unit. According to Grady (1994) and Meeth (1978),the multi-disciplinary approach moves up the curriculum ladder by thinking these disciplines under one problem or theme , but without making any conscious connections between the subjects. The connections come within the discipline content and are only connected to other disciplines by the common theme. For-example teaching a science unit on simple machines and a social studies unit on the industrial revolution under the common theme of change is an example of using a multidisciplinary approach (Fogarty, 1991).

Continuous Professional Development

Continuing, or continuous, professional development (CPD) is any sort of learning that expands your knowledge, expertise, and experiences in a subject area or career. CPD is a continuous and deliberate learning and development process. Continuous Professional

Development helps teachers to develop new skills and strategies. Teachers that participate in professional development courses frequently learn how to improve their teaching approaches and skills. They also understand how to develop lesson plans and other resources for use in the classroom.

- The NEP 2020 recommends 50 hours of CPD for teachers, head teachers, and teacher educators, with the use of cutting-edge pedagogy and liberty given to teachers to pick activities based on their needs.

- By explicitly defining the role of the teacher at numerous levels of expertise/stages, as well as the competences required for each stage, the NEP 2020 suggests increasing the bar for teacher performance.

- In order to integrate into the digital learning processes, teachers will also need to receive digital training.

- The NEP emphasises continual professional development (CPD) for teachers in order to improve their abilities and learn about the most recent innovations in their disciplines. This CPD can take various forms, including local, regional, state, national, and international workshops, as well as online teacher development programmes.

- Teachers who do exceptional work should be recognized and promoted, as well as given pay raises, to encourage other teachers to achieve their best. As a result, a strong merit-based tenure, promotion, and remuneration structure will be constructed, with numerous levels within each teaching stage and encourages and recognizes exceptional teachers.

Challenges to Teachers in View of NEP 2020

- The National Education Policy 2020 seeks to create a world's best education system based in Indian ethos, developing India into a superpower in the field of knowledge.

- Teachers will become more actively involved in the management of schools and school complexes, including as members of school management committees and school complex management committees, in partnership with parents and other important local stakeholders.

- The role expectations of principals and teachers will expressly include fostering a caring and inclusive culture at their institutions in order to promote more effective learning for all students as well as for the good of their communities. This will help to ensure that schools have positive learning environments.

- Teachers will have more freedom in deciding on the specifics of pedagogical in order to teach in the manner they feel will be most beneficial for the students in their classrooms and communities.

- Teachers will place a strong emphasis on socioemotional learning, which is vital to every student's overall development.

- Teachers that use creative teaching methods to enhance learning results in their classrooms will be honoured.

- Teachers will always have the chance to learn new skills and get up to speed on industry advancements.

- To give each teacher the opportunity to maximise their own career development, an

instruction and guidance to ongoing teacher development will be adopted.

- All teachers will have access to professional development opportunities, including online teacher development modules, local, state, national, and worldwide teaching and subject workshops. This will allow each teacher to select the activities that are most beneficial for their own growth.

- The National Curriculum Framework for Teacher Education, or NCFTE 2021, will be created by the NCTE in collaboration with NCERT. 4year integrated B.Ed degree programme that covers a wide variety of knowledge content and pedagogy and incorporates substantial practical training in the form of student teaching at neighbourhood schools will be the minimum degree requirement for teaching by 2030. Strict action will be taken against unreliable independent institutions for teacher education (TEIs)these steps will assist us in producing the best teachers and positioning ourselves as world leaders.

Conclusion

Through the NEP, there will be a noticeable change in the teachinglearning process and transitional classrooms, emphasising conceptual development rather than a transaction, experiential learning in realworld contexts, and serving as a facilitator for building key ethos and values in the digital age. The nation's empowerment and education are the instructor's top priorities.

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NEP 2020: EDUCATE, ENCOURAGE, ENLIGHTEN

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Abstract

National Education Policy 2020 was recently announced by the Ministry of Education (MoE). The new education policy is the first policy of the twenty-first century to handle the numerous expanding developmental features of our nation. This educational policy covers all aspects of the education structure, like its regulation and governance, to make a new system aligned with the goals of 21st-century education. It is a significant policy to give the country better students, professionals, and people to change the nation. With the rapidly changing global ecosystem and employment landscape, it is becoming increasingly crucial that students not only learn but, more importantly, learn how to learn. As a result, education today is shifting away from teaching knowledge and toward teaching students how to be innovative, adapt, and integrate new information in dynamic sectors. It also teaches students how to be creative and multidisciplinary. In this article, the author highlighted the strategies to fulfill the motto of NEP 2020.

Keywords: *NEP-2020, Educate, Encourage, Enlighten*

Introduction

Education is a significant step to achieving all other basic human rights. Education can help decrease poverty, reduce social inequalities, empower women and others marginalized, bring down discrimination and finally help individuals live life to their fullest potentials. It helps improve access to opportunities for a better life in terms of employment and business. It can also bring about peace and overall prosperity to a region. Therefore, education is one of the most important rights. Quality education is today's need as it is the development of intellectual skills and knowledge which will equip learners to fulfill the needs of professionals, decision makers and trainers.

"The purpose of education is to make better human beings with skill and expertise. Enlightened human beings can be made by teachers."

— Dr. APJ Abdul Kalam

The National Education Policy was adopted by the Indian Union Cabinet on July 29, 2020.

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With this new education policy, India's school and higher education sectors are expected to undergo radical reform. The Indian government unveiled a new initiative to globalize education from preschool to the secondary levels. The key components of NEP 2020 are enhancing educational quality by emphasizing both creativity and innovation, and working to make India a "vibrant knowledge society".

NEP 2020: Educate

The rise of knowledge economies and knowledge societies also give rise to a host of new challenges, especially to the education sector. Our education systems are largely geared to support a traditional, more industrial model of production system and economic activities. Educational institutions are divided into disciplines and departments and students enter and exit as batches. The process of teaching-learning is also top-down, almost pre-determined with a rigid set of curriculum, syllabus and learning objectives, which are then evaluated by a set of standardized tests and marks, scores or grades. This model is very similar to a factory-based production line model. With the shift towards a more flexible knowledge economy, the demand is for a paradigmatic shift towards a faster, innovation-centric, knowledge-intensive, and knowledge-harnessing ecosystem. It directly means that the education sectors need to gear up for a significant overhaul and break away from its rigid industrial modus-operandi. Educational institutions need to impart the required skills, competencies, and attitudes to the learners who will be the knowledge workers and the citizens of the approaching knowledge societies.. Therefore, it is essential to recognize the need to create a robust teaching-learning platform that caters, nurtures, analyses and acts swiftly to prepare the learners for the transition from the traditional to the future.

Considering the various ways of learning, in both formal, non-formal and informal spaces, the forms of learning environment varies widely. Important to note that learning can take place in physical, face-to-face as well as distance and online modes. Additionally, learning happens almost all the time informally, in our homes, communities and social spheres. Hence, the understanding of the forms of learning environment deals with a complex web of interconnections, which connects the ways, the modes and forms. This includes promoting 'active/constructive process'; considering students' formal and informal knowledge cumulatively; focusing on the 'self-regulation' process, where students manage and monitor their own process of knowledge building while being 'goal-oriented' with the support of the teacher. This way, the learning happens in a collaborative manner, where the efforts are distributed and the process is interactive, recognizing the individual differences and outcomes are varied, as a result of different learning styles, backgrounds, strategies, self-efficacy and emotions.

Shri N Ravichandran retired professional said that in the national education policy, skill orientation has been incorporated from 6th class onwards. It is good that every child should learn at least one vocation. It is good that there will not be any separation between vocational, academic and extra-curricular in the curriculum and students can choose their trades along with main subjects. He pointed out that Higher education institutes and Universities will transform from

Research-intensive Universities to Teaching-intensive Universities with Autonomous powers. To meet the growing demand for quality education, this policy will increase public as well as private investments in the educational sector which will rise the GDP for the country. Hence, the New National Education Policy 2020 by the union Govt. is a welcome move in all aspects and as a result, our country will witness drastic changes and development in the coming years, he added.

NEP2020: Encourage

The following section attempts to discuss some **major learning environments to encourage the students** for a better understanding.

- **Classroom learning environment** is about constructing a climate and culture where students can experience freedom of discussions, to reflect on the learning activities and learn through constructing meaning and problem solving. This can be achieved through designing a curriculum for deep conceptual understanding, focusing on meta-cognition of student activities and transversal higher order skills such as problem solving.

- **The explosion of digital technologies** in recent decades has laid the path for online teaching learning. The recent waves of pandemic have somewhat forced the educational institutions to operate exclusively in online mode. Although these have promoted the possibilities of relying on online education, it also sprouted discussions on the suitable online learning environment, as they differ from the regular face-to-face mode.

- **Smart classrooms** are the modern-day avatars of technology-mediated formal learning spaces. Digital technology is used to create an interactive and engaging classroom environment, where multimedia is incorporated in a manner, which facilitates the teaching learning process by adding resources, graphical representations and experimentations. Smart classrooms follow the ethos of digital pedagogy and enrich the teaching learning process with online resources and collaboration (NEP, 2020).

- **Smart and digital laboratories** provide a digital simulation of experiments, where the users (students and researchers) can experiment without the actual/physical components (chemicals, tools and machineries). This is useful while conducting laboratories remotely, and when the physical components and tools are not readily available. However, it is important to note that the digital laboratories are not going to replace the physical laboratories and can work simultaneously to provide extended practice, simulation and experimentations.

- **Library Resources** In the age of digital resources, although the importance of a physical Library, Archive and Museum (LAM) seems diminishing, it is important to note that LAMs are the oldest example of knowledge organization. The advent of the internet has created an overwhelming notion that a single search in the World Wide Web will provide the right, all-encompassing information. This notion is rather naïve and limited. The open worldwide web cannot substitute for the libraries and curate repositories of knowledge. LAM provides legitimating and authentication of information along with careful selection, review, short listing and a structural persistence to its repository of contents so that the users gain access to well evaluated resources. This stands true for both physical and well-reputed online libraries.

Libraries, both in physical and digital formats are therefore an essential component of an educational learning environment.

- **Here, we need to focus on the fact that the goal of sports and recreational facilities is to create and develop a robust support** system, which helps the learners to develop and flourish. The structures, systems and facilities are there not to restrict them, or to put shackles of regulations, which will limit the goal of holistic development to a great extent.

- **Financial Support (Fellowships and Scholarships):** Scholarships and fellowships are one of the prime avenues of inclusion and recognition of talents. The merit-based scholarships help learners from economically disadvantaged backgrounds break the poverty trap threshold and work as an inspiration for others in similar economic situations. Certain scholarships are also targeted towards gender, social status and so on, which also work in similar ways. Moreover, they help keep the government's promise to make the education system inclusive and improve its quality by supporting excellence.

NEP 2020: Enlighten

Studies on education, teaching, and learning recommend a systematic way of knowledge production and management. They highlight the importance of suitable learning environments, which are essential for proper incubation of knowledge and facilitating, promoting the free and fair exercise of knowledge creation. The existing policies, rules and regulations, institutional administrations, curriculum, and other factors often define the goals and provide facilities for the stakeholders to operate and create their own learning environment. The teachers, students and immediate departmental and institutional administration build the real teaching-learning processes and create the learning environment.

Promoting Indigenous Knowledge and Skills through "Lok Vidya'' The ancient system of education was the education of the Vedas, Brahmanas, Upanishads and Dharmasutras. Sources of learning were drawn from various disciplines such as Itihas(history), Anviksiki (logic), Mimamsa (interpretation) Shilpa Shastra (architecture), Arthashastra (polity), Varta (agriculture, trade, commerce, animal husbandry) and Dhanurvidya (archery). Indian knowledge system (IKS) describes nine Darshanas, fourteen Vidyas as sources of knowledge and sixty-four Kalas as specialized art and skills. In ancient India these skills were considered to be important for holistic development of a cultured individual. Learning these skills will help students to cultivate attentional skills (mindfulness, meditation, yoga, etc.), socio-emotional skills (e.g. compassion, empathy, teamwork, cooperation, etc.), system thinking skills (interdependence, fairness, quality consciousness, care, etc.), beside the living skills, life skills and vocational skills. According to NEP-2020, Lok Vidya, i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses and India is to be promoted as a global study destination providing premium education at affordable cost, thereby, helping to restore its role as a '**Vishwa Guru'.** Ancient Indian universities, such as Nalanda and Takshashila were offering holistic education with a unique blend of knowledge and skills. In order

to attract students to an education system which helps students to develop vocational, social and emotional skills, India must remodel and rebuild current universities on the foundations of 'Indian Knowledge Systems' and integrate advanced science, technology, social science, contemporary art, vocational crafts and humanities.

Against the age-old settings of our rich traditional system of the Gurukul where there was a closely-knit teaching and learning process at the core, NTC not only strengthens the Teacher-Student connect but has also created a progressive community of teachers. NTC not only unites the rural-urban teachers but also allows them to bond with their Indian peers across the globe, enriching their perspectives. Educationists and academicians engage in meaningful debate, dialogue, inter-cultural encounters and exchange of ideas on a number of thoughtfully designed issues. This helps them to understand national issues and equips them to play an instrumental role in overcoming challenges through their work.

We have witnessed the rise and formation of a new discipline 'Indology' when the West re-connects with India's intellectual traditions in the modern times. By the end of the 18th century, the West initiated the study of Indian knowledge disciplines in its universities and other prestigious institutions. In 1068, Andalusi, an Arab writer from Spain records, "The Indians, among all nations, through many centuries and since antiquity, have been the source of wisdom, fairness and moderation. They are the creators of sublime thoughts, universal apologues, rare inventions and remarkable concepts."

India contributed to the world with a modern university discipline, the science of language study - Linguistics. The International Phonetic Alphabet (IPA) was modeled on the shiksha and pratishakhya texts (texts of general and Vedic phonetics). The father of Structuralism, Ferdinand de Saussure, himself was a Panini scholar. Todorov, a leading literary theorist never fails to acknowledge the great contributions such as verbal symbolism (Dhvani Theory) in literary theory. Many such Indian contributions may clearly be underlined in almost all branches of knowledge of which some of them are cited above. The NEP-2020 enumerates such areas: mathematics, astronomy, metallurgy, medical science, civil engineering, architecture, shipbuilding, navigation, yoga, fine arts, chess and many more.

Smriti, Gyana and Vimarsha (memory, knowledge and reflection) are the key concepts in learning. They are pertinent for both the teacher as well as learners. Patanjali in his Mahabhashya reiterates the time tested phases in learning:

(i) When we learn it from our gurus,
(ii) When we keep practicing what we have learnt,
(iii) When we impart the knowledge to the disciples
(iv) and above all the integrating the knowledge in our worldly behaviour.
(v) Primary education is to inculcate samskara (the innate desire to learn/know, to inculcate moral values/dharma) and in its continuity the higher education to be aimed at parishkara (refinement) and vistara (expansion and dissemination).

Conclusion

Young population is generally forward looking and mobile, therefore international exposure in all respects, standards, methods, quality etc will be critical for their career advancement. 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. Agenda for Sustainable Development adopted by India in 2015 is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030". There is another important aspect to it. In a progressively globalized world today driven by ICT, India cannot afford to be secluded from some of the best examples of internationalization in educational practices globally. There are opportunities to learn from and incorporate global best practices in India's education.

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EXPLORING THE ROOTS OF BHARAT FROM PHILOSOPHICAL PERSPECTIVE OF INDIAN EDUCATION SYSTEM

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Abstract

The Indian education system has been changing from its roots as it is the need of the time. The NEP has merits like comprehensiveness, early childhood education, holistic, inclusiveness and self-assessment and voluntary declaration. History of the education system shows that the education system at the British time brought a set back to our deeply rooted education system of ancient time.

'The British administration scratched the soil and began to look at the root and left the root like that and the beautiful tree perished.'

Gandhi ji often said in his lectures that there was no recognition for ancient schools and the European schools were too expensive for the Indian masses. Rabindranath Tagore used to consider formal school as a combination of Jail and hospital. He insisted that Education should be imparted in the natural surroundings. Tagore believed in giving children the freedom of expression. According to him, there are four fundamental principles in Tagore's Educational Philosophy – Naturalism, Humanism, Internationalism and Idealism. He emphasized that teaching should be practical and real and not theoretical or artificial. Education should never be profit oriented. Real Education is that which helps students to think on their own and we become sympathetic to everyone around us. Schools are not meant to 'produce' students but 'facilitate' in the learning process. Schools should help to bring out cultured and learned people in society. Thus, emphasis should be laid on giving importance to Nature, Culture, History, Religion, Patriotism, Spirituality and Morality in our educational system. This paper emphasizes on the philosophical conception of the education system in the present scenario.

Keywords: *NEP, Educational Philosophy, Ancient Thinkers, Modern Thinkers.*

Introduction

Philosophy means 'Love of wisdom' is based on Indian culture as well as the learning process. It is a tool of logic and reason to analyze the ways in which humans experience the world. It takes a person to critical thinking, close reading, clear writing and logical analysis. It is found that Pre-systematic conceptions of language in Vedic texts are based on philosophical perspectives.

The Vedic scriptural texts consist of the four ancient collections, i.e., Ṛgveda, Sāmaveda,

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Yajurveda, and Atharvaveda. The Vedic poet-sages say that the divine language enters into their hearts and that they discover it through mystical introspection. Just as the language used by the Vedic poet-sages is the divine language, the language used by the non-Vedic people is said to be un-godly or demonic.

In the Vedic literature, one observes the development of mystical and ritual approaches to language. Language was perceived as an essential tool for approaching the gods, invoking them, asking their favors, and thus for the successful completion of a ritual performance. While the Gods were the powers that finally yielded the wishes of their human worshipers, one could legitimately look at the resulting reward as ensuing from the power of the religious language, or the power of the performing priest. This way, the language came to be looked upon as having mysterious creative powers, and as a divine power that needed to be propitiated before it could be successfully used to invoke other gods. This approach to language ultimately led to deification of language and the emergence of the Goddess of Speech, and a number of other gods who are called "Lord of Speech".

In contrast with the valorous deeds of the divine language, the language of the non-Vedic people neither yields fruit nor blossom. "Yielding fruit and blossom" is a phrase indicative of the creative power of speech that produces the rewards for the worshiper.

From being a created but divine entity, the speech rises to the heights of being a divinity in its own right and eventually to becoming the substratum of the existence of the whole universe. In this hymn, one no longer hears of the creation of the speech, but one begins to see the speech as a primordial divinity that creates and controls other gods, sages, and the human beings. Here the goddess of speech demands worship in her own right, before her powers may be used for other purposes.

The mystery of language is comprehensible only to a special class of people, the wise, while the commoners have access to and understanding of only a limited portion of this transcendental phenomenon. The role of language and scripture in the Upaniṣadic mode of religious life is complicated. Here, the use of language to invoke the Vedic gods becomes a lower form of religious practice.

By the time we come to the classical philosophical systems in India, one more assumption is made by almost all Hindu systems, i.e., that all the Vedas together form a coherent whole. The human authorship of the Vedic texts has long been rejected, and they are now perceived either as being entirely uncreated and eternal or created by God at the beginning of each cycle of creation.

This shows that before the emergence of the formalized philosophical systems, there seem to be a number of philosophical issues relating to language implicitly and explicitly brought out by the early Sanskrit grammarians.

The various Indian theories of meaning are closely related to the overall stances taken by the different schools. Among the factors which influence the notion of meaning are the ontological and epistemological views of a school, its views regarding the role of God and scripture, its specific focus on a certain type of discourse, and its ultimate purpose in theorizing.

The schools set up ontology. It contains substances, qualities, actions, relations, generic and

particular properties, etc.

By the middle of the second millennium of the Christian era, certain uniformity came about in the technical terminology used by different schools. While all these schools are engaged in pitched battles against each other, they seem to accept the terminological lead of the neo-logicians.

The nuances of these different theories are closely related to the markedly different interests of the schools within which they developed. Sanskrit poetics was interested in the poetic dimensions of meaning. Grammarians were interested in language and cognition, but had little interest in ontological categories except as conceptual structures revealed by the usage of words. For them words and meanings had to be explained irrespective of one's metaphysical views. The scriptural word was there to instruct people on how to perform proper ritual and moral duties, but there was no intention behind it. The Buddhists, on the other hand, aimed at weaning people away from all attachment to the world, and hence at showing the emptiness of everything, including language. They were more interested in demonstrating how language fails to portray reality, than in explaining how it works. The theories of meaning were thus a significant part of the total agenda of each school and need to be understood in their specific context.

Epistemology and pedagogy both concepts are philosophical in origin. The present century demands an integrated teacher who can shape the inner potentiality of a learner through an integrated approach of knowledge of the content area and of the philosophy of teaching. Since India won Independence; attempt has been made to formulate a national education policy. It has been essential to evolve an Indian philosophy of education in the light of the tradition and culture upheld by Swami Vivekananda, Rabindra Nath Tagore, M. K. Gandhi, Sri Aurobindo and others. Every nation needs an educational philosophy for building up a sound system of education. India has passed through various stages of development during different periods. Since Brahmanistic education it has followed the monastic scholastic, realistic, idealistic and pragmatic trends when values changed and new priorities emerged. India is a land where values have emerged and influenced the cultural life of the land. The cross-cultural studies of modern values show an increasing tendency towards materialistic and self-centered outlook. The world in which we live today is shrinking every day, but every nation is busy building a wall of prejudice. This is why we need to develop an Indian Philosophy of Education.

Since 1944 and until now about 150 philosophical studies have been carried out on education, out of which only 10 studies have been specially conducted on Indian philosophy of Education. Remaining studies are conducted either on the life and work of Educational thinkers and philosophers. Hardly any attempt has been made to study the Indian philosophy of education as a whole or of its implication in the present situation. It reveals that the educational implications of total thought of the Indian system and the thinkers have not been studied carefully in the context of actual situations in the schools. Doctoral theses have been written about the Educational work related to Indian Philosophy and also of Rabindra Nath Tagore, M.K. Gandhi, Shri Aurobindo and others, but such theses usually have the rather specific objective of obtaining a degree and it does not, as a rule, become part of the stream of academic thinking or find its way to the teachers. some of the renowned scholars like S. K. Das, R.K.Mukaerjee, S.P

Chaube, J. Krishnamurthi, R.S. Pandey, J. Krishanmurthi etc have written some books on Indian Philosophy of Education which are very useful for building up discipline of Indian Philosophy of Education.

Thus it is necessary for students of Indian education to ask ourselves why the philosophy or the ideas which these thinkers have advocated so persuasively have failed to evoke sufficient response, why there has been a resistance, or at least indifference, to their acceptance in the day-to-day work of the educational institutions. This gap between theory and practice is alarming. The present research paper entitled 'Indian philosophy of education and pedagogy: an essential proposition' is designed with a view to find out the answers of those issues and also to abridge for fulfilling the gap.

Why educational philosophy is required in modern time

- Man is not a biological animal but a pure social one. Living in a society as a responsible social human being is the ultimate goal of humans. Education shapes and mould the overall behavior of human beings and nurtures the potentialities.
- Since time immemorial, education has been estimated as the right road to progress and prosperity. Different educationists' thoughts from both the Eastern and Western side have explained the term 'education' according to the need of the hour.
- While the Indian thinkers want to street on spiritualism and perennial truth, the Western philosophers differ in their meaning according to need and convenience of the circumstances.

That's why ancient Indian thinkers till today realized the need of educational philosophy in education.

- In Rig-Veda – Education means self-reliance and others.
- In Upanishads –The end product of Education is to get salvation.
- In the Shankaracharya concept - Education is the realization of the Self.
- According to Kautilya- Education means training for the country and love for the nation.

Modern thinkers gave the modern concept to educational philosophy

- According to Dayananda 'Education is a means for character formation and righteous living'.
- Shri Aurobindo- defines education helping the growing soul to draw out that is in itself
- Ravinder Nath Tagore assesses Education enables the mind to find out the ultimate truth, which gives us the wealth of inner light and love and gives significance to life.
- According to Vivekananda- Education is the manifestation of divine perfection already existing in man.
- Gandhiji defined education-a means for an all-round drawing out of the best in the child and man-body, mind and spirit.

Not only Indian, even western thinkers gave philosophical concepts to education.

- According to Plato- Education is the capacity to feel pleasure and pain at the right moment.
- Aristotle too defines education as a creation of a sound mind in a sound body.

- Pestalozzi too defined Education as natural, harmonious and progressive development of man's innate powers.

It is very difficult to know the meaning of education. The educationist, the philosophers, the psychologists had given their different opinions regarding education in different ways. In this connection, we can say that there is no fixed meaning of education. Indian thinkers and western thinkers have given their definitions of education.

According to Rabindranath Tagore, children must get freedom while learning. Natural environment must be ensured for learning. He believed that children can learn better in a natural environment as opposed to an artificial one. Teachers, therefore, must design and use teaching methods giving scope to freedom and natural expression of children. Education must ensure all-round development of children. Through education, intellectual, emotional, activity oriented development of a child should be ensured. Also, through overall nurturance of physical, social and creative abilities should lead to development of correlations and harmony. Teachers and educationists should consider these aspects. Education is also a child's mental freedom. It is for the development of an independent, decisive, creative child, it must be given freedom of choice to select the subjects and medium of instruction. This would definitely lead to excellence in their careers and mastery in their own subject. Spiritual development of the person is the end for the Achievement of Educational Goals. For any educational aim, inspiration from within is a prerequisite. More the intensity of the inspiration: earlier the achievement of educational goals. For a child's spiritual development one must get a free and open environment. Education must be correlated with Life - Rabindranath Tagore insisted that Education must be correlated with life. A child must be engaged in life centered education in addition to books. Any learning must be situation based and the knowledge must be imparted in the form of application in real-life. Education is for character building. Character building needs an appropriate environment and appropriate education. If a child's intellectual and mental development is ensured through education, then it certainly leads to character building. Education should also be in harmony with Nature. Rabindranath Tagore in his book 'Personality' has mentioned key thoughts on education. He says that the best education is the one that facilitates the learner to create harmony with nature. The state of harmony is the supreme stage in the development of human beings. According to Indian philosophy, concentration of mind is the key to knowledge. Brahmacharya and reverence are the means for attainment of knowledge and not just for education but concentration of mind. It is necessary in all walks of life.

To conclude -

According to Mahatma Gandhi, "Literacy is not the end of education, not even the beginning. By education, I mean, drawing out of the best in man's body, mind and spirit." For a child to be self reliant, s/he must be self dependent. Hence education must nurture self dependence. Learning can be relevant, engaging and intense only if it is integrated with life. So every subject must be connected to life and related to practical living. Education with Psychological Foundation - Teaching-learning process must be based on the psychological foundation. While designing and reciprocating curriculum, one must consider the learner's profile including his/ her age, interests, world of experiences, background, capabilities etc. Nurturing and development

of ethical, industrious, self-reliant and responsible citizens who believe in democracy, having an ethical character and spirit of nationality must be the core objective of education. Hence education should give importance to physical development as well as to intellectual development.

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ਉੱਚ ਸਿੱਖਿਆ ਵਿੱਚ ਭਾਸ਼ਾ ਦੀ ਭੂਮਿਕਾ (ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ ਦਾ ਵਿਸ਼ੇਸ਼ ਸੰਦਰਭ)

ਪ੍ਰੋ. ਪਰਦੀਪ ਕੌਰ*

ਸਾਰ

ਇਤਿਹਾਸ ਤੇ ਨਜ਼ਰ ਮਾਰਦਿਆਂ ਪਤਾ ਲੱਗਦਾ ਹੈ ਕਿ ਭਾਰਤ ਵਿੱਚ ਸਿੱਖਿਆ ਦੇ ਮਾਧਿਅਮ ਵਜੋਂ ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ ਨੂੰ ਬਣਦਾ ਮਾਣ ਸਤਿਕਾਰ ਨਹੀਂ ਮਿਲ ਸਕਿਆ ਹੈ। ਪੰਜਾਬ ਦੇ ਅੰਗਰੇਜ਼ੀ ਸਾਮਰਾਜ ਵਿੱਚ ਰਲੇਵੇਂ ਤੋਂ ਬਾਅਦ ਦਿੱਲੀ ਦੇ ਆਲੇ ਦੁਆਲੇ ਦੀ ਭਾਸ਼ਾ ਉਰਦੂ ਨੂੰ ਪੰਜਾਬ ਵਿੱਚ ਹਰੇਕ ਪੱਧਰ ਤੇ ਲਾਗੂ ਕੀਤਾ ਗਿਆ। ਹੌਲੀ ਹੌਲੀ ਉੱਚ ਸਿੱਖਿਆ ਵਿੱਚ ਅੰਗਰੇਜ਼ੀ ਨੇ ਉਰਦੂ ਦੀ ਥਾਂ ਲੈਣੀ ਸ਼ੁਰੂ ਕਰ ਦਿੱਤੀ ਜੋ ਵੀਹਵੀਂ ਸਦੀ ਵਿੱਚ ਪੂਰਨ ਰੂਪ ਵਿੱਚ ਉਚੇਰੀ ਸਿੱਖਿਆ ਵਿੱਚ ਲਾਗੂ ਹੋ ਗਈ। ਆਜ਼ਾਦੀ ਤੋਂ ਬਾਅਦ ਵੀ ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ ਦਾ ਸਿੱਖਿਆ ਵਿੱਚ ਆਗਮਨ ਸਕੂਲ ਸਿੱਖਿਆ ਤੱਕ ਹੀ ਸੀਮਿਤ ਰਿਹਾ ਤੇ ਉਚੇਰੀ ਸਿੱਖਿਆ ਵਿੱਚ ਅੰਗਰੇਜ਼ੀ ਦਾ ਦਬਦਬਾ ਕਾਇਮ ਰਿਹਾ। ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ 2020 ਨੇ ਉੱਚ ਸਿੱਖਿਆ ਵਿੱਚ ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ ਦੇ ਆਗਮਨ ਲਈ ਦਿਸ਼ਾ-ਨਿਰਦੇਸ਼ ਤੈਅ ਕੀਤੇ ਹਨ। ਇਸ ਪੱਧਰ ਤੇ ਜਿੱਥੇ ਕਾਫੀ ਸੰਭਾਵਨਾਵਾਂ ਨਜ਼ਰੀਂ ਪੈ ਰਹੀਆਂ ਹਨ, ਉੱਥੇ ਹੀ ਕੁਝ ਚੁਣੌਤੀਆਂ ਦਾ ਸਾਹਮਣਾ ਵੀ ਕਰਨਾ ਪੈ ਸਕਦਾ ਹੈ। ਇਸ ਹਾਲਤ ਵਿੱਚ ਅਜਿਹੀ ਸਥਿਤੀ ਤੋਂ ਸਰਕਾਰ ਅਤੇ ਪਬਲਿਕ ਦਾ ਆਪਸੀ ਸਹਿਯੋਗ ਨਾਲ ਹੀ ਪਾਰ ਪਾਇਆ ਜਾ ਸਕਦਾ ਹੈ। ਉੱਚ ਸਿੱਖਿਆ ਵਿੱਚ ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ ਦੀ ਆਮਦ ਨਾਲ ਬਹੁਤ ਸਾਰੇ ਅਚੰਭਿਤ ਨਤੀਜੇ ਪ੍ਰਾਪਤ ਹੋ ਸਕਦੇ ਹਨ। ਇਸ ਕੋਸ਼ਿਸ਼ ਨਾਲ ਸਿੱਖਿਆ ਦੇ ਅਸਲ ਉਦੇਸ਼ ਭਾਵ 'ਵਿਦਿਆਰਥੀ ਦਾ ਸਰਵਪੱਖੀ ਵਿਕਾਸ' ਨੂੰ ਪ੍ਰਾਪਤ ਕਰਨ ਦੀ ਦਿਸ਼ਾ ਵੱਲ ਵੀ ਗਤੀਸ਼ੀਲ ਹੋਇਆ ਜਾ ਸਕਦਾ ਹੈ।

ਮੁੱਖ ਸ਼ਬਦ: ਕੁੱਲ-ਨਾਮਾਂਕਣ ਅਨੁਪਾਤ (GER), NEP 2020, ਪਲੇਸਮੈਂਟ ਐਸੋਸਿਏਟਿਡ ਚੈਲੇਂਜ, UGC, AICTE

ਭਾਰਤ ਵਿੱਚ, ਅਧਿਆਪਨ ਅਤੇ ਸਿੱਖਣ ਦਾ ਬਹੁਤਾ ਹਿੱਸਾ ਵਿਦੇਸ਼ੀ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਰਿਹਾ ਹੈ ਜਦੋਂ ਕਿ ਭਾਰਤੀ ਭਾਸ਼ਾਵਾਂ ਨੂੰ ਖੇਤਰ ਵਿੱਚ ਕਦੇ ਵੀ ਇੰਨਾ ਯੋਗ ਮਹੱਤਵ ਨਹੀਂ ਮਿਲਿਆ ਹੈ। ਹਾਲਾਂਕਿ, ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ, 2020 (NEP, 2020) ਨੇ ਪ੍ਰਾਇਮਰੀ ਅਤੇ ਉੱਚ ਸਿੱਖਿਆ ਪੱਧਰਾਂ 'ਤੇ ਸਿੱਖਿਆ ਲਈ ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ ਦੀ ਵਰਤੋਂ 'ਤੇ ਜ਼ੋਰ ਦਿੱਤਾ ਹੈ। ਇਸ ਦੇ ਸਬੰਧ ਵਿੱਚ, ਆਲ ਇੰਡੀਆ ਕੌਂਸਲ ਫਾਰ ਟੈਕਨੀਕਲ ਐਜੁਕੇਸ਼ਨ (ਏਆਈਸੀਟੀਈ) ਨੇ ਦੇਸ ਭਰ ਦੇ 14 ਕਾਲਜਾਂ ਨੂੰ ਹਿੰਦੀ, ਮਰਾਠੀ, ਬੰਗਾਲੀ, ਤਾਮਿਲ, ਤੇਲਗੂ, ਕੰਨੜ, ਗੁਜਰਾਤੀ, ਮਲਿਆਲਮ, ਸਮੇਤ 11 ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਚੋਣਵੇਂ ਇੰਜੀਨੀਅਰਿੰਗ ਕੋਰਸਾਂ ਦੀ ਪੇਸ਼ਕਸ਼ ਕਰਨ ਦੀ ਇਜਾਜ਼ਤ ਦਿੱਤੀ ਹੈ।

ਇੱਥੇ ਅਟੱਲ ਸਵਾਲ ਇਹ ਹੈ ਕਿ ਕੀ ਉੱਚ ਸਿੱਖਿਆ ਵਿੱਚ ਖੇਤਰੀ-ਮਾਧਿਅਮ ਤਬਦੀਲੀ ਨੂੰ ਤੇਜ਼ ਕਰਨਾ ਵਿਵਹਾਰਕ ਹੈ, ਖਾਸ ਤੌਰ 'ਤੇ ਇੱਕ ਵੱਡੀ ਪੱਧਰ 'ਤੇ ਗੈਰ-ਕਾਰਜਕਾਰੀ ਜਨਤਕ ਸਿੱਖਿਆ ਪ੍ਰਣਾਲੀ ਦੇ ਮੱਦੇਨਜ਼ਰ। ਜਦੋਂ ਕਿ ਸਿੱਖਿਆ ਨੇ ਹਮੇਸ਼ਾ ਕੋਲ ਅਤੇ ਨਾ ਹੋਣ ਦੇ ਵਿਚਕਾਰ ਪਾੜੇ ਨੂੰ ਪੂਰਾ ਕੀਤਾ ਹੈ, ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਪ੍ਰੋਗਰਾਮਾਂ ਦੀ ਘਾਟ, ਖਾਸ ਕਰਕੇ ਉੱਚ ਸਿੱਖਿਆ ਵਿੱਚ, ਬਹੁਤ ਸਾਰੇ ਲੋਕਾਂ ਲਈ ਆਪਣੀ ਸਿੱਖਿਆ ਨੂੰ ਜਾਰੀ ਰੱਖਣਾ ਮੁਸ਼ਕਲ ਬਣਾ ਦਿੱਤਾ ਹੈ। ਹਾਲਾਂਕਿ ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ (ਐਨਈਪੀ) 2020 ਨੇ ਉੱਚ ਸਿੱਖਿਆ ਵਿੱਚ ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ ਦੀ ਵਰਤੋਂ 'ਤੇ ਜ਼ੋਰ ਦਿੱਤਾ ਹੈ, ਪਰ ਇਹ ਸਵਾਲ ਬਾਕੀ ਹੈ

* ਪੰਜਾਬੀ ਵਿਭਾਗ, ਅਕਾਲ ਡਿਗਰੀ ਕਾਲਜ, ਮਸਤੂਆਣਾ

ਕਿ ਕਿਹੜੇ ਪ੍ਰੋਗਰਾਮਾਂ ਨੂੰ ਕੁਸ਼ਲਤਾ ਨਾਲ ਤਿਆਰ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ। ਵਿਭਿੰਨ ਸਿੱਖਿਆ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਇੱਕ ਵੱਡਾ ਉਤਸ਼ਾਹ ਪ੍ਰਦਾਨ ਕਰ ਸਕਦੀ ਹੈ, ਭਾਵੇਂ ਉਹ ਕਿਸੇ ਵੀ ਭਾਸ਼ਾ ਵਿੱਚ ਪਟੂ ਰਹੇ ਹੋਣ।

ਖੇਤਰੀ ਭਾਸ਼ਾ ਵਿੱਚ ਉੱਚ ਸਿੱਖਿਆ ਦੇ ਸਕਾਰਾਤਮਕ ਪਹਿਲੂ

- ਵਿਸ਼ਾ-ਵਿਸ਼ੇਸ਼ ਸੁਧਾਰ: ਭਾਰਤ ਅਤੇ ਹੋਰ ਏਸ਼ੀਆਈ ਦੇਸ਼ਾਂ ਵਿੱਚ ਕਈ ਅਧਿਐਨਾਂ ਨੇ ਅੰਗਰੇਜ਼ੀ ਮਾਧਿਅਮ ਦੀ ਬਜਾਏ ਖੇਤਰੀ ਮਾਧਿਅਮ ਦੀ ਵਰਤੋਂ ਕਰਨ ਵਾਲੇ ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਸਿੱਖਣ ਦੇ ਨਤੀਜਿਆਂ 'ਤੇ ਸਕਾਰਾਤਮਕ ਪ੍ਰਭਾਵ ਦਾ ਸੁਝਾਅ ਦਿੱਤਾ ਹੈ।

- ਵਿਗਿਆਨ ਅਤੇ ਗਣਿਤ ਵਿੱਚ ਪ੍ਰਦਰਸ਼ਨ, ਖਾਸ ਤੌਰ 'ਤੇ, ਅੰਗਰੇਜ਼ੀ ਦੇ ਮੁਕਾਬਲੇ ਆਪਣੀ ਮੂਲ ਭਾਸ਼ਾ ਵਿੱਚ ਪਟੂ ਰਹੇ ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਬਿਹਤਰ ਪਾਇਆ ਗਿਆ ਹੈ।

- ਭਾਗੀਦਾਰੀ ਦੀਆਂ ਉੱਚੀਆਂ ਦਰਾਂ: ਮੂਲ ਭਾਸ਼ਾ ਵਿੱਚ ਅਧਿਐਨ ਕਰਨ ਦੇ ਨਤੀਜੇ ਵਜੋਂ ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਉੱਚ ਹਾਜ਼ਰੀ, ਪ੍ਰੇਰਣਾ ਅਤੇ ਬੋਲਣ ਲਈ ਵਿਸ਼ਵਾਸ ਵਧਦਾ ਹੈ ਅਤੇ ਮਾਤ ਭਾਸ਼ਾ ਨਾਲ ਜਾਣੂ ਹੋਣ ਕਾਰਨ ਪੜ੍ਹਾਈ ਵਿੱਚ ਮਾਪਿਆਂ ਦੀ ਸ਼ਮੂਲੀਅਤ ਅਤੇ ਸਹਾਇਤਾ ਵਿੱਚ ਸੁਧਾਰ ਹੁੰਦਾ ਹੈ।

- ਅੰਗਰੇਜ਼ੀ ਦੀ ਮਾੜੀ ਸਮਝ ਨੂੰ ਬਹੁਤ ਸਾਰੇ ਸਿੱਖਿਆ ਸ਼ਾਸਤਰੀਆਂ ਦੁਆਰਾ ਪ੍ਰਮੁੱਖ ਇੰਜੀਨੀਅਰਿੰਗ ਸਿੱਖਿਆ ਸੰਸਥਾਵਾਂ ਵਿੱਚ ਛੱਡਣ ਦੀ ਦਰ ਦੇ ਨਾਲ-ਨਾਲ ਕੁਝ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਮਾੜੇ ਪ੍ਰਦਰਸ਼ਨ ਨਾਲ ਜੋੜਿਆ ਗਿਆ ਹੈ।

- ਘੱਟ-ਲਾਹੇਵੰਦਾਂ ਲਈ ਵਾਧੂ ਲਾਭ: ਇਹ ਵਿਸ਼ੇਸ਼ ਤੌਰ 'ਤੇ ਉਹਨਾਂ ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਢੁਕਵਾਂ ਹੈ ਜੋ ਪਹਿਲੀ ਪੀੜ੍ਹੀ ਦੇ ਸਿੱਖਿਆਰਥੀ ਹਨ (ਸਕੂਲ ਜਾਣ ਵਾਲੇ ਅਤੇ ਸਿੱਖਿਆ ਪ੍ਰਾਪਤ ਕਰਨ ਵਾਲੇ ਆਪਣੀ ਪੂਰੀ ਪੀੜ੍ਹੀ ਦੇ ਪਹਿਲੇ ਵਿਅਕਤੀ) ਜਾਂ ਪੇਂਡੂ ਖੇਤਰਾਂ ਤੋਂ ਆਉਣ ਵਾਲੇ, ਜੋ ਡਰ ਮਹਿਸੂਸ ਕਰ ਸਕਦੇ ਹਨ। ਇੱਕ ਪਰਦੇਸੀ ਭਾਸ਼ਾ ਵਿੱਚ ਅਣਜਾਣ ਧਾਰਨਾਵਾਂ ਦੁਆਰਾ।

- ਕੁੱਲ-ਨਾਮਾਂਕਣ ਅਨੁਪਾਤ (GER) ਵਿੱਚ ਵਾਧਾ: ਇਹ ਵਧੇਰੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਮਿਆਰੀ ਅਧਿਆਪਨ ਪ੍ਰਦਾਨ ਕਰਨ ਵਿੱਚ ਮਦਦ ਕਰੇਗਾ ਅਤੇ ਇਸ ਤਰ੍ਹਾਂ ਉੱਚ ਸਿੱਖਿਆ ਵਿੱਚ ਕੁੱਲ ਨਾਮਾਂਕਣ ਅਨੁਪਾਤ (GER) ਵਿੱਚ ਵਾਧਾ ਕਰੇਗਾ।

- ਭਾਸ਼ਾਈ ਵਿਭਿੰਨਤਾ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਦਾ ਹੈ: ਇਹ ਸਾਰੀਆਂ ਭਾਰਤੀ ਭਾਸ਼ਾਵਾਂ ਦੀ ਤਾਕਤ, ਵਰਤੋਂ ਅਤੇ ਜੀਵੰਤਤਾ ਨੂੰ ਵੀ ਉਤਸ਼ਾਹਿਤ ਕਰੇਗਾ।

- ਇਸ ਤਰ੍ਹਾਂ, ਨਿੱਜੀ ਸੰਸਥਾਵਾਂ ਨੂੰ ਵੀ ਭਾਰਤੀ ਭਾਸ਼ਾਵਾਂ ਨੂੰ ਸਿੱਖਿਆ ਦੇ ਮਾਧਿਅਮ ਵਜੋਂ ਵਰਤਣ ਅਤੇ/ਜਾਂ ਦੋਭਾਸ਼ੀ ਪ੍ਰੋਗਰਾਮਾਂ ਦੀ ਪੇਸ਼ਕਸ਼ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕੀਤਾ ਜਾਵੇਗਾ।

- ਇਹ ਭਾਸ਼ਾ-ਆਧਾਰਿਤ ਵਿਤਕਰੇ ਨੂੰ ਰੋਕਣ ਵਿੱਚ ਵੀ ਮਦਦ ਕਰੇਗਾ।

ਚੁਣੌਤੀਆਂ

- ਹਾਇਰਿੰਗ ਪੈਰਾਡਾਈਮ ਵਿੱਚ ਸ਼ਿਫਟ: ਤੀਜੇ ਦਰਜੇ ਦੀ ਸਿੱਖਿਆ ਵਿੱਚ ਖੇਤਰੀ ਭਾਸ਼ਾ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਨ ਦਾ ਫੈਸਲਾ ਪ੍ਰਮੁੱਖ ਸੰਸਥਾਵਾਂ ਦੇ ਭਰਤੀ ਦੇ ਫੈਸਲਿਆਂ ਵਿੱਚ ਦਖਲ ਦੇਵੇਗਾ ਕਿਉਂਕਿ ਉਹ ਵਿਸ਼ੇ ਦੀ ਮੁਹਾਰਤ ਦੇ ਉਲਟ ਭਾਸ਼ਾ ਦੀ ਮੁਹਾਰਤ ਨੂੰ ਇੱਕ ਪ੍ਰਾਇਮਰੀ ਮਾਪਦੰਡ ਵਜੋਂ ਵਿਚਾਰਨ ਲਈ ਮਜਬੂਰ ਹੋਣਗੇ।

- ਉਹਨਾਂ ਨੂੰ ਅਧਿਆਪਨ ਲਈ ਗਲੋਬਲ ਟੇਲੇਂਟ ਪੂਲ ਤੋਂ ਦੇਖਣਾ ਵੀ ਛੱਡਣਾ ਪਵੇਗਾ।

- ਪੈਨ-ਇੰਡੀਆ ਦਾਖਲੇ ਵਾਲੀਆਂ ਸੰਸਥਾਵਾਂ ਲਈ ਮਾਮੂਲੀ: ਇੱਕ ਖੇਤਰੀ ਭਾਸ਼ਾ ਫੋਕਸ ਅਜਿਹੇ ਦ੍ਰਿਸ਼ ਵਿੱਚ ਅਰਥਪੂਰਨ ਨਹੀਂ ਹੈ ਜਿੱਥੇ ਸੰਸਥਾਵਾਂ ਦੇਸ਼ ਭਰ ਤੋਂ ਦਾਖਲਾ ਵੇਖਦੀਆਂ ਹਨ ਜਿਵੇਂ ਕਿ ਆਈ.ਆਈ.ਟੀ.।

- ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਗੁਣਵੱਤਾ ਵਾਲੀ ਸਮੱਗਰੀ ਦੀ ਉਪਲਬਧਤਾ: ਇੱਕ ਹੋਰ ਚੁਣੌਤੀ ਅਧਿਐਨ ਸਮੱਗਰੀ ਜਿਵੇਂ ਕਿ ਪਾਠ-ਪੁਸਤਕਾਂ ਅਤੇ ਵਿਦਵਾਨ ਸਾਹਿਤ ਦੀ ਉਪਲਬਧਤਾ ਹੈ।

- ਪਲੇਸਮੈਂਟ ਐਸੋਸਿਏਟਿਡ ਚੈਲੇਂਜ: ਕਈ ਜਨਤਕ ਖੇਤਰ ਦੀਆਂ ਇਕਾਈਆਂ ਐਂਟਰੀ-ਪੱਧਰ ਦੀਆਂ ਅਹੁਦਿਆਂ ਲਈ ਗ੍ਰੈਜੂਏਟ ਐਪਟੀਟਿਊਡ ਟੈਸਟ ਇਨ ਇੰਜੀਨੀਅਰਿੰਗ (GATE) ਸਕੋਰ ਸਵੀਕਾਰ ਕਰਦੀਆਂ ਹਨ, ਜੋ ਕਿ ਅੰਗਰੇਜ਼ੀ ਮਾਧਿਅਮ ਵਿੱਚ ਕਰਵਾਈਆਂ ਜਾਂਦੀਆਂ ਹਨ।

- ਕਾਲਜ-ਪੜ੍ਹੇ-ਲਿਖੇ ਵਿਅਕਤੀਆਂ ਦੀ ਪਹਿਲਾਂ ਹੀ ਦੁਖਦਾਈ ਰੁਜ਼ਗਾਰ ਯੋਗਤਾ ਨੂੰ ਦੇਖਦੇ ਹੋਏ, ਖੇਤਰੀ ਭਾਸ਼ਾ ਵਿੱਚ ਪੜ੍ਹਨਾ ਨੌਕਰੀ ਦੇ ਮੌਕਿਆਂ ਨੂੰ ਹੋਰ ਰੋਕ ਸਕਦਾ ਹੈ।

- ਫੈਕਲਟੀ ਦੀ ਉਪਲਬਧਤਾ: ਭਾਰਤ ਵਿੱਚ ਉੱਚ ਸਿੱਖਿਆ ਦੀ ਅੰਗਰੇਜ਼ੀ-ਮਾਧਿਅਮ ਦੀ ਵਿਰਾਸਤ ਨੂੰ ਦੇਖਦੇ ਹੋਏ, ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਪੜ੍ਹਾਉਣ ਦੇ ਇੱਛੁਕ ਅਤੇ ਯੋਗ ਹੋਣ ਵਾਲੇ ਗੁਣਵੱਤਾ ਵਾਲੇ ਅਧਿਆਪਕਾਂ ਨੂੰ ਆਕਰਸ਼ਿਤ ਕਰਨਾ ਅਤੇ ਬਰਕਰਾਰ ਰੱਖਣਾ ਇੱਕ ਚੁਣੌਤੀ ਹੋਵੇਗੀ।

- ਗਲੋਬਲ ਮਾਪਦੰਡਾਂ ਦੇ ਨਾਲ ਰਫਤਾਰ ਬਣਾਈ ਰੱਖਣਾ: ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਤਕਨੀਕੀ ਕੋਰਸਾਂ ਨੂੰ ਪ੍ਰਦਾਨ ਕਰਨਾ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਵਿਸ਼ਵ ਕਿਰਤ ਅਤੇ ਸਿੱਖਿਆ ਬਾਜ਼ਾਰਾਂ ਵਿੱਚ ਮੁਕਾਬਲਾ ਕਰਨ ਤੋਂ ਰੋਕ ਸਕਦਾ ਹੈ, ਜਿੱਥੇ ਅੰਗਰੇਜ਼ੀ ਵਿੱਚ ਰਵਾਨਗੀ ਇੱਕ ਵੱਖਰੀ ਕਿਨਾਰੀ ਪੈਦਾ ਕਰਦੀ ਹੈ।

- ਅੰਤਰਰਾਸ਼ਟਰੀ ਪੱਧਰ 'ਤੇ ਭਾਰਤੀ ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਮੌਕਿਆਂ ਦੀ ਘਾਟ ਕੁਲੀਨ ਅਤੇ ਬਾਕੀ ਦੇ ਵਿਚਕਾਰ ਪਾੜੇ ਨੂੰ ਪੂਰਾ ਕਰਨ ਦੇ NEP, 2020 ਦੇ ਉਦੇਸ਼ ਲਈ ਉਲਟ ਸਾਬਤ ਹੋ ਸਕਦੀ ਹੈ।

- ਇਹ ਸਿੱਖਿਆ ਦੇ ਅੰਤਰਰਾਸ਼ਟਰੀਕਰਨ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਨ ਦੇ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਦੇ ਵਿਰੁੱਧ ਵੀ ਜਾਂਦਾ ਹੈ।

ਭਵਿੱਖ ਦੀਆਂ ਸੰਭਾਵਨਾਵਾਂ

- ਬਿਲਡਿੰਗ ਫਾਊਂਡੇਸ਼ਨ: ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ ਨੂੰ ਜਿਸ ਕਿਸਮ ਦੀ ਫਿਟ ਨੇ ਸਰਕਾਰ ਨੇ ਅਪਣਾਇਆ ਹੈ, ਉਸ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਨਾ ਮੁਸ਼ਕਲ ਹੈ।

- ਪਹਿਲਾਂ ਇੱਕ ਬੁਨਿਆਦ ਬਣਾਉਣ ਦੀ ਲੋੜ ਹੈ, ਉਦਾਹਰਣ ਵਜੋਂ, ਖੇਤਰੀ ਭਾਸ਼ਾ ਵਿੱਚ ਵਿਗਿਆਨ ਅਤੇ ਤਕਨੀਕੀ ਸਿੱਖਿਆ ਨੂੰ ਪ੍ਰਸਿੱਧ ਬਣਾਉਣ ਲਈ ਗ੍ਰਾਂਟਾਂ ਰਾਹੀਂ, ਆਦਿ।

- ਆਈਆਈਟੀਆਈ ਨੂੰ ਪਲੇਅ ਵਿੱਚ ਲਿਆਉਣਾ: ਭਾਰਤੀ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉੱਚ-ਗੁਣਵੱਤਾ ਸਿੱਖਣ ਅਤੇ ਪ੍ਰਿੰਟ ਸਮੱਗਰੀ, ਸਭ ਤੋਂ ਪਹਿਲਾਂ ਅਨੁਵਾਦ ਅਤੇ ਵਿਆਖਿਆ ਵਿੱਚ ਗੁਣਵੱਤਾ ਵਾਲੇ ਪ੍ਰੋਗਰਾਮ ਬਣਾ ਕੇ ਵਿਕਸਤ ਕੀਤੀ ਜਾਵੇਗੀ।

- ਇਸ ਸਬੰਧ ਵਿੱਚ, ਇੰਡੀਅਨ ਇੰਸਟੀਚਿਊਟ ਆਫ ਟ੍ਰਾਂਸਲੇਸ਼ਨ ਐਂਡ ਇੰਟਰਪ੍ਰੀਟੇਸ਼ਨ (IITI) ਦੀ ਸਥਾਪਨਾ ਕੀਤੀ ਜਾਵੇਗੀ ਜੋ ਭਾਰਤੀ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਵਿਦਵਾਨਾਂ, ਵਿਸ਼ਾ ਮਾਹਿਰਾਂ ਅਤੇ ਅਨੁਵਾਦ ਅਤੇ ਵਿਆਖਿਆ ਵਿੱਚ ਮਾਹਿਰਾਂ ਨੂੰ ਨਿਯੁਕਤ ਕਰੇਗੀ।

- ਸਿੱਖਿਆ ਲਈ ਨਿਰਪੱਖ ਅਤੇ ਬਰਾਬਰੀ ਵਾਲੀ ਪ੍ਰਣਾਲੀ: ਸਰਕਾਰ ਨਿਰਪੱਖਤਾ ਅਤੇ ਸਮੂਲੀਅਤ ਦੇ ਸਿਧਾਂਤਾਂ 'ਤੇ ਅਧਾਰਤ ਇਕ ਬਰਾਬਰੀ ਵਾਲੀ ਪ੍ਰਣਾਲੀ ਵਿਕਸਿਤ ਕਰਨ ਲਈ ਕੰਮ ਕਰੇਗੀ।

- ਇਹ ਯਕੀਨੀ ਬਣਾਉਣਾ ਚਾਹੀਦਾ ਹੈ ਕਿ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਨਿੱਜੀ ਅਤੇ ਸਮਾਜਿਕ ਹਾਲਾਤ ਕਿਸੇ ਵੀ ਤਰ੍ਹਾਂ ਨਾਲ ਉਹਨਾਂ ਦੀ ਪੂਰੀ ਅਕਾਦਮਿਕ ਸਮਰੱਥਾ ਨੂੰ ਸਾਕਾਰ ਕਰਨ ਵਿੱਚ ਰੁਕਾਵਟ ਨਹੀਂ ਬਣਨੇ ਚਾਹੀਦੇ।

- ਇਸ ਦੇ ਨਾਲ ਹੀ, ਮਾਤ ਭਾਸ਼ਾ/ਖੇਤਰੀ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ ਰਾਹੀਂ ਸਮੂਲੀਅਤ ਨੂੰ ਯਕੀਨੀ ਬਣਾਉਂਦੇ ਹੋਏ, ਇਸ ਨੂੰ ਸਿੱਖਿਆ ਦਾ ਇੱਕ ਬੁਨਿਆਦੀ ਘੱਟੇ-ਘੱਟ ਮਿਆਰ ਵੀ ਸਥਾਪਤ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ ਜੋ ਸਾਰੀਆਂ ਅਸਮਾਨਤਾਵਾਂ ਨੂੰ ਦੂਰ ਕਰਦਾ ਹੈ।

- "ਖੇਤਰੀ ਭਾਸ਼ਾ ਪਲੱਸ ਇੰਗਲਿਸ" ਧਾਰਨਾ ਨੂੰ ਅਪਣਾਉਣਾ: ਭਾਰਤੀ ਭਾਸ਼ਾਵਾਂ ਨੂੰ ਸਿੱਖਿਆ ਦੇ ਮਾਧਿਅਮ ਵਜੋਂ ਮਜ਼ਬੂਤ ਕਰਨ ਲਈ ਇਹ ਜ਼ਰੂਰੀ ਹੈ, ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਅੰਗਰੇਜ਼ੀ ਭਾਸ਼ਾ ਉੱਤੇ ਚੰਗੀ ਕਮਾਂਡ ਹੋਣੀ ਵੀ ਬਰਾਬਰ ਜ਼ਰੂਰੀ ਹੈ ਕਿਉਂਕਿ ਉਹ 21ਵੀਂ ਸਦੀ ਵਿੱਚ ਵਿਸ਼ਵ-ਵਿਆਪੀ ਹਨ।

- ਭਾਰਤੀ ਭਾਸ਼ਾਵਾਂ ਅੰਗਰੇਜ਼ੀ ਦੁਆਰਾ ਪੂਰਕ ਹੋਣੀਆਂ ਚਾਹੀਦੀਆਂ ਹਨ।
- ਡਿਜੀਟਲ ਡਿਵਾਈਡ ਨੂੰ ਪੂਰਾ ਕਰਨਾ: AICTE ਨੇ ਹਾਲ ਹੀ ਵਿੱਚ ਇੱਕ ਟੂਲ ਵਿਕਸਿਤ ਕੀਤਾ ਹੈ ਜੋ ਅੰਗਰੇਜ਼ੀ ਸਮੱਗਰੀ ਨੂੰ 11 ਭਾਰਤੀ ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਆਨਲਾਈਨ ਅਨੁਵਾਦ ਕਰਦਾ ਹੈ।
- ਆਪਣੇ ਸਾਰੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਅਜਿਹੀ ਸਹੂਲਤ ਪ੍ਰਦਾਨ ਕਰਨ ਲਈ, ਸੰਸਥਾਵਾਂ ਸਮਾਜਿਕ ਅਤੇ ਆਰਥਿਕ ਤੌਰ 'ਤੇ ਕਮਜ਼ੋਰ ਵਰਗਾਂ ਦੇ ਸਕੂਲ ਅਤੇ ਕਾਲਜ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਇਲੈਕਟ੍ਰਾਨਿਕ ਉਪਕਰਣ ਅਤੇ ਇੰਟਰਨੈਟ ਸਹੂਲਤਾਂ ਪ੍ਰਦਾਨ ਕਰਨ ਨੂੰ ਤਰਜੀਹ ਦਿੰਦੀਆਂ ਹਨ।

ਸਿੱਟਾ

- ਭਾਰਤੀ ਭਾਸ਼ਾਵਾਂ ਵਿਦਿਅਕ ਅਤੇ ਸੱਭਿਆਚਾਰਕ ਵਿਕਾਸ ਲਈ ਜ਼ਰੂਰੀ ਹਨ ਕਿਉਂਕਿ ਇਹ ਸਿੱਖਿਆ ਵਿੱਚ ਬਰਾਬਰੀ ਨੂੰ ਮਜ਼ਬੂਤ ਕਰਦੀਆਂ ਹਨ ਅਤੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਭਾਰਤੀ ਭਾਸ਼ਾਵਾਂ ਅਤੇ ਅੰਗਰੇਜ਼ੀ ਦੇ ਸੁਮੇਲ ਵਾਲੇ ਸੁਮੇਲ ਦੀ ਵਰਤੋਂ ਕਰਦੇ ਹੋਏ ਇੱਕ ਸਥਾਨਕ, ਰਾਸ਼ਟਰੀ ਅਤੇ ਗਲੋਬਲ ਸਮਾਜ ਵਿੱਚ ਰਹਿਣ ਲਈ ਤਿਆਰ ਕਰਦੀਆਂ ਹਨ।
- ਇੱਕ ਵਧਦੀ ਹੋਈ ਵਿਸ਼ਵੀਕਰਨ ਵਾਲੀ ਦੁਨੀਆਂ ਵਿੱਚ ਮੂਲ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਪ੍ਰਭਾਵ ਲਈ ਇੱਕ ਸੰਪੂਰਨ ਪਹੁੰਚ ਦੀ ਲੋੜ ਹੈ।
- "ਮਾਤ ਭਾਸ਼ਾ ਬਨਾਮ ਅੰਗਰੇਜ਼ੀ" ਤੋਂ "ਮਾਤ ਭਾਸ਼ਾ ਅਤੇ ਅੰਗਰੇਜ਼ੀ" ਵੱਲ ਇੱਕ ਤਬਦੀਲੀ ਦੀ ਲੋੜ ਹੈ।

ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ 'ਤੇ ਜ਼ੋਰ ਦੇਣ ਦੇ ਸਕਾਰਾਤਮਕ ਪਹਿਲੂ ਕੀ ਹਨ?

- ਵਿਦਿਆਰਥੀ ਦਾਖਲਾ ਤੇਜ਼ੀ ਨਾਲ ਵਧੇਗਾ
- ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਗਲੋਬਲ ਮਾਨਸਿਕਤਾ ਨਾਲ ਸਥਾਨਕ ਸਮੱਸਿਆਵਾਂ ਨੂੰ ਹੱਲ ਕਰਨ ਲਈ ਤਿਆਰ ਕਰੇਗਾ
- ਅੰਗਰੇਜ਼ੀ ਬੋਲਣ ਵਾਲੀ ਆਬਾਦੀ ਅਤੇ ਆਪਣੀ ਮਾਂ-ਬੋਲੀ ਵਿਚ ਬੋਲਣ ਵਾਲਿਆਂ ਵਿਚਕਾਰ ਪਾੜਾ ਘਟਾਓ
- ਸਕੂਲਾਂ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਸਿੱਖਣ ਦੇ ਨਤੀਜਿਆਂ 'ਤੇ ਸਕਾਰਾਤਮਕ ਪ੍ਰਭਾਵ
- ਪੜ੍ਹਾਈ ਵਿੱਚ ਮਾਪਿਆਂ ਦੀ ਸ਼ਮੂਲੀਅਤ ਅਤੇ ਸਹਾਇਤਾ ਵਿੱਚ ਸੁਧਾਰ
- ਮਾਂ-ਬੋਲੀ ਨਾਲ ਜਾਣ-ਪਛਾਣ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਦਾ ਹੈ
- ਪਹਿਲੀ ਪੀੜ੍ਹੀ ਦੇ ਸਿਖਿਆਰਥੀਆਂ ਲਈ ਢੁਕਵਾਂ ਜੋ ਕਿਸੇ ਪਰਦੇਸੀ ਭਾਸ਼ਾ ਦੇ ਸੰਕਲਪਾਂ ਤੋਂ ਅਣਜਾਣ ਹਨ ਅੱਗੇ ਕਿਹੜੀਆਂ ਚੁਣੌਤੀਆਂ ਹਨ?
- ਖੇਤਰੀ ਭਾਸ਼ਾ ਵਿੱਚ ਪਾਠ ਪੁਸਤਕਾਂ ਅਤੇ ਵਿਦਵਾਨ ਸਾਹਿਤ ਵਰਗੀਆਂ ਅਧਿਐਨ ਸਮੱਗਰੀ ਦੀ ਉਪਲਬਧਤਾ ਬਹੁਤ ਘੱਟ ਹੈ।
- ਇਸਦੇ ਲਈ AICTE ਨੇ ਅਨੁਵਾਦ ਲਈ ਇੱਕ ਆਰਟੀਫੀਸ਼ੀਅਲ ਇੰਟੈਲੀਜੈਂਸ ਦੁਆਰਾ ਸੰਚਾਲਿਤ ਟੂਲ ਲਾਂਚ ਕੀਤਾ ਹੈ
- ਖੇਤਰੀ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਸਿਖਲਾਈ ਪ੍ਰਾਪਤ ਗ੍ਰੈਜੂਏਟਾਂ ਦੀ ਉਦਯੋਗਿਕ ਪਲੇਸਮੈਂਟ 'ਤੇ ਸਵਾਲ ਉਠਾਏ ਜਾਂਦੇ ਹਨ ਜੋ ਨੌਕਰੀ ਦੇ ਮੌਕਿਆਂ ਨੂੰ ਹੋਰ ਰੋਕ ਸਕਦੇ ਹਨ।
- ਇਹ ਭਾਰਤ ਦੀ ਭਾਸ਼ਾ ਦੀ ਵੰਡ ਨੂੰ ਤਿੱਖਾ ਕਰ ਸਕਦਾ ਹੈ
- ਖੇਤਰੀ-ਮਾਧਿਅਮ ਕੋਰਸਾਂ ਲਈ ਫੈਕਲਟੀ ਦੀ ਉਪਲਬਧਤਾ ਇੱਕ ਹੋਰ ਰੁਕਾਵਟ ਹੈ
- ਖੇਤਰੀ-ਮਾਧਿਅਮ ਦੇ ਵਿਦਿਆਰਥੀ ਭਾਸ਼ਾ ਦੀ ਰੁਕਾਵਟ ਦੇ ਕਾਰਨ ਸਿੱਖਿਆ ਦੇ ਅੰਤਰਰਾਸ਼ਟਰੀਕਰਨ ਦੇ ਲਾਭਾਂ ਨੂੰ ਪ੍ਰਾਪਤ ਕਰਨ ਵਿੱਚ ਅਸਮਰੱਥ ਹੋ ਸਕਦੇ ਹਨ।
- ਇਹ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਵਿਸ਼ਵ ਕਿਰਤ ਅਤੇ ਸਿੱਖਿਆ ਬਾਜ਼ਾਰਾਂ ਵਿੱਚ ਮੁਕਾਬਲਾ ਕਰਨ ਤੋਂ ਰੋਕ ਸਕਦਾ ਹੈ

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NEP-2020: NATIONAL CREDIT ACCUMULATION & TRANSFER FRAMEWORK

Dr. Pargat Singh Garcha*

Abstract

The National Credit Framework (NCrF), in light of National Education Policy (NEP) 2020, holds immense potential to transform the Indian education landscape. While challenges related to alignment, awareness, and quality assurance exist, the opportunities for enhanced flexibility, recognition of prior learning, and collaboration are significant. NEP-2020 is viewed as a comprehensive and progressive step toward revitalizing the education system in India. It aims to promote interdisciplinary learning, skill development, and flexibility in choosing educational pathways. The Academic Bank of Credits is seen as a mechanism to enable credit transfer and recognize prior learning, providing students with enhanced opportunities and improving the quality and relevance of education. UGC has also published a credit framework for undergraduate programs for all the stakeholders and especially for educational institutions to take lead in the journey of implementation of NEP-2020.The National Credit Framework is envisaged as one single credit framework for school education, higher educational, vocational education, experiential learning based on professional/proficiency level achieved. The National Credit Framework (NCrF) shall provide many opportunities and in the starting years of its implementation, it's very common to have some challenges too. Overall, the views of experts reflect a combination of optimism, caution, and a focus on addressing implementation challenges. In this paper we shall be focusing upon these key issues.

Keywords: *National Credit Framework, National Education Policy*

Introduction

TIndia being the youngest nation in the context of youth population needs to use this asset in a well-planned way. It is possible through a quality education and skill development in tune to the societal needs that can also enhance employability skills of the youth. There is a need to make our education system more holistic, scope for vertical and horizontal mobility, removing the hard separations between general and vocational education for the all-round development of our students. On the other hand, when we see the different reports and reviews of literature, our youth is not employable, values crisis in the society which puts question on the existing practices in the field of education to educate our youth. Keeping in mind the above points,

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the Govt. of India framed a new education policy NEP-2020 after a gap of around 34 years to address the issues. This is an effort to bring reformative and revolutionary changes in the present system of education for its transformation. One of the major reforms of the policy is the National Credit Framework (NCrF). This term "National Credit Framework" refers to a system that establishes a standardized framework for the recognition, accumulation, and transfer of academic credits within a country. It provides a structure for assessing and comparing learning outcomes, facilitating credit transfer between educational institutions, and promoting educational mobility and flexibility for learners. The establishment of a National Credit Framework aims to bring consistency, transparency, and comparability to the credit systems within a country's education system. It helps facilitate credit transfer and mobility, promotes lifelong learning, and supports the recognition of diverse learning pathways. By providing a common language and structure for credit recognition and accumulation, a National Credit Framework enhances the value and portability of educational qualifications.

Historically this concept of credit framework or credit accumulation and transfer has already been used by countries like Canada, Australia and the United States implementing credit transfer systems since the mid-20th century. In India, in pursuance of the decision of cabinet committee on skill development, National skill Qualification framework was notified in 2013. The University Grants Commission (UGC) introduced the Credit Framework for Skill Development (CFSD) in 2013, which laid the foundation for recognizing and transferring credits gained through skill-based programs. The first draft of the National Credit Framework (NCrF) was published in September, 2022 and the full report is in public domain now through the UGC website since April2023. This important document in the context of Nep-2020 has been jointly developed by UGC, AICTE, NCVET, NIOS, CBSE, NCERT, DGT, Ministry of Skill Development and Ministry of Education to fulfill the vision and intent of New Education Policy-2020. It is a comprehensive framework integrating learning on all dimensions i.e. academics, vocational skills and experiential learning including relevant experience and professional levels acquired. It encompasses elementary, school, higher, and vocational education & training. Through this document fragmentation of academic, Skills and experiential learning is removed. These three important components of quality education are presented in an integrated form for achieving the vision of holistic education.

Followings are the basic features of this document:

- **Credit Units:** Credit is recognition of learner's learning. The framework provides a facility of defining the credit units as a measure of the learning outcomes associated with a particular course or program or academic workload. The Credit System through the units serves as a quantifiable representation of the time and effort required to complete the learning activities.

- **Credit Allocation:** The Credit framework provides a system and outlines of allocating credits to courses on the basis of predetermined criteria. Level of complexity, depth of study, and expected learning outcomes of each component are duly considered.

- **Recognition of Prior Learning:** Prior learning of the student such as vocational training, knowledge and skills acquired through work experience or education through non-formal

mode can also be recognised in the Credit framework. A mechanism to be provided to assess and recognize this learning, enabling individuals to gain credits and potentially shorten the duration of their educational programs. It can enable individuals to gain formal qualifications on the basis of their existing knowledge, skills and competencies. It can bridge the gap between formal and informal education. It can also enhance the employability of students.

- **Credit Transfer:** This framework enables the facility of seamless transfer of academic credits between educational institutions within a country. It promotes flexibility, mobility, and increased access to education. Necessary guidelines and procedures are defined for the transfer of credits across the nation among different educational institutions. It enables educational mobility and flexibility.

- **Credit Accumulation:** The framework allows students to accumulate credits over time from various courses, programs, or learning experiences. These accumulated credits contribute to the completion of a qualification or degree.

- Quality Assurance: The framework incorporates mechanisms for quality assurance to ensure the validity and reliability of credit recognition and transfer processes. This may involve accreditation of institutions, validation of learning outcomes, and assessment of credit equivalencies.

- **More Flexibility and Mobility:** The Framework is aligned with NEP 2020, it provides more flexibility and mobility to the students across the nation in different institutions. Learners can choose a wider range of institutions for different programs, and courses. Transfer of credits earned from skill-based programs, vocational education, or courses from other universities, enabling them to personalize their learning pathways and explore interdisciplinary options.

- **Promotes Collaboration:** The Framework encourages collaboration and knowledge exchange among educational institutions. It promotes partnerships, articulation agreements, and the sharing of best practices. Collaboration and exchange of knowledge will foster creativity, Innovative integrated curriculum development, innovation in teaching and research for meeting the needs of the society

- **No hard separation between different Learning areas:** This document is removing hard boundaries between science, arts, commerce, vocational, academic stream, curricular and extra-curricular areas.

- **Imaginative Curriculum:** The Framework promotes educational institutions to come with innovative ideas and develop imaginative and flexible curriculum. It can be a combination of creative disciplines.

- **Credit Assignment for additional learning hours:** If a student undertake additional program/course beyond the prescribed learning hours, shall be counted for assigning additional credits. In this way a student can earn more credits as his capacity in a given framework.

Challenges

- **Alignment with NEP 2020:** NEP 2020 aims to transform the Indian education system by emphasizing multidisciplinary education, flexibility, and holistic learning. The challenge

lies in aligning the NCATF with the principles of NEP 2020, ensuring that credit transfer mechanisms reflect the diverse and interdisciplinary nature of educational programs. This requires a careful balance between standardization and customization to accommodate the specific needs of learners.

- **Awareness and Implementation:** Creating awareness about the credit framework and its benefits among students, teachers, parents, and educational institutions is crucial. Implementing the framework across a vast and diverse education system like India's requires extensive communication and training initiatives. Institutions need to develop capacity-building programs for faculty and staff to effectively implement credit transfer processes and handle administrative tasks.

- **Quality Assurance and Accreditation:** Maintaining the quality and equivalence of credits transferred is essential to uphold the integrity of the credit framework. Establishing robust quality assurance mechanisms, including accreditation processes and evaluation criteria, is critical. Ensuring that transferred credits meet the required standards and competencies across institutions is necessary to maintain educational quality and enable smooth credit transfers.

- **Implementation Challenges:** Several articles also raise concerns about the challenges associated with implementing NEP 2020 and the Academic Bank of Credits. These challenges include aligning different educational systems, ensuring quality assurance mechanisms, addressing infrastructure and resource constraints, and effectively communicating and training stakeholders. The articles stress the need for careful planning, coordination, and investment to overcome these challenges and realize the intended outcomes of the policy and the Academic Bank of Credits.

- **Equity and Access:** A recurring theme in the articles is the potential of NEP 2020 and the Academic Bank of Credits to promote equity and access to education. By recognizing and transferring credits earned through various pathways, including vocational training and informal learning, the Academic Bank of Credits aims to provide individuals with multiple entry and exit points in the education system. This is seen as a way to empower marginalized and non-traditional learners, making education more inclusive and reducing educational disparities.

- **Promoting Collaboration and Engagement of Stakeholder:** Successful implementation of this framework and NEP 2020 and the Academic Bank of Credits. It is going to be a difficult job to engage educational institutions, teachers, students, policymakers, and industry stakeholders. Effective coordination, resolutions to the concerns may be a difficult exercise.

- **Adequate Infrastructure:** Experts point out the need for adequate infrastructure, faculty training, curriculum development, and quality assurance mechanisms to ensure effective execution. Experts emphasize the importance of proper planning, resource allocation, and monitoring to address these challenges and maximize the benefits of the policy and the Academic Bank of Credits.

- **Equity and Inclusion:** Experts have shown concerns that the implementation of NEP-2020 and the credit framework through Academic Bank of Credits may not inadvertently

widen existing inequalities. There is a need for adequate support systems in place for underprivileged learners.

Conclusion:

Together, NEP 2020 and the credit framework aim to foster a learner-centric, holistic, flexible, and inclusive education system in India. By promoting holistic development, skill acquisition, flexibility, and credit recognition, these initiatives seek to empower students and enhance the quality and relevance of education.

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PROVISIONS OF NEW EDUCATION POLICY 2020 FOR HIGHER EDUCATION

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Abstract

The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The changes NEP 2020 has introduced are something that many educationists never saw coming. It is a welcoming change and fresh news amidst all the challenges posed by Covid-19 pandemic. The education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its provisions for Higher Education. This paper also outlines the main provisions of NEP and analyses how they affect the existing education system. The success of NEP 2020 as well as the pace of its implementation depend to a large extent on how successfully the government, universities and schools can tide over the practical challenges facing it. The National Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country. To realize the dreams it contains, we Indians must overcome substantial execution challenges in a sustained manner for years and decades to come. "National Education Policy (NEP 2020) brings in ambitious changes that could transform the education system. But the key here is good implementation and execution".

Keywords: *New Education Policy, Higher Education, Equity, Retention, Students' Outcome*

Introduction

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in urban and rural India. The first NPE was introduced by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy of language in NEP is a broad guideline and advisory in nature and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 contains many changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as

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soon as possible.

"National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all."

Quality higher education must aim to develop individuals who are excellent, thoughtful, well-rounded, and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges.

Importance of NEP in Higher Education

Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary, creating well-rounded and innovative individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035.

Multidisciplinary education should strive in an integrated way to improve all human capacities-mental, cultural, social, physical, emotional, and moral. In the long term, such a comprehensive education shall be the method for all undergraduate programs, including those in medical, technical, and vocational disciplines. Optimal learning environments and support for students offer a holistic approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and adequate support for students.

Provisions of NEP Related To Higher Education

The NEP has been introduced with an aim to formalize changes in the system from school level to college/university level. Keeping in mind the developing scenario, education content henceforth will focus on key concepts, ideas, applications and problem-solving angles. The National Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country. The fact that foreign universities will be allowed to open campuses in India is a commendable initiative by the government. This will help the students experience the global quality of education in their very own country. The policy of introducing multi-disciplinary institutes will lead to a renewed focus on every field such as arts, humanities and this form of education will help students to learn and grow holistically. Thus, students will be equipped with a stronger knowledge base.

The introduction of the single common entrance test is another positive step which will reduce the stress of multiple competitive exams and ease off the pressure of preparing for so

many of them. It will also ensure a level playing ground for all student applicants going forward. Establishing Academic Bank of Credit (ABC) is a great idea to store the academic credits that students earn by taking courses from various recognized higher education institutions. A student can earn scores by completing a course and these will be credited to the

ABC account. One can then transfer these credits if he/she decides to switch colleges. If a student ever drops out for some reason, these credits will remain intact which means he/she can come back years later and pick up from where the student had left.

The new higher education is a regulatory structure that will ensure that distinct administrative, accreditation, financing, and academic standard-setting roles are performed by separate, autonomous, and empowered bodies.

These four structures will be established as four commission (HECI). Independent verticals within a single umbrella institution, India's Higher Education. There are a lot of reforms and new developments which have been introduced by NEP in the higher education sector. Some of the salient features are:

- **Single regulatory body for higher education:** The NEP aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education.
- **Multiple entry and exit programme:** There will be multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits.
- **Tech- based option for adult learning through apps, TV channels:** Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed.
- **E-courses to be available in regional languages:** Technology is part of education planning, teaching, learning, assessment, teacher, school, and student training. The e-content to be available in regional languages, starting with 8 major languages – Kannada, Odia, Bengali among others to join the e-courses available in Hindi and English.
- **Foreign universities to set-up campuses in India:** World's top 100 foreign universities will be facilitated to operate in India through a new law. According to the HRD Ministry document, "such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on par with other universities autonomous institutions of India."
- **Common entrance exam for all colleges:** The common Entrance exam for all higher education institutes to be held by National Testing Agency (NTA). The exam will be optional.
- A Higher Education Council of India (HECI) will be set up to regulate higher education. The council's goal will be to increase gross enrollment ratio. The HECI will have 4 verticals:
  a) National Higher Education Regulatory Council (NHERC), to regulate higher education, including teacher education, while excluding medical and legal education.
  b) National Accreditation Council (NAC), a "meta-accrediting body".
  c) Higher Education Grants Council (HEGC), for funding and financing of universities

and colleges. This will replace the existing National Council for Teacher Education, All India Council for Technical Education and the University Grants Commission.

d) General Education Council (GEC), to frame "graduate attributes", namely the learning outcomes expected. It will also be responsible in framing a National Higher Education Qualification Framework (NHEQF). The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB).

The NEP 2020 has outlined an ambitious task of nearly doubling the GER in higher education from 26.3 per cent (2018) to 50 per cent by 2035 while improving quality of Higher Education Institutions (HEI) and positioning India as a global education hub. The focus is on providing a flexible curriculum through an interdisciplinary approach, creating multiple exit points in what would be a four year undergraduate programme, catalysing research, improving faculty support and encouraging internationalization. One of the paradigmatic shifts will be the setting up of the Higher Education Commission of India (HECI) for the entire higher education segment. The HECI will work on single regulator and several functions, including accreditation, funding and academic standard setting, will be carried out by independent verticals.

These entities will eventually replace other regulatory bodies like the University Grants Commission (UGC) or the All India Council for Technical Education (AICTE).

Quality higher education must aim to develop individuals who are excellent, thoughtful, well-rounded, and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges.

The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education. Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary, creating well-rounded and innovative individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035.

Holistic education should strive in an integrated way to improve all human capacities-mental, cultural, social, physical, emotional, and moral. In the long term, such a comprehensive education shall be the method for all undergraduate programs, including those in medical, technical, and vocational disciplines. Optimal learning environments and support for students

offer a holistic approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and adequate support for students.

Equity in Higher Education

Equity is a means to achieve equality in outcome. It is procedural in nature. As a process parameter, equity comprises policies and interventions to achieve equality in outcome. Since, initial endowment of students belonging to various socioeconomic groups may vary, equal treatment of unequals may lead to widening of inequalities (Varghese, Sabharwal & Malish, 2018). In other words, equity starts with the recognition that there exists differences among the student body. These differences can have major implications on the social and academic experience of students in college life and career trajectory after college life. Therefore, providing unequal inputs for disadvantaged students is a necessary condition to promote equality. Equity is thus sensitive to differences among the student body. The sensitivity towards differences in equity interventions contrasts with blindness to difference in equality provisions.

Three Dimensions of Equity

There are three important dimensions for equity in higher education. They are (1) access or equality of opportunity, (2) retention and participation, and (3) student outcome or student success.

Access Equal opportunity

To access higher education is a precondition for promoting equity. Gross Enrolment Ratio (GER) is a widely used measure of access in education. According to the UNESCO Institute of Statistics, "GER represents total enrollment at a specific level of education, regardless of age, which is expressed as a percentage of the total number of the age cohort corresponding to that same level of education". 18-23 age cohort is considered for calculating GER in India. GER provides a broader picture about the social nature of higher education access. For instance, GER of 50% conveys that out of the total population belonging to 18-23 age groups, half of them are enrolled in higher education institutions. GER for women, Scheduled Castes (SCs), Scheduled Tribes (STs), religious minorities and income groups to list a few and in each federal state provides a broader picture of participation in higher education.

Retention and Participation

Admitting students from diverse backgrounds forms only a part of the equity debate. The real challenge is to retain those students and ensure that they take fuller advantage of opportunities provided by higher education. There are many factors that constrain students' ability to sustain in the system and fully participate in the campus. Disabling conditions could be social, economic, academic and cultural. For instance, students may face challenges in terms of inability to afford costs of education and lack of boarding facility in case of students coming from far away places. If the financial and other basic needs are unmet, students are less likely to continue in the system. Interventions including financial assistance in the form of monthly stipend, fee waiver

and opportunities for earning along with studies are, therefore, important strategies. Creating enabling conditions in campus also means that campus are welcoming to all type of students and campuse spaces are discrimination free. Therefore, institutional level efforts are essential to ensure retention of students from diverse backgrounds.

The diversity of learning requirements among the students is the primary step to achieve equity. There are two important considerations. Firstly, teaching-learning practices in general and classroom practices in particular must be organised in such a way that academic strength of students from diverse backgrounds is respected and promoted. Intellectual diversity brought in by the student body must be seen as an asset in the classroom. Secondly, provisions should be available for the needy to strengthen foundational knowledge in the chosen disciplines. Some students may require additional tutorial sessions and small group discussion in order to grasp some of the topics. Provision for these kinds of additional learning input is integral to achieve student success.

Student Outcome or Student Success

The third dimension of equity is student outcome or student success. Student success refers to academic success measured in terms of timely completion of courses with adequate academic grades which enable students to access the labour market or study further. Although interventions promoting retention and participation substantially contribute to academic experience and academic outcome, they are not sufficient. Students come to colleges with a variety of educational experience and exposure. Not all students have enjoyed a similar type of educational experience and access to material and symbolic resources which are necessary for facilitating quality learning. Moreover, the result of the qualifying examination or entrance test may not necessarily reflect the inherent talent of students.

Promoting Inclusion

Inclusion is one of the means for achieving equity in education. Inclusion focuses on enhancing students' sense of belonging in order for them to feel that they are accepted and included in social and academic domains of campus. Literature on student experience has convincingly demonstrated that the sense of belonging is a crucial factor for shaping student experience and chances of fully enjoying academic and social experience provided by higher education. Extending an invitation to all students to attend a cultural festival is a good example of equity oriented actions. But there is a possibility that certain students may not receive an invitation to attend cultural fest. Equity-minded institutions make concerted efforts to ensure that no one is left behind. Inclusion goes one step ahead and asks students from non-traditional backgrounds to make a performance of her choice as part of the cultural test. This effort of inclusion promotes fuller participation of students. In case, such students perform a cultural form which is akin to the cultural tradition they belong to, the campus cultural festival becomes more inclusive in all sense. Efforts of inclusion thus strengthen the emotional and affective bond of students with institutions, peers and teachers.

Conclusion

Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country. Improving GER to have 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. By encouraging merit-based admissions with 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 fulfill its objectives by 2030. HE system will transform itself as student centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Faculty members also get autonomy to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework. These transformations will start from the academic year 2021-22 and will continue until the year 2030 where the first level of transformation is expected to visible. Hence, the Indian higher education system is moving from teacher centric to student centric, information centric to knowledge centric, marks centric to skills centric, examination centric to experimental centric, learning centric to research centric, and choice centric to competency centric.

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TO STUDY THE RELATIONSHIP BETWEEN IMPULSIVENESS AND WELL-BEING OF SCHOOL STUDENTS

Pawandeep Kaur*

Abstract

The study was conducted to explore the relationship between impulsiveness and well-being of school students. The study was conducted on 100 school students. Impulsiveness Scale by Ray and Sharma, (1988) and Well-Being Scale by Singh and Gupta, (2001) was used for data collection. Results indicated that significant variance in impulsiveness was found among school students in relation to gender. Female school students were more impulsive than male school students. There was not variance in impulsiveness was found among school students in relation to locale. There was significant relationship between impulsiveness and well-being of school students.

Keywords: *Impulsiveness, Well-being, Gender and Locale.*

Introduction

The place of education has become vital in the fast changing world. Education keeps a person out from darkness and poverty by developing his individuality in all the aspects which involves physical, mental, emotional, and social. The field of psychological health focuses on emotional, cognitive, behavioral, and social well-being. Like physical health, psychological health is an integral part of our overall holistic wellness. Healthy psychological well-being is not just the absence of signs of mental health issues or a diagnosis of a mental health disorder, but the presence of balanced emotions, thoughts, and behaviors. Impulsiveness is the behaviors in which an individual do thing suddenly without any planning and without considering the effects they may have. Aivazpour and Rao (2019) identified three component of impulsiveness: attentional impulsiveness which deals with inability and instability related to cognitive task. The second component is motor impulsiveness related to inability of actions and the last one is non-planning impulsiveness in which individual is unable to plan complex tasks. Well-being is the experience of health, happiness, and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and ability to manage stress. More generally, well-being is just feeling well. Keys et al. (2002) defined well-being as a quality of life of an individual to gain highest level of healthy, happy and satisfactory life. It affects the physical and mental health of individual and also affects the academic growth of individual. It directly or indirectly affected the whole growth of students.

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Reviews of related literature

Clavellino, Alcaniz and Barilen (2020) explored the relationship among impulsivity, emotional intelligence and alcohol consumption among 319 adults from Spain. Results of the study had indicated that impulsivity showed a greater impact on alcohol consumption of adults. There was no significant relationship between emotional intelligence and alcohol consumption of adults. Further results had presented that males had greater score of impulsivity than females.

Kaur and Kaur (2022) explored the relationship between impulsiveness and academic procrastination of school students. The study was conducted on 100 school students. Results indicated that significant variance in impulsiveness was not found among school students belonging to different categories. The school students having more academic procrastination were more impulsiveness as compared to school students who have low level of academic procrastination. There was significant relationship between impulsiveness and academic-procrastination of school students.

Sapmaz (2023) explored the relationships between cognitive distortions and well-being in relation to the mediating role of psychological resilience and moderating role of gender among 447 adolescents from Turkey. Results revealed that psychological resilience partially mediates the relationship between cognitive bias and adolescent well-being. Sex was not determined to have a moderated effect as a mediator.

Salehi, Abbaspour, Molana and Shahini (2023) studied Impulsivity, inhibition, and internet addiction of 260 medical students at Golestan University of Medical Sciences from North of Iran. The results showed a significant correlation between impulsivity and internet addiction. Further study had presented that Impulsiveness in male students was significantly higher than in female students. However, single participants indicated higher scores of impulsiveness than married people.

Significance of the study

The focus of study is on impulsiveness and well-being of school students. Students spend much of their time in school and gain different experiences from school. There is need to understand the mind of students and to analyses the dynamic of their behaviour. In the modern world individuals are very restless and want to attain success in short time. Sasidharan et al. (2013) explained impulsivity as a predisposition toward unplanned reactions to internal or external stimuli, without regard to the negative consequences. Feelings of well-being are fundamental to the overall health of an individual, enabling them to successfully overcome difficulties and achieve what they want out of life. Past experiences, attitudes and outlook can all impact well-being as can physical or emotional trauma following specific incidents. Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of adolescents, and in ensuring the nation's ongoing economic prosperity and social cohesion.

Objectives of the study:

• To study impulsiveness of school students in relation to gender and locale.

• To study the relationship between impulsiveness and well-being of school students.

Hypotheses:

• There will be no significant difference between impulsiveness of male and female school students.
• There will be no significant difference between impulsiveness of rural and urban school students.
• There will be no relationship among impulsiveness and well-being of school students.

Sample of the study

The sample of the present study was school students studying in 11th class in government schools of Punjab. The sample of 100 school students was selected with the help of stratified random sampling from Patiala, Punjab.

Tools

• Impulsiveness Scale by Ray and Sharma (1988).
• Well-Being Scale by Singh and Gupta (2001).

Statistical treatment of data

t- test was applied to find out the gender difference in impulsiveness of school students. Also t-test was used to find out the difference of impulsiveness between rural and urban school students. Correlation was found out the relationship among impulsiveness and well-being of school students.

1. Comparison of Impulsiveness among School Students in relation to their Gender

To compare the mean scores of impulsiveness among male and female school students along with standard deviation and t-value is computed is given in table 1.

Table 1

Impulsiveness among School Students in relation to their Gender

Variable	Gender	N	Mean	S.D.	t-value
Impulsiveness	Male	50	15.42	2.71	4.61**
	Female	50	16.48	3.01	

** Significant at 0.01 level

The table 1 shows that the mean scores of impulsiveness of 50 male school students came out to be 15.42 and SD is 2.71 as compared to 50 female school students whose mean score is 16.48 and SD is 3.01. It is also depicted in figure 1.

Fig. 1 Mean scores of impulsiveness among male and female school students

The t-value testing the significance of mean difference in scores of impulsiveness among male and female school students came out to be 4.61. This t-value is significant at 0.01 level which shows that there exists significant gender wise difference in impulsiveness of school students. Female school students have higher scores of impulsiveness than male school students.

2. Comparison of Impulsiveness among School Students in relation to their Locale

To compare the mean scores of impulsiveness among rural and urban school students along with standard deviation and t-value is computed is given in table 2.

Table 2
Impulsiveness among School Students in relation to their Locale

Variable	Locale	N	Mean	S.D.	t-value
Impulsiveness	Urban	50	15.94	3.13	0.13NS
	Rural	50	15.97	2.68	

NS= Not significant at 0.05 level

The table 4.11 shows that the mean scores of impulsiveness of 50 urban school students came out be 15.94 and SD is 3.13 as compared to 50 rural school students whose mean score is 15.97 and SD is 2.68.

The t-value testing the significance of mean difference in scores of impulsiveness among urban and rural school students came out to be 0.13. This t-value is not significant at 0.05 level

which shows that there exists no significant locale wise difference in impulsiveness of school students.

3. Relationship between impulsiveness and well-being of school students

The scores of school students on impulsiveness scale and well-being scale were correlated with the use of Pearsons' coefficient of correlation.

Table 3
Relationship between impulsiveness and well-being of school students

Variable	N	Correlation
Impulsiveness	100	0.24**
Well-being	100	

**significant at 0.01 level

The results of correlation are presented in table 3 which shows that the coefficient of correlation (r) of impulsiveness and well-being is 0.24 which is significant at 0.01 level. There is a significant and positive relationship between impulsiveness and well-being of school students. It means that school students having more impulsiveness tend to have high well-being also.

Hypotheses testing

- The t-value testing the significance of mean difference in scores of impulsiveness among male and female school students came out to be 4.61. This t-value is significant at 0.01 level which shows that there exists significant gender wise difference in impulsiveness of school students. Female school students has higher scores of impulsiveness than male school students. On the basis of thes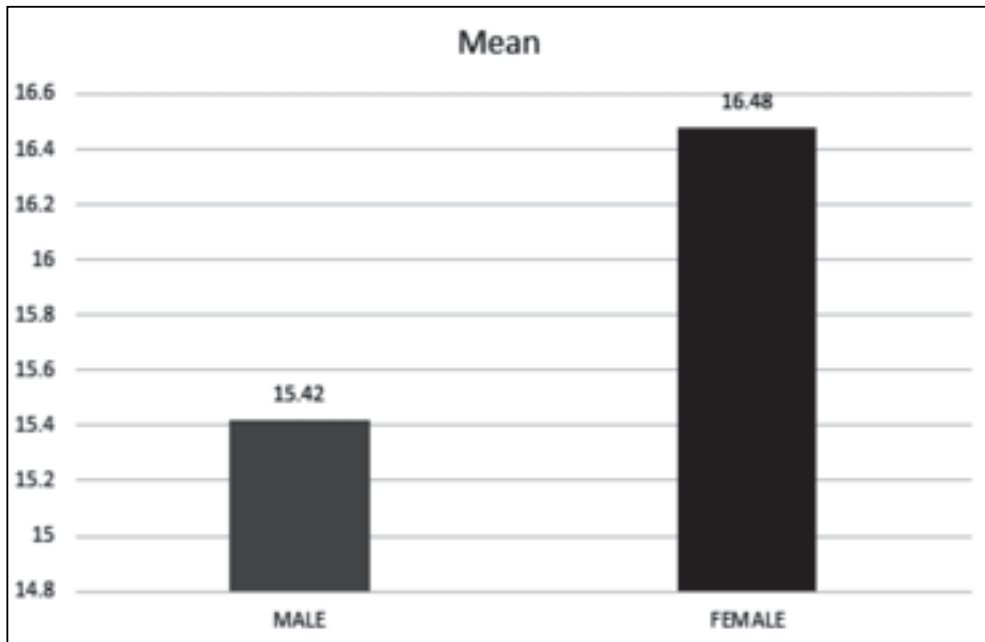e results the hypothesis "there will be no significant difference in impulsiveness of male and female school students" is rejected.
- The t-value testing the significance of mean difference in scores of impulsiveness among urban and rural school students came out to be 0.13. This t-value is not significant at 0.05 level which shows that there exists no significant locale wise difference in impulsiveness of school students. On the basis of these results the hypothesis "there will be no significant difference in impulsiveness of urban and rural school students" is accepted.
- The coefficient of correlation (r) of impulsiveness and well-being is 0.24 which is significant at 0.01 level. It means that school students having more impulsiveness tend to have high well-being also. "There will be no relationship between impulsiveness and well- being of school students in Punjab" is rejected.

Conclusions

- There exists significant gender wise difference in impulsiveness of school students. Female school students have higher scores of impulsiveness than male school students.
- There exists no significant locale wise difference in impulsiveness of school students.
- There was significant relationship among impulsiveness and well-being of school students.

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RIGHTS OF TRANSGENDERS IN INDIA: LAWS AND JUDGEMENTS

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Abstract

The most prized possession of a human being is their recognition as a person. But even this most fundamental right of transgenders was consistently denied in the past. As a result, transgenders suffer from extreme stigma and ostracization. Despite all constitutional guarantees, the transgenders are even denied to have their basic rights like Right to Dignity, Personal Liberty, Education, Freedom of expression etc. In India they struggle for everything from abandonment to abuse, discrimination, education, employment, housing, public access to other basic facilities. Law and judiciary is expected to protect the interest and safeguard the rights of all, particularly vulnerable groups like the transgenders in India. Unfortunately, in case of transgender persons, the Transgender Persons (Protection of Rights) Act, 2019 has failed them. Present paper studies the efforts made by Indian judiciary and government to recognise rights of transgenders but efforts made are not ample to solve the problem.

Keywords: *Transgenders, Constitutional Rights, Discrimination, Law, Judiciary.*

Introduction

There's a gender in your brain and a gender in your body. For 99 percent of people, those things are in alignment. For transgender people, they're mismatched. That's all it is. It's not complicated, it's not a neurosis. It's a mix-up. It's a birth defect, like a cleft palate.

Transgender persons are people whose identities are different from the stereotypical gender norms, which identify genders only as male or female. Society has failed to accept their gender identity due to which they have suffered from discrimination, social oppression and physical violence. There are certain socio-cultural groups of transgender people who are identified as Hijras, jogappas, Sakhi, Aradhis etc. and there are people who do not belong to any of the groups but are referred to as transgender persons individually. The article deals with the Transgender rights in India as the transgender have the right to be recognized as a third gender and are entitled to legal protection under the law. The rights are equally guaranteed under the Indian constitution to the transgender person as the constitution guarantees justice and equality to each and every Indian Citizen. The Government has enacted the Transgender Person (Protection of Right) Act, 2019 to provide prohibition against discrimination in the matters of employment, education and

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health Services to the transgender person and Welfare measures have been adopted to protect the rights of the transgender person.

The Indian state policy that earlier recognized only two sex i.e. only male and female has deprived the third gender from their several rights as being an Indian citizens, which includes right to vote, the right to own property, the right to marry, the right to claim a formal identity through a passport etc. and more importantly their the right to education, employment, health so on. The basic rights which they were deprived from are their fundamental rights under Article 14, 15, 16 and 21.

Definition Of Gender

'Sex' and 'gender' are often used interchangeably, despite having different meanings where Sex refers to a set of biological attributes in humans and animals. It is primarily associated with physical and physiological features including chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy. Sex is usually categorized as female or male but there is variation in the biological attributes that comprise sex and how those attributes are expressed. Gender refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people.1 It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society. Gender identity is not confined to a binary i.e girl/woman, boy/man nor is it static; it exists along a continuum and can change over time. There is considerable diversity in how individuals and groups understand, experience and express gender through the roles they take on, the expectations placed on them, relations with others and the complex ways that gender is institutionalized in society.

Transgenders- The Third Gender

The third gender known better as transgender has existed in every culture, race, class and religion since the inception of human life has been recorded and analyzed. The transgender are individuals of any age or sex whose personality, appearance, attitude, behavior or personal characteristics differ from stereotypes. It means they differ in identity about how men and women are supposed to be. They are also part and parcel of social order and have equal rights in everything and in every resource that is available to all over the world. The third gender i.e.., "Transgender" signifies those individuals who are different in their biological constructions. They are different for the stereotypical gender roles. Their gender makes them different and compelled to face discrimination in society.

Rights of Transgenders Under The Constitution of India:

The Indian constitution emphasizes on protecting and safeguarding rights of people under the principles of Indian Constitution laid down in Article 14, 15,16 and 21.

Article 14 deals with Equality before the law or equal protection before the law within the territory of India. Article 14 clearly falls within the expression "person" which includes the male, female and third gender within its ambit so the transgender are also entitled to legal protection

under Indian constitution in all the spheres of state activity.

Article 15 which deals with the prohibition of discrimination on the ground of religion, race, caste and sex includes the third gender under its ambit as being the citizens they have the right to not to be discriminated against on the ground of their religion, caste, race and sex. They have the right to protect their gender expression which is majorly reflected through their dresses, action and behaviour.

Article 16 deals with equality of opportunity in the matters of public employment as this article is used to broaden the concept of sex which includes "Psychological Sex" and gender identity within its ambit. The transgender being the citizens of India have the right to employment and equal opportunity in the matters of employment and they should not be discriminated against on the basis of their sexual orientation.

Article 21 which deals with the protection of life and personal liberty states that no person shall be deprived of his life and personal liberty except according to the procedure of law. For ages transgender have been deprived of their life and personal liberty. The transgender being the citizen of India should have full right to protect their right and personal liberty. The Supreme The Court has also recognized the right to dignity by recognizing gender identity within the ambit of Article 21.

Problems Faced By Transgenders

The Transgender fall under the category of LGBT group (Lesbian, Gay, Bisexual and Transgender). They belong to the marginalized group of the society which faces legal, social, cultural and economic difficulties. The problems faced by the Transgender community in India includes Discrimination in terms of education, employment, entertainment, justice etc. They are disrespected in each and every aspect of life except in a few cases like after the birth of a child for their blessings or to bless the newly wedded couple. They are prone to struggle for social justice because of their identity as Transgender. They are forced to enter the profession of prostitutions by their community, friends or relatives. Even, in some cases, it is seen that their parents are involved in it. Not only this but also Once their identity is identified, they are forced and pressured to leave the parental home by the society as they can't be a part and parcel of normal community and class. They are prone to face rape followed by physical and verbal abuse. Like normal people, they are not entitled to take education in schools and colleges. Even in terms of education, they are treated differently.

Judicial Fight for Rights of Transgenders

In the British era Codification of criminalization of homosexual activity was enacted by of Section 377 by the British, which stood for more than 70 years after Indian independence. After Independence LGBT rights have recently evolved in India. But After 2010, situations have started changing, people are more aware about the LGBTQ community. They are fighting for their identity and rights. NALSA judgement has created a change in the society. There are many judgments followed by this one. In Navtej Singh Johar v. Union of India the court struck down Article 377 of Indian Constitution and decriminalized homosexuality in India. In 2019 the court

delivered a pathbreaking judgement in Arun Kumar v. Inspector General of Registration and others, where under Hindu Marriage Act not only men and women but also transgender people can have a formalized and a valid marriage. This judgement has broken all the taboo persisting since ages. The personal laws describe marriages as sacrament between men and women, but now same sex marriages are permitted and legalised. In Obergefell v. Hodge, "It is demeaning to lock same-sex couples out of a central institution of the Nation's society, for they too may aspire to the transcendent purposes of marriage,"- Justice Kennedy.

The NALSA judgment paved the way for the recognition of transgenders with fundamental rights under the constitution. The judgment has allowed transgenders to have fundamental rights under Articles 14, 15, 16 & 21 under the Constitution.

Rudiments of Transgenders Bill, 2019

The Transgender Persons (Protection of Rights) Bill, 2019 was introduced in Lok Sabha on July 19, 2019. It defines transgenders as one who does not match the gender assigned to him at birth. It includes persons with an intersex variation, genderqueers, trans-men, trans-women and persons with intersex variations. The district magistrate is empowered to give a certificate of identification to identify the person as transgender. Prohibits discrimination against transgender and unfair treatment is an institution like healthcare, employment, education and access to the public. It Recognizes the right to residence of a transgender person. Provides for the formulation of schemesi by the government like vocational training programs and self- employment for their social welfare. It states that the government must take steps to provide health care facilities to transgenders which includes HIV surveillance centres and sex reassignment surgeries. It also recognizes offenses such as bonded labour, physical and sexual abuse and provides for a minimum penalty as six months imprisonment and maximum for two years with a fine. The Act also provides for the establishment of the National Council for Transgender to monitor the impact of policies and legislation for transgender.

Rights of Transgenders- the Never Ending Fight

The definition of "transgender person" in the Transgender People Act is vague and misleading. The gender identity of transgender people is different from the gender identity provided at birth, while "intersex variants" are based on biological characteristics. Although two subtly separate definitions create differences, the definition of "transgender" is too broad to include "people with intersex variation." The penalty for offences under the Trans Act include imprisonment of only up to two years with a fine, which appears to be insufficient for heinous crimes like rape, sexual abuse or violence, sexual harassment or criminal assault. The Transgender Persons Act is likely to remain unsatisfactory because it fails to provide a skeleton on a variety of other associated rights, such as marriage rights, adoption rights, pregnancy rights, and so forth – a missed opportunity to be even more comprehensive. The Transgender Persons Act imposes far too many requirements on the "appropriate government." It remains to be seen how much emphasis the government will pay to ensuring that all of those duties are met on schedule – leaving transgender people at the mercy of the system for successful implementation

of the benefits offered to them under the Transgender Persons Act.Some people may argue that if the Transgender People Act provides reservations (affirmative action) for transgender people in educational institutions and employment, it may better attract transgender people, and it will be more comprehensive and effective.

Conclusion

The Indian Constitution essentially provides a fundamental right to equality under Article 14, whereas Articles 15 and 16 outline that no one shall be discriminated against on the ground of sex. The Indian judiciary decriminalized Section 377 of the Indian Penal Code, considered part of landmark judgments recognizing transgender people as a third gender. The Court also declared that these persons have a fundamental right to equality, protection against discrimination, the right to freedom of expressing their sexual identity and sexual orientation, as well as the right to privacy under Article 21. These legal provisions and judgments have been hailed by the majority of Indian citizens, especially by the transgender community. However, the battle is still half won because there is a long road ahead till complete protection, acceptance, and equal status is granted to transgender people. In addition, India enacted the Transgender Protection Act, 2019 to ensure the rights of transgender people. However, the Act fails to address the issue of forced sex-reassignment surgeries, which are imposed upon transgender people against their consent. Upon   this enactment, the government should do a lot to protect. Based on the discussion, the effort of the Supreme Court of India and the Government of India is a positive step in the direction to enhance the livelihood conditions of the transgender communities. It must be mentioned that this recognition is not going to solve the problem. Even though the provisions provide for non- discrimination even at the entry-level for the transgenders community, the conditions can only be realized with a practical implementation mechanism. The Indian Judiciary can develop such a mechanism. Affirmative action like reservations is another step to make the lives of the transgenders better as these are also socially and economically backwards.

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NEP AND ENHANCEMENT OF ENGLISH LANGUAGE TEACHING AND LEARNING IN RURAL AREA

Dr. Priyanka Singla*

Abstract

Language is the gift to human beings. Listening, speaking, reading, and writing skills are essential for their proficiency and communication. The National Education Policy (NEP) 2020 has advocated that the medium of instruction is home language/mother tongue /local language/regional language for schools, until at least Grade 5, but preferably till Grade 8 and beyond. All students will learn three languages in their school under the 'formula'. At least two of the three languages should be native to India. But the policy talks about shedding the English language instead it emphasizes on the important of multilingualism which has great cognitive benefit for young children. Modern education makes more well-rounded, useful, and fulfilling to the learner. For example: If a student in Hyderabad is learning Telugu and English, he/she will have to choose to learn another Indian language. English is the most spoken non-native language in India. English has thus been taught in India in varied form, EFL (English as a foreign Language) to ESL (English as a Second Language) apart from EAP (English as an Additional Language). From schools to colleges, the learner learns English Language till to get job. During that period, there is a tussle between learning English as a Subject and as a language. The use of various e- resources has become the important part of the learning process now. The Teacher uses technology in the class to creates positive changes. It also helps to enhance with enthusiasm and develop their knowledge. The present study is also proved that ICT and other resource are very useful to improve Language Skills.

Keywords: *NEP 2020, English Language, Language Skills, Multilingualism.*

Introduction

Language is one of the significant elements that affect national and international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication. The National Education Policy (NEP) 2020 has advocated that the medium of instruction is home language/mother tongue /local language/regional language for both public and private schools, until at least Grade 5, but preferably till Grade 8 and beyond. The new National Education Policy (NEP) recommends that all students will learn three languages in school. At least two of the three languages should be

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native to India. Language is the gift to human beings. Listening, speaking, reading, and writing skills are essential for their proficiency and communication. The National Education Policy (NEP) 2020 has advocated that the medium of instruction is home language/mother tongue /local language/regional language for schools, until at least Grade 5, but preferably till Grade 8 and beyond. All students will learn three languages in their school under the 'formula'. At least two of the three languages should be native to India. But the policy talks about shedding the English language instead it emphasizes on the important of multilingualism which has great cognitive benefit for young children. Modern education makes more well-rounded, useful, and fulfilling to the learner. For example: If a student in Hyderabad is learning Telugu and English, he/she will have to choose to learn another Indian language. English is the most spoken non-native language in India. English has thus been taught in India in varied form, EFL (English as a foreign Language) to ESL (English as a Second Language) apart from EAP (English as an Additional Language). From schools to colleges, the learner learns English Language till to get job. During that period, there is a tussle between learning English as a Subject and as a language. The use of various e- resources has become the important part of the learning process now. The Teacher uses technology in the class to creates positive changes. It also helps to enhance with enthusiasm and develop their knowledge.

But the policy talks about shedding the English language instead it emphasizes on the importance of multilingualism which has great cognitive benefit for young children. For example: If a student in Hyderabad is learning Telugu and English, he/she will have to choose to learn another Indian language. New Education Policy does not talk about shedding the English language instead it emphasizes the importance of multilingualism. The new curriculum will include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, human values, science and mathematics to develop all aspects and capabilities of learners. Therefore, it makes education more well-rounded and useful to the learner. English is the most spoken non-native language in India, after Hindi; the practical need to learn it, can scarcely be overlooked. English has thus been taught in India in varied form, EFL (English as a foreign Language) to ESL (English as a Second Language) apart from EAP (English as an Additional Language). From schools to colleges, right up till the learner is job ready, there is a tussle between learning English as a Subject and as a language. India has varied social, cultural and traditions. Its strong ethics and human values are pride for our Indians. So NEP has given importance to integrate all aspects to improve self-confidence, self-knowledge, cooperation, and national integration. At the same time, NEP 2020 recognizes the importance of e- learning resources.

It is the fact that digital access is highly limited rural area. However, there is a lot of progress in mass media, such as television, radio, and community radio. The policy also gives importance to interdisciplinary and multidisciplinary holistic education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and other professional courses. The use of various e- resources to learn process in and out of the class. The Teacher uses some form of technology in the class. It creates positive changes. It also helps learners to realize the topic with enthusiasm and develop their knowledge. The present study emphasizes on the National Education Policy (NEP) 2020 which advocates the medium of instruction is home language/

mother tongue /local language/regional language and also ICT resources to improve Language Skills for English language proficiency.

Origin of the Research Problem

This research is an attempt to make the discussion of aims and objectives of NEP 2020 and learning English Language Skills through ICT. Learning Language Skills is the major component of UG Curriculum. It continues even in NEP-2020. We take it for granted that the students have acquired language skills, which they can actively use, but in practice, sometimes we don't find so. It is consistently experienced that the students at UG level, particularly have not acquired the expected level of understanding the aspects of language skills. Teachers and students have to go beyond the textbook for learning language skills and skills for employability.

Review of Related Literature

e- resources and materials help for learners to use knowledge in a specific area the use of language ability. Teachers use technology to perform familiar activities more effectively. The use of technology improves the educational environment for teachers and learners. It supports the classroom teaching through creating opportunities for learners to complete assignments easily, quickly and conveniently.

Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should use technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Costley, 2014). Learners' cooperation can be increased through technology. Learners cooperatively work together to create tasks and learn from their peer team work.

International Status

English is spoken as the first or second language by a very large number of people in different parts of the world. In some countries English is the first language (mother tongue) e.g., the U.K., the U.S.A., Canada and Australia. In Commonwealth countries like India, English is used as an additional/ second/foreign language, i.e., English along with the various native languages of the country, is used for various purposes.

National Status

Many languages are used by Indians. There are 22 major languages in India, written in 13 different scripts, with over 720 dialects. The official Indian languages are Hindi (with approximately 420 million speakers) and English, which is also widely spoken.

41% of the population speaks Hindi as their mother tongue. Telugu, Bengali, Marathi, and Tamil rank next, each the mother tongue of about 4 to 5 percent of the population. Urdu, Gujarati, Malayalam, Kannada, and Oriya are claimed by between 2 and 3 percent of the population. Bhojpuri, Punjabi, and Assamese are used by 1 to 2 percent. All other languages are used by less than 1 percent each. Unity in diversity is the true essence of India.

Educational Value of the Research

Education is understanding process. The process of obtaining knowledge is continuous till the end of man's life. NEP is going to implement from the academic year 2022-23. Therefore, Learning language skills and use of ICT are important concepts of NEP, as it is most powerful and effective means of expression of one's thoughts, ideas and emotions to seek admission in good institution and acquire a job after completion of Under Graduation.

Objectives

1) To know about NEP-2020.
2) To understand NEP and importance of languages.
3) There is an impact of Globalization on education.
4) Globalization has increased learning resources.
5) Use of new technologies in English language learning.
6) E- Learning is a mode of easy, quick and convenient learning system.
7) It has many advantages for language learners.
8) To know the problems in the use of ICT in rural areas.
9) ICT creates positive changes.
10) It helps learners to realize the topic with enthusiasm and develop their knowledge.
    Problems in Rural Area
    i) Do not have clear idea about NEP-2020.
    ii) Lack of digital class rooms.
    iii) Electricity problems to run computers.
    iv) Learners are unaware of ICT.
    v) Many teachers do not use technology advancement.
    vi) Poor internet connection.
    vii) No internet connection.
    viii) Parents are not willing to allow their wards to use internet, especially for girls.
    ix) Sometimes misuse of internet.
    x) Digital education system is not available.
    xi) Problems of Socio-economic backwardness.

Recommendations for Successful Integration of Technology to improve their language skills:

1. Teachers should implement NEP effectively for all-round development of the learner.
2. The technology plan must be closely aligned with the curriculum standards.
3. The computer technology should be an integral part of the learning activity.
4. Language teachers should encourage their learners to use technology.
5. Universities/ colleges should regard technology as a significant part of teaching and learning.
6. Technology experts should provide extra assistance for teachers.
7. Organize seminars/ workshops for Teachers and learners in rural area.
8. Teachers should create technology -integrated lesson materials.
9. Teachers should use learner -centered instruction.

10. Technical assistance should be provided for teachers.
11. Training should be provided for teachers to learn how to use and teach it effectively.
12. Teachers should seek the guidance from their colleagues for better use of technology.
13. Technology is one of the important tools of language learning activity.

Conclusion

Today, there are many factors that have transformed the traditional role of the teacher to a more professional role. The present teachers in globalization need to guide, help, boost, motivate, and focus on academic potential in order to facilitate the learning process and improve the quality of teaching. It is possible only through ICT learning. Therefore, the teacher should build confidence among the students from the beginning to the end. ICT helps the teacher to use more resources and to create the learning environment. English continues to serve as the language of prestige. Efforts to switch to Hindi or other regional tongues encounter stiff opposition both from those who know English well and whose privileged position requires proficiency in that tongue and from those who see it as a means of upward mobility. The widespread knowledge of English is necessary for technological and economic progress. Only around three percent (3%) of the population is truly fluent in English. Many tribal people are bilingual. Rural-urban migrants are frequently bilingual in the regional standard language as well as in their village dialect. Different languages often correspond with different customs, dress, food and cultural expression such as dance and music. Since the late eighteenth and early nineteenth centuries, regional languages, such as Telugu, Bengali, Punjabi, and Marathi, have become relatively standardized and are now used throughout their respective states for most levels of administration, business and social intercourse. It has been observed that the students of rural area spend most of the time in preparing university examination and 70% students neglect to learn language skills. Ultimately most of the students commit mistakes, when they appear interviews, Group Discussions etc, for employment. Therefore, the teachers should concentrate on solving the problems of implementing NEP and learning language skills among the students in rural area.

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CHALLENGES AND OPPORTUNITIES OF INDIAN INNOVATIVE STARTUPS: A STUDY

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Abstract

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Innovative startups are the new type of organization. These innovation startups are the production of desire and willpower of new entrepreneurs. A startup is in its early stage of development. A startup is a young and dynamic concept that is built on new and advanced technology and innovation. The creators of startups try to produce those products or services that are in demand. It is in the first stages of set-up and is usually financed by an individual or small group of individuals. In this set-up process, there are many challenges that this startup phase faced. The startup may face challenges in human resources, funding, success rate of planning, marketing and promotion etc. The present study evaluates challenges faced by startups as well as new opportunities in this new field in the Indian context. The current study analyzes various articles, web pages, ebooks, emagazines, etc. to determine the various challenges faced by startups as well as new opportunities in this new venture.

Keywords: *Startups, Challenges, Startup challenges, Indian Startups, Innovation, Opportunities*

Introduction

Startups are newly created companies that are designed to grow fast in current scenarios. These groups are newly shaped agencies which can be combating for his or her survival. These startups conflict to acquire their ability and growth. These are struggling to reach their full potential, lead to new employment generation as well as play an important role in regional development and contribute to the GDP of the country.

Startups are new innovative companies that play a central role in modern economies. These are very crucial for the financial improvement of nations like India. They acted as a noteworthy role for foreign investors attraction centres, creation of funding and new ways to generate employment. individuals that are involved in the process of starting a startup are always geared up to stand adversities and these kinds of demanding situations that abate their entrepreneurial endeavors. There are many demanding situations that they come upon at some point of the numerous degrees in their startup journey.

Churchill and Lewis (1983) defined startup as a process that passes through the degrees of existence, survival, success, take-off, and aid maturity.

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Blank (2010) defined startup as a transient organization, a company, a partnership designed to look for a repeatable and scalable enterprise model.

Scott and Bruce (1987) explained that a startup is going through levels of inception, survival, growth, enlargement and maturity.

The startups go through the process of bootstrapping, seed, and creation. Any innovative startup is an output of innovative and creative efforts. These Innovative and creative individuals are the creators of the startups. These individuals identify a new area of business opportunity, gather resources that are required and try to achieve the goals that they had set on the basis of their capacities and abilities. This technique of making new business is known as New Venture Creation in contemporary India. This new venture can revolve around four areas as individuals who create this kind of business, the business itself, the environment surrounding the business, and the new venture process.

India's inventiveness in the field of innovative Startups

This technique of making new business is known as New Venture Creation in contemporary India. There are many inventiveness from the authorities in addition to privately. Innovative startup in India is a leading enterprise by the GOI that aims to create a strong ecosystem with a conducive environment that is helpful in the growth of startup businesses, initiate long-term economic growth of the country, and generate large-scale job opportunities according to the interest of the individual. With the assistance of those initiatives, the authorities optimize to empower progressive startups which can be developed via innovation in that specific field. In India, the government started new schemes for the startups including the Samridh scheme, Startup India seed fund, Startup India Initiative (Ashwini, 2021).

In India there are many new innovative startups and some of the examples are as follows:

Table 1 Indian startups

Startup	Sector
Zomato, Swiggy	Food Delivery
Byju's, Vedantu	Ed Tech
BharatPe,	Fintech
Grofers	Ecommerce delivery
Urban Company	Home Services
Pharm-Easy	Healthcare Delivery

Success running startups in India are Flipkart, Snapdeal, Paytm etc. India is doing a wonderful job to start new ventures by providing opportunities to the individuals. There are a number of startups presently working in India which can be contributing to the economic system of the country.

Challenges in the way of innovative startups

Startups in India are going through a variety of challenges. These demanding situations aren't restrained to innovation startups however even installed corporations additionally undergo those demanding situations. Innovative startups with much less assets is a tedious manner to conquer those challenges The inability to begin a brand new mission to conquer those demanding situations may also cause a growth in its failure rate. The demanding situations confronted by way of means of startups are as below

Failure to Plan- These innovative startups are an outcome of the innovative ideas of a person/persons in a particular field especially those fields that are according to the interest of the person. These ideas need proper planning and execution. In certain conditions if these planning and execution is not properly done it may lead to failure of those innovative ideas. These startups are planned according to the individual needs. Sometimes if vision is not clear to the person that may also lead to failure. The individual always plans the startup to success but due to ineffective execution plan may lead to failure.

Required Human Resources- Human resource planning is a tedious task due to the lack of human resources availability in the surroundings. These innovative startups require skilled human resources and this is a very challenging task. These innovative startups have to just only estimate about the human resource requirement accurately. Due to non-availability of human resources, project work delays as well as lead to additional costs for the startups.

Funding- Startups also handle the challenge of raising Funding. Investments are easily available to startups in the initial stage but it is difficult to raise funds in the latter stage. The startups raise funds from family, friends, loans from financial institutions, and venture capitalists.

Rules and Regulations- These startups are required to follow various rules and regulations as per center and state governments. Chokhani (2017b) in his study quoted that in India, there are various agencies that's rules and regulations needs to be fulfilled to start a new venture like sector specific, department-specific. This situation creates an additional challenge for the creators of startups who are still facing the challenges of research, finance, marketing, human resources etc. Revenue Generation -Generation of Revenue is also a basic need for the survival of innovative startups. With the growth of innovative startups , the process of revenue generation is also improved. Poor revenue generation of startups is leading the new venture into its failure state. Even the established ventures are facing the challenge of insufficient revenue generation in some specific cases.

Supporting Infrastructure- A new startup requires the support from incubators, mentors, science and technology parks, business development centers, etc. A startup incubator means a group of people that are working together to help new businesses to flourish their new startups. These centers provide space, seed money, and training to help entrepreneurs so that they are easily establishing a new business. Similarly a mentor is a person that plays the role of counselor and has a good experience in that particular field.

Marketing and Promotions- Marketing and promotions is the main part for the promotion of a new startup business. It is the set of activities that inform the user about their brand

or product. The main focus of the marketing and promotion is to give awareness about the product, to generate attraction of the users as well as encourage consumers to buy the product over the other similar products in the market. Sometimes these new startups have good quality products but due to unawareness about the product to users due to lack of promotion, they are bound to fail. These healthy competitions among customers are helpful to generate revenues for the company. Stephen (2016) explained that the customers of today are spending a lot of time on social media. So, the startups have to properly hold on social media platforms like facebook, whatsapp as well as gaming applications to market side by side with conventional methods of promotion of articles. These days choosing the right promotional medium as well as promotional message is a challenge for startups.

Unexpected events- These new startups are also facing challenges that are unexpected and they attract any time the marketing and revenue generation immediately go down. These unexpected situations are health problems, natural conditions like earthquakes and floods, Covid 19 and many more of these kinds of problems. Kalogiannidis and Chatzitheodoridis (2021) conclude that due to the recent pandemic of 2019, startups in many industries like fashion, travel, and mobility have been negatively impacted due to COVID 19.

Opportunities in the way of innovative startups

As we know challenges always create a new path to do work in different directions so these challenges provide great opportunities for new startups in India. With the help of government initiatives to mission Startup India, they give more emphasis to provide platforms to start new startups. India has the largest young population ratio in the world. Some of the opportunities available for startups new ventures to this young generation of india are

Population- Habeebuddin and Sakariya (2017) explained that India with its largest young population is trying to work under the market for startups. Indian startups do not have to look anywhere for a market for their products and services. Babu and Sridevi, (2018) conclude that the earning income among the middle class and their growing aspirations will act as a boon for startups ventures. The average age of the citizens of India is among the youngest in the world. This youngest and modern generation is full of energy to open a new venture in the market to generate newer products and is always hungry for this kind of new experience. These situations create a number of opportunities for startups to meet the growing needs of the youth generation. Changes in Mindset- in this advanced technology era, there is a change in the mindset of the working class in the country. They shifted from their established secure jobs to these new startups of innovations. The recent successful new startups ventures such as Flipkart, Myntra, Unacademy, Byjus, Khan Academy, Techmint, Vandatu etc. have provided confidence to the young entrepreneurs of India.

New Investments in these Startups- These days, these new startups have been able to attract large investors to invest in these ventures. Outlook reported that India's startups have bagged investments of 17 billion dollars in the year 2021. There are many famous investors like venture capitalists, corporate, celebrities, who are interested in investing in startups. Venture capitalists such as Blume Ventures, Elevation Capital, Tiger Global Management, Kalaari Capital, Nexus

Venture Partners, etc, have invested billions of dollars in Indian startups. The corporate honchos such as Shri Ratan Tata invest in Snapdeal, Ola, CarDekho etc, Shri Azim Premji also start work on Data stax, Myntra etc as they invested in the Indian startups. There is a recent trend in the startup circle where celebrities such as cricketers and film stars are investing and partnering with startups. For example, cricketer Mahendra Singh Dhoni has invested in startups Khata Book and Cars 24, whereas Virat Kohli has invested in startups digit, sportsbiz, and convo (Inc 42).

Government Initiatives- Babu and Sridevi(2018) reported that currently, there are many government and semi-governmental initiatives to provide assistance to start new startups in their journey like Startup India, Mudra Yojna, SETU (Self-employment and talent utilization), Royalty Tax etc. Along with this, there are many efforts by the state governments to foster entrepreneurship and startup growth in new directions with the help of government and state governments.

Conclusion

Currently, in the Indian context, startups do face many challenges to start a venture. The startups are unable to process their planning at the initial stage because creators may be less experienced in running these kinds of new business. These cerators have enough knowledge of technical fields but they do not have good skills to start a new business. These new startup ventures required help from mentors and infrastructure support at initial as well as later stages that may find it a challenge to succeed. The situations that are happening are uncertain like Covid 19 effect the growth of these kinds of innovative startups as well as impact on revenue generation of the country. Without revenue generation, running a new business is a big challenge for the new startups. These new ventures required proper marketing and promotion of their products in the market to retain customers as well as provide effective services to the customers as customers have a number of options to choose a product from the market. This requires proper investment from innovative startups. As we know well established companies in the particular area spending large amounts on promotions and marketing to startups.

Although struggling with these challenges, some Indian startups have successful journeys in that particular field. There are numerous factors that are responsible for starting a new venture. These days the government is taking incentives to support Startups venture with financial as well as moral support. Venture capitalists and investors in India are also very interested to invest in these kinds of new ventures. In the year 2021, India added a large number of startups to the unicorn club beating many established economies. The change in the mindset of the people in the country towards startups is one more added boon in this field. Overall the future for startups appears to be positive in India and globally.

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NEP 2020 : MAJOR REFORMS IN HIGHER EDUCATION AND CHALLENGES FOR ITS IMPLEMENTATION

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Abstract

The National Education Policy 2020 (NEP 2020), was approved by the Union Cabinet of India on 29 July 2020.This is the first education policy of the 21st century which replace the thirty-four year-old National Policy on Education (NPE), 1986.The policy aims at reforming of education system from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030. Some of the biggest reforms the NEP includes teaching up to class five in mother tongue or regional language, lowering the stakes of board exams, allowing foreign universities to set up campuses in India, a single regulator for higher education institutions except for law and medical colleges and common entrance tests for universities. The main objective of the paper to study biggest reforms and challenges incorporated in NEP 2020.

Keywords: *National Education Policy 2020, Reform, Challenges*

Introduction

Education is an important human activity today Education begins from birth and continues till our death. There is no boundary for pertaining education. Its implications are rich and varied. It includes the knowledge and experience acquired by a person in his life time. Education is not only necessary for survival but also for enrichment of one's life, better living and improvement in social and cultural life. Gandhiji regarded education as a powerful force for social reconstruction. To him education is an activity which necessary not only for social progress but also for moral political and economic development of a nation's. A well-defined and futuristic education policy is a must for every country because education is the key driver of economic and social progress. Taking into account their respective traditions and culture, different countries have adopted varied education systems. Recently, the Government of India took a step forward by announcing its new education policy 2020. But there lies a world of difference between laying down a policy on paper and following it in practically. Many specific proposals of NEP are impractical and would cause enormous disruption for institutions, students and teachers, and would require considerable increase in public expenditure on education which remains a distant dream. The implementation of NEP2020 depends on how the government, universities and schools can

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overcome the practical challenges. The National Education Policy 2020 is welcome and re-imagination of India's education system.

Major Reforms in Schools, Higher Education

Some of the biggest reforms the NEP includes teaching up to class five in mother tongue or regional language, lowering the stakes of board exams, allowing foreign universities to set up campuses in India The Union Cabinet approved the National Education Policy (NEP) 2020 on Wednesday. This is the first education policy of the 21st century to replace the thirty-four-year-old National Policy on Education (NPE), 1986.The policy aims at universalisation of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030. Some of the biggest reforms the NEP includes teaching up to class five in mother tongue or regional language, lowering the stakes of board exams, allowing foreign universities to set up campuses in India, a single regulator for higher education institutions except for law and medical colleges and common entrance tests for universities.

1. **The 5+3+3+4 system:** The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will include 12 years of schooling and three years of Anganwadi and pre-schooling.

2. **Schooling from 3 years:** According to the New Education Policy, from the age of 3, children will be part of Early Childhood Care and Education (ECCE). This will be delivered through a) standalone Anganwadis; b) Anganwadis co-located with primary schools; c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and d) stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE.

3. **Promoting libraries:** A National Book Promotion Policy will be formulated, and extensive initiatives will be undertaken to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres.

4. **Teaching up to class fifth in the mother tongue/regional language:** The mother tongue or local or regional language will be the medium of instruction in all schools up to Class 5 (preferably till Class 8 and beyond), according to the NEP. Besides, Sanskrit will be offered at all levels and foreign languages from the secondary school level.

5. **Creating Bal Bhavans:** Every state or district will be encouraged to establish 'Bal Bhavans' as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Free school infrastructure can be used by Samajik Chetna Kendras.

6. **Academic Bank of Credit:** This to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned. The academic credit stored in a digital locker will be like a bank credit through which a student will be able to resume education after a break as specified by the higher education commission later.

7. **Multiple entry and exit points in higher education:** The new policy will have multiple entry and exit points. Under the four-year programme students can exit after one year with

a certificate, after two years with a diploma and a Bachelor's degree after three years and Bachelor's with research after 4 years. The multiple entry and exit will be done through the academic bank of credit.

8. **Affiliation of colleges** will be phased out in 15 years and a stage-wise mechanism will be established for granting graded autonomy to colleges.

9. **By 2030, the minimum degree** qualification for teaching will be a 4-year integrated B.Ed. degree

10. **Easing of board exam:** The board exams for class 10 and 12 will continue. However, the board exams will be made 'easier' as they will primarily test core capacities, competencies rather than months of coaching or memorisation.

11. **Changes in report card:** The progress card of all students for school-based assessment will be redesigned. It will be a holistic, 360-degree, multidimensional report card that will reflect in great detail the progress and uniqueness of each learner in the cognitive, affective, and psychomotor domains. The progress card will include self-assessment, peer assessment, and teacher assessment.

Challenges in the implementation of NEP 2020

1. Opening new universities and school will be a greater challenge

India has around 1000 universities across the country. Doubling the Gross Enrolment Ratio in higher educationinstitution by 2030 which is stated in policy goals will required opening new universities. The National Education Policy 2020 intends to bring 2 crores children who are currently not in schools, back into the school system. This will surely require a substantial amount of investment in classrooms and campuses and also need for appointing new teachers. Though many teaching positions are still unfilled in existing schools, this may become challenging to achieve the goal.

2. Funding Challenges

Appropriate resource allocation is a major challenge. For example 6 % of GDP budget for education discussed and recommended in all previous Education Commissions and Policy documents but it never became a reality. Unlike the previous policy documents in NEP 2020 also assures of 6 % GDP Budget to education but for provisions and implementation the NEP 2020 document only says, Central and State Governments will make efforts for such allocations. When the Central Government is facing resource crisis during global slowdown of economies and Covid -19 severe and negative impact of economies becoming standstill, how one can expect that during the revamping of economies education sector will get due share and use full resource. At least next 3/4 years are challenging for countries recover their economies from Covid-19 impact. Over 250 million students are expected to enroll in schools in India by 2030. With a teacher-student ratio of 1:35, India needs an estimated 7 million plus teachers to address this huge student population. Those teachers need to have graduated in an esteemed B.Ed. programme for a 12th pass, graduates and post-graduates for one, two and four-year respectively. Teaching also happens to be one of the lowest paid professions in India. Due to these constraints, conceptual and experiential teaching will be tough as compared to the prevailing printed content-

oriented teaching. More fund allocation is required from the government's end to overcome this major shortcoming. Also, the current pool of teachers has to be orientated towards the new-age teaching techniques. In the proposals of NEP 2020 budget of higher education is limited. It requires private institutions to offer more scholarships to make admissions possible for students from low-income strata as well, but NEP fails to discuss how this can be achieved. This indicates a need for greater public funding in higher education, which in reality does not sit well within the current scenario. The increase in education budget up to 6% percent of GDP is simply not enough to meet the implementation needs.

3. Need to create trained teachers

NEP proposes to add three years to a child's education through ECCE for the age-group 3-6 years. As per international norms, the idea is to prepare the child for primary school through play, activities, nutrition and care so as to aid cognitive growth and learning abilities in a safe and caring environment. This requires adequately trained persons who are given due recognition as professionals performing specialised roles in the education and child care system.

4. Educational facilities and opportunities

In NEP 2020 educational facilities and Opportunities reduce for rural, poor, SC/ST and other disadvantaged sections There is no mention about reservations or other affirmative action. The increase costs of education across the board may fail to meet the aspirations for all round knowledge and productive employment.

5. Reimagining and adopting pedagogical changes

Education must not only develop the cognitive skills in learners – both 'foundational skills' of literacy and numeracy and the 'high-order' cognitive skills like critical thinking – but also 'social and emotional skills' known as the soft skills like empathy, grit, determination, leadership and teamwork. The NEP calls for such value-based learning along with significant curriculum and pedagogical changes. These pedagogical changes are tough and need to be figured out softly for successful implementation.

6. Bottom-up approach

Bottom-line approach is acceptable by all areas of life. This social and educational transformation is only possible with a bottom-up grass-root level intervention which will enhance and bring a massive change in the mindset of the stakeholders, including the office staff and parents, right at the outset. A transformation is needed from 'what to think' and 'how to think'.

7. Building public house for Remote school teachers

Teacher is regarded as the most respected and essential members of our society, as they are the ones who truly shape our next generation of citizens. Work also needs to be done in removing personal and professional barriers of working in remote, inaccessible locations which is crucial for preparing this workforce and also for making the NEP successful.

8. Digital connectivity

We require internet penetration in remote areas because e-learning is the way forward, as witnessed during the pandemic. Digital infrastructure for this purpose will include digital classrooms, expertise-driven online teaching models, AR/VR technologies to overcome gaps in physical teaching and lab infrastructure, uniform assessment schemes across schools, career

counselling sessions and teacher training to become skilful at new-age technologies. According to the NSS conducted by the National Statistical Office in 2016-17, only 23.4 percent of people in cities and only 4.4 percent of people in villages have computers. In all, only 23.7 percent of people in India have access to the internet. It is 42 percent in urban areas and only 14.9 percent in rural areas. Only 11 per cent of students in this country have online services. This will continue to be a major challenge in the next decade.

Conclusion

To conclude we can say that the NEP 2020 made a full attempt to design a policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback. The mission is aspirational but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners industry and future ready.

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CHOICE BASED CREDIT SYSTEM:
A BETTER ALTERNATIVE

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Abstract

The time has come for us to shift to newer methods and mechanisms of imparting education to the youth in general students in particular. There is lack of an 'Interdisciplinary approach' and neglect for 'value based courses'. The solution for such a problem is provide a choice for students to study multiple subjects and specialise in interdisciplinary areas. Thus the University Grants Commission (UGC) has initiated several steps to include innovation and improvement in course-curricula, introduction various types of examination, evaluation & assessment system. With a view to allow the flexibility in education system, so that students depending upon their interests and aims can choose interdisciplinary and skill-based courses, choice based credit system (CBCS), is adopted. The choice based credit system not only offers opportunities to learn core subjects but also opportunities discipline unrelated subject and explore additional avenues of learning beyond the core subjects for holistic development. Quality is the major concern of the present higher education which could be judged and assessed only by the universally acclaimed system of evaluation and this could be possible through the CBCS. CBCS is essential for Higher Education as this system increases the sincerity among the students as they are preferring to learn the subjects of their choice. Thus, the present paper aims to highlight the analytical study of Choice-Based Credit System.

Keywords:- Choice-Based Credit System, UGC, Interdisciplinary Approach

Quality education plays a significant role in enhancing knowledge, developing skills, building confidence, and creating a positive impact on students' life. It empowers students to grow not just professionally, but also lays a solid foundation of personal growth. To ensure quality education, higher education institutions must focus on developing a balance between - imparting education & promoting skill development by providing flexibility to explore various fields. Moreover, technology changes & the surge in automation has risen at a great pace in the last few years, demanding students to be more ready for the industry. Studying and understanding other departmental courses can compliment & empower students' growth. An engineering student

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can learn a Finance Management Course, which would be helpful for him.Managing such various permutations requires great effort, majorly to map clashes in timetables & examinations, and more.

To meet the above issues, the University Grants Commission (UGC), has introduced the Choice Based Credit System (**CBCS**). It offers an effective learning platform for students by broadening the horizons of education. It is a student-centric approach which helps students to pursue courses of their choice, study at their own pace, learn extra courses, and acquire more than the required credits. It includes uniform grading system instead of conventional numeric scores and marks. The emphasis is on the computation of the cumulative grade point average (CGPA) based on the performance of students in the examinations. This choice based credit system in higher education provides flexibility in preparing the curriculum and granting credits based on the course intensity and teaching hours. CBCS emphasizes group discussions, assignments, class activities, and internal examinations thus creating a beneficial education environment.

Types of Courses in CBCS

There are three types of courses: Core, Elective and Ability Enhancement

❖ **Core Courses:** There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.

❖ **Elective Courses:** An elective course is a course that can be chosen from a pool of papers. It is:

- Helpful for the Field of Study
- Giving a Broader Scope
- Fostering Student Competence
- Enabling exposure to some other discipline
- An elective may be a "Generic Elective" focusing on those courses which add generic proficiency to the students.
- An elective may be "Discipline Centric" or may be chosen from an unrelated discipline. It may be called an "Open Elective".

❖ **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds:

- **Ability Enhancement Compulsory Courses (AECC)** These courses are based upon the content that leads to Knowledge enhancement. For Example: Environmental Science and English Communication. These are mandatory for all disciplines.
- **Skill Enhancement Courses (SEC).**Theses courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

Elements of Choice based Credit System

❖ **Semester:** It involves duration of teacher-learner engagement, duration for conduct of assessment and term-end examination for evaluation and certification by declaration of grades. As per UGC regulations, in a semester there has to be a minimum of 90 teaching days for teacher-learner engagement.

❖ **Credit System:** Credit defines quantum of content/syllabus prescribed for the course. It may be a unit prescribed for a course and is determined by the number of hours of instructions required per week. Thus, in each course credits will be assigned on the basis of the number of hours required per week for lectures/tutorials/Lab work/field work to complete the course in a single semester.The student receives the credits for that course when he successfully completes it. Credits can be earned by students at their own speed.

- 1 credit = 1 hour of direct teaching/week
- 1 credit = 2 hours of lab work/week
- 1 credit = 2 hours of fieldwork/project/week
- Thus, 1 credit course requires 1 hour per week during a 15 week semester and accordingly a 3 credit or 4 credit courses requires 3 or 4 hours per week during a15 week semester. A course which has 3-4 hours per week per semester with weightage of 3 or 4 credits is considered as a full course.
- A paper with 2 credits is like a half paper.
- A course of 3 credits may be so designed that there will be 2 credits for theory and 1 credit for lab work/ fieldwork/project work
- A course of 4 credits may be so designed that there will be 3 credits for theory and 1 credit for lab work/ fieldwork/project work
- Credits are calculated keeping in mind the following components: Lecture (L),Tutorial (T), Practical (P)
- A credit system for higher education evaluates different factors, including:

Student performance, Learning outcomes and Entrepreneurship skills, Innovation, contact hours, creativity and talent

❖ **Comprehensive Continuous Assessment**
- There is a continuous evaluation of the student not only by the teachers but also by the student himself.
- The student is continually evaluated by both his and her teachers and by the student. The evaluation can be taken in any form and a 10-point grading system is used to assess the student's performance.

- **Grading**

Grading System in CBCS – As Per UGC Guidelines

S. No.	Letter Grade	Grade	Grade Point
1	O	Outstanding	10
2	A+	Excellent	9
3	A	Very Good	8
4	B+	Good	7
5	B	Above Average	6
6	C	Average	5
7	P	Pass	4
8	F	Fail	0
9	Ab	Absent	0

Advantages of Choice Based Credit System

- The student has an option to choose inter/multidisciplinary courses.
- Based on the IQ level of an individual student; a mentor guides students to select courses.
- It promotes group work, research, and community involvement.
- It gives prospects to the learner to earn certification through a walk-in/walk-out approach.
- Provides students with greater flexibility in the choice of courses.
- Students can choose courses at a basic or advanced level.
- Learners acquire job-oriented skills.
- Student progress at their own pace.
- Highly motivated students get the chance to gain extra credits.
- They can opt for additional courses and can achieve more than the required credits.
- Inter college/university migration within the country and outside becomes easy with the transfer of Credits. This means that it will be easier for foreign universities to come and offer courses in India.
- Students can opt for one part of the course in one institute and the other part in another institute. This will help in making a clear choice between good and bad colleges/ institutes.
- The students have more scope to enhance their skills and more scope of taking up projects and assignments, vocational training, including entrepreneurship.
- The system will help in enabling potential employers assess the performance of students on a scientific scale.

To conclude it can be said that education is not an end but an integral process in building the youth of a nation and subsequently at a global level. A well designed system of evaluation is a powerful educational device. CBCS have been efficient in eliminating rote learning and memorizing introducing critical thinking and analysis which leads to creativity and innovation in

education system. From the empirical evidence students perceive the CBCS to be student centric which provides student freedom and has clarity in evaluation with clear syllabi and adequate college resources providing all round development of students. It is concluded that the significant factors. Thus CBCS will enable the smooth transition from a teacher-centric system to a student-centric system.

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NEW PATH TOWARDS FUTURE EDUCATION POLICY (NEP 2020)

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Abstract

Education is very important for an individual, state, country and our world. It is a very old concept. It started from Vedic period. Development of the education system started from very early and continuously going on till now. Many policies, commissions and acts help to develop education and bring many changes in our society. NEP 2020 is a new idea, new thinking and new path for the development of the nation.
Keywords: *NEP 2020, Future Education, Indian Education Policies*

Introduction

Education is concerned with methods of teaching and learning in schools or school-like environments as opposed to various formal, non-formal and informal means of socialization.

Education can be thought of as the transmission of the values and accumulated knowledge of a society. Education is a purposeful activity for achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness, and honesty. Education results in an improvement of the student while others prefer a value-neutral definition of the term.

In other words, education may also refer, not to the process, but to the product of this process: the mental states and dispositions possessed by educated people. Education originated as the transmission of cultural heritage from one generation to the next. Today, educational goals increasingly encompass new ideas such as the liberation of learners, skills needed for modern society, empathy, and complex vocational skills.

Achievements in the Path of Development of Education System in India

Education is not a new concept; it is as old as our Vedas, Upanishads. In India education started from Vedic period. It goes from very ups and down. At the time of independence, India was lagging behind due to the British government having not given importance to educating the general population. Freedom fighters were to deal with these challenges and make India a modern, educated and developed nation.

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Education in India is primarily run at three levels: central, state and local. Under various articles of the Indian Constitution and the Right of Children to Free and Compulsory Education Act, 2009, provided free and compulsory education upto 6-14 years of age group. There are many achievements in the field of education system are:

Indian Education Policies

India has implemented several education policies over the years that aim to make changes in education:

- **National Policy on Education (2020):** The National Policy on Education (NPE) was recently revised in 2020, replacing the previous national education policy 1986. NEP 2020 focuses on making education more inclusive, flexible, and holistic, and qualitative promoting multidisciplinary learning in education.
- **Sarva Shiksha Abhiyan (SSA):** Launched in 2001, the SSA aimed to provide free and compulsory education to all children aged 6-14 years. The program aimed to bridge the gap between rural and urban education and improve the quality of education in government schools.
- **Rashtriya Madhyamik Shiksha Abhiyan (RMSA):** Launched in 2009, the RMSA aimed to improve the access and quality of secondary education in the country.
- **Right to Education Act (RTE):** The RTE Act was passed in 2009 and made education a fundamental right for all children aged 6-14 years. The Act aimed to provide free and compulsory education to all children and ensure that they receive quality education.
- **Mid Day Meal Scheme:** Launched in 1995, the Mid Day Meal Scheme aims to provide free meals to children studying in government and government-aided schools to improve enrollment and attendance rates.
- **National Skill Development Policy:** The National Skill Development Policy was launched in 2009 to provide vocational training to young people and enhance their employability.
  These policies have helped to address the various challenges faced by the Indian education system and have led to significant improvements in education outcomes. However, there is still a need for further reforms to ensure that all children in India have access to quality education.

Gender Parity and Gross Enrolment Ratio

Female education was not given much importance at the time of independence. Most people in the country were extremely reluctant to send their girls to school. However, the situation has changed. Now maximum girls are enjoying education. The wide gender gap in the field has been closed off for students in classes I to VIII. For primary school (class I to V) students, there are now 1.02 girls for every boy, a sharp jump from 0.41 girls in 1950-51. For upper primary (classes VI to VIII) the number is 1.01 girls per boy.

Literacy Rate

The literacy rate in India jumped from 18.3 percent in 1951 to 74.4 percent in 2018. Female literacy saw the most remarkable turnaround in the period, surging from 8.9 percent to 65.8 percent in the same period.

Number of Schools and Colleges

Every government of independent India has focused on making educational facilities more available to the general public. The number of schools has increased to over ten times from 1.4 lakh at the time of independence to 15 lakh in 2020-21. The number of colleges has also witnessed a steep rise. From 578 colleges in 1950-51, India now has 42,343 colleges. The number of universities in the same period surged from 27 to 1,043.

One significant sector that has seen a surge is medical education. The number of medical colleges has increased over 21 times in the last 70 years. From 28 medical colleges in 1951, the number has gone up to 612 colleges.

Another cornerstone of India's education sector is the **National Education Policy 2020** which has been brought out by the current Union government. The policy aims to revolutionize education in India especially through regional language becoming a medium of instruction in schools. The policy will also pave the way for an increased role for foreign universities in India. The benefits of the National Education Policy 2020 will decide where the nation stands in the next few decades.

NEP

The National Education Policy of India 2020 (NEP 2020), it was started by the govt. of India on 29 July 2020. It replaces the previous National Policy on Education, 1986. This policy is related to elementary education to higher education as well as vocational training in various regions of India. It wants to transfer the whole system by 2030. According to this policy, 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. NEP is a broad term for proper accomplishment in education. It is the responsibility of various state, institutions and government bodies.

The new policy is a wide-ranging document and therefore priority-setting is key. To realize the NEP's vision, the center should prioritize certain critical elements of the policy: expanding access to early childhood care and education (ECCE), raising foundational literacy and numeracy in primary school, and creating a regular, national sample-based survey of learning outcomes

Early Childhood Care and Education (ECCE)

Its range of education will be from 6-14 years to 3-18 years. It capitalizes on a period of rich brain development of children and it is of good quality and can help them with full potential. It helps our child to make friends, develop independence and learn new routines.

Universal Access to Education at All Levels

According to this 100 percent enrollment will be done by 2030. Main feature of this policy is to decrease the dropout rates.

Curriculum and Pedagogy in Schools

This policy motivates the use of local languages as a medium of instruction up to the class 5th, and after this bilingual education should be promoted. It suggested using a 5+3+3+4 class system.

Testing and Assessments

It focuses on assessment of academic achievement at 3rd, 5th, and 8th classes. Promoting. Board exam will be on the 10th and 12th. This policy provides freedom of choosing subjects.

School Complexes

This policy wants to reorganize smaller schools with very low enrolment into which connects 10-15 such small schools into one administrative unit, will help reduce school isolation, in different parts of India.

NEP 2020 and 21st Century Education

21st Century learning and innovation skills matter today, because of the following reasons:

- Soft skills are required for a high level of working.
- Students are being ready for a particular profession.
- Students will provide proper knowledge to students.
- Knowledge should be theoretical and practical.

Important 21st Century Skills for Students

The list of 21st Century learning skills which must be woven into the learning experiences of students are as follows:

- Creativity
- Problem-solving
- Perseverance
- Collaboration
- Information literacy
- Media literacy
- Civic literacy
- Social responsibility
- Innovation skills
- Thinking skills
- Global Awareness
- Self-direction
- Social skills
- Literacy skills
- Critical thinking
- Communication skills
- Technology skills and digital literacy

Conclusion

Education is an important and lifelong process. It started from birth to death. Our constitution, policies on education and commissions help to develop our nation. NEP 2020 has many challenges in its way to achieve the main objectives of education. Objectives of NEP 2020 are obtained by the cooperation of societies, states originations etc.

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CHOICE BASED CREDIT SYSTEM: A CRITICAL ANALYSIS

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Abstract

The time has come for us to shift to newer methods and mechanisms of imparting education to the youth in general and students in particular. There is lack of an 'Interdisciplinary approach' and neglect for 'value based courses'. The solution for such a problem is to provide a choice for students to study multiple subjects and specialize in interdisciplinary areas. With a view to allow the flexibility in education system, so that students depending upon their interests and aims can choose interdisciplinary and skill-based courses, choice based credit system (CBCS), is adopted. The choice based credit system not only offers opportunities to learn core subjects but also explore additional avenues of learning beyond the core subjects for holistic development. Quality is the major concern of the present higher education which could be judged and assessed only by the universally acclaimed system of evaluation and this could be possible through the CBCS. CBCS is essential for Higher Education as this system increases the sincerity among the students as they prefer to learn the subjects of their choice. Therefore, the objective of the present paper is to critically examine the different aspects of Choice Based Credit System.

Keywords: *NEP2020, SSA, RTE, Literacy rate. Early Childhood Care and Education (ECCE)*

Introduction

"Choice Based Credit System is a proven, advanced mode of learning in higher education which facilitates a student to have some freedom in selecting his/her own choices in the curriculum for completing any Degree program".

University Grants Commission has come up with the Choice Based Credit System (CBCS) programme in which the students have a choice to choose from the prescribed courses, which are referred as core, elective or soft skill courses and they can learn at their own pace and the entire assessment is graded-based on a credit system. The basic idea is to look into the needs of the students so as to keep up-to-date with development of higher education in India. CBCS allows students an easy mode of mobility to various educational institutions spread across the

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world along with the facility of transfer of credits earned by students. Choice Based Credit System was considered to be the benchmark for our academic institutions against the international level institutions. India has adopted the Choice Based Credit System on the recommendation of the Knowledge Commission (Sam Pitroda) as well as per the Eleventh Five Year plan in order to bring about quality and transformational change in Indian higher education. Under the Choice Based Credit System, a student would pursue three kinds of courses and they are compulsory foundation courses, elective courses and core courses. Here, it is mandatory for a student to have the core subjects every semester and choose electives from the prescribed pool of subjects unrelated to his her own discipline. The Choice Based Credit System aims at introducing multidisciplinary approach to higher education enabling a student to have strong hold across multiple subjects from a wide range of elective subjects.

Concept of CBCS System in India

The 11th Five Year plan of India proposed various measures for academic reforms in higher education. The National Knowledge Commission (Sam Pitroda) report to the nation in 2008-2009 on higher education and Yashpal Committee Report in 2009 recommended revamping of higher education through academic and administrative reforms. Keeping in view the challenges of the changed times and make the higher education in Indian Universities compatible with the universities in developed nations, the UGC (11th plan, March 2009) stressed on the following recommendations has to be put on CBCS system in Higher Education:

- **Choice based:** Choice of multiple courses
- **Grading:** Marks secured is in letter grade format
- **Semester:** Learner-Teacher Engagement Quotient can be measured semester-wise.
- **Credit:** Class hours per week carries additional importance in credit system
- **Assessment:** In the form of class room attendance, Mid Term Tests etc; is continuous and wide-ranging

Basic Elements of CBCS System

1. **Semesters:** The assessment is done semester wise. A student progresses on the basis of the courses taken rather than time like three years for science, arts, commerce or four years for engineering etc. Each semester will have 15–18 weeks of academic work which is equal to 90 teaching days.

2. **Credit System:** Each course is assigned a certain credit. If a student passes a single course in a semester, he does not have to repeat that course later. The students can earn credits according to his pace.

3. **Credit Transfer:** If for some reasons, he cannot cope with the study load or if he falls sick, he has the freedom to study fewer courses and earn fewer credits and he can compensate this in the next semester. Comprehensive continuous assessment: There is a continuous evaluation of the student not only by the teachers but also by the student himself.

4. **Counting of Credits in Credit System:** One credit per semester is equal to one hour of teaching, which includes both lecture (L) or tutorial (T) or two hours of practical work/field work (P) per week. A study course can have only L component or only T or P component or combination of any two or all the three components. The total credits earned by a student for each semester is L+T+P.

5. **In Compliance with the Global Grading System:** All the major higher education institutions across the world are implementing this credit system. For instance, the 'National Qualifications Framework' in Australia, the Pan-Canadian Protocol on the Transferability of University Credits the UK Credit Accumulation and Transfer System (CATS) and even in the US system, Japan system, etc. are based on credit system.

To help fulfill the aims of the **New Education Policy 2020** (NEP) initiated by the Ministry of Human Resource Development (MHRD), the UGC wishes to develop a "learner-centric" approach throughout the education delivery mechanism. Here are few facts about the structure and implementation of the Choice-Based Credit System (CBCS).

❖ **Learner-Centric Approach:** The most significant difference brought by the CBCS system is that it has made the learning system "Student-Centric." CBCS will give students more freedom regarding their education by allowing them to choose interdisciplinary, interdisciplinary, skill-oriented papers (even from other disciplines) based on their learning needs, interests, and ability. Students will be able to earn credits by combining subjects such as physics and economics, microbiology and chemistry, and environmental science, among others. CBCS allows students to study at different times and at multiple institutions to complete a course, giving students greater mobility. Credits obtained at one institution can also be transferred to another. As a result, if properly designed, the CBCS system provides adequate flexibility to suit the needs of all students.

❖ **Subject Categories:** The CBCS system gives students the freedom to choose the subjects they want. The subjects are divided into groups, allowing students to choose subjects of interest from each group. The UGC-specified categories are shown below:

1. Core Course
2. Elective Course
   - Discipline-specific elective Course
   - Generic Elective
   - Project
3. Ability Enhancement Courses
   - Ability Enhancement Compulsory Courses
   - Skill Enhancement Courses

❖ **Grading:** The CBCS system follows the semester pattern, with two consecutive semesters (odd and even) forming an academic year; grading and evaluation of students' performance in each subject occur at the end of each semester. CBCS has a credit-based grading system rather than a percentage-based one. Though credit-based grading is widely used in universities, the credit system mandated by UGC is detailed below:

Grading system of CBCS system- As per UGC Guideline: UGC has introduced a 10-point grading system in CBCS to allot grading as shown in the following table-1

S. No.	Letter Grade	Grade	Grade Point
1	O	Outstanding	10
2	A+	Excellent	9
3	A	Very Good	8
4	B+	Good	7
5	B	Above Average	6
6	C	Average	5
7	P	Pass	4
8	F	Fail	0
9	Ab	Absent	0

Advantage of CBCS System

Advantage of CBCS system in Higher education in India are:

(i)   Choice Based Credit System is essential for higher education in the present context.
(ii)   CBCS system of courses helps the students to improve the interdisciplinary approach in education.
(iii) Freedom to choose subjects which is beneficial for students.
(iv)   Respect Learner Autonomy Allows learners to choose according to their own learning needs, interests and aptitudes.
(v)   Facilitates Learner Mobility: Offers the opportunity to study at different times and in different places. Credits earned at one institution can be transferred to another.
(vi)   In this system students need not to repeat the full semester if there is fail in one paper.
(vii) More autonomy is given to the students in this system.
(viii) CBCS provide develop quality education.
(ix)   It upgrades educational and occupational aspiration of the upcoming generation.

Disadvantages of CBCS System

(i)   Implementation of CBCS has some Practical limitations.
(ii)   It is complicated, especially in the view of shortage of teachers or infrastructures.
(iii) It needs more punctuality from the student.
(iv)   Students can have only partial knowledge of any new subject chosen by the student as extra credit subject.
(v)   Numbers of courses are imposed in the CBCS, which is an overburden for the student as well as teachers.

(vi) Shortage of infrastructure facilities i.e. building, laboratory facilities, and practical class room affects CBCS.

(vii) Unfortunately, a large section of the society suffers from inertia and is, therefore, reluctant to accept any change.

(viii) The new system which is planned for implementation has not been clearly explained.

(ix) Most of the teachers, academic administrators and community at large are inattentive to the intricate technicalities of examinations which affect their reliability, validity & objectivity.

(x) Additional time is required to prepare proper guidelines and manuals so as to enable the various stakeholders in understanding the new system.

Challenges of Choice-Based Credit System

1. **Resistance from stakeholders:** There is a strong resistance to change from stakeholders. Stakeholders' consensus in terms of core papers is a major challenge.

2. **Reduction in emphasis on Language Papers:** The biggest challenge is being observed in Language Papers. Both of these languages had been considered essential for students since the beginning of the higher education system in India. Language proficiency is considered essential for the development of higher knowledge and skills acquisition.

3. **Workload of English and Hindi teachers:** The workload of English and Hindi teachers will also get drastically affected. There is great resentment and apprehension regarding the drastic reduction in the workload of these teachers.

4. **Diversion from the main course**: There is apprehension that Ability Enhancement Compulsory Courses and Skill Enhancement Courses will get little attention from teachers and students and will remain as mere formality. Similar trends are already prevalent in EVS paper.

5. **Difficulty in finding Experts**: For Ability enhancement and Skill enhancement papers, it will be difficult to find Experts. Making experts available as per needs of the college timetable & students' availability is a big question.

6. **Lack of adequate infrastructure:** A majority of colleges and departments in universities do not have adequate infrastructure to facilitate this, including smart boards, projectors, access to computers and Internet, and storage space for projects

7. **Difficulties with Grading System**: Accepting grade points in the subject instead of marks and letter grades instead of exact total marks is difficult since the determination of individual ranking is not possible by merely referring to grade points and letter grades. Moreover, Grading System has its own limitations.

8. **Lack of Uniformity in implementation of Credit System:** Mobility or transferring of students from one institution to another one would be problematic. Different natures and standards of institutions will force problems in maintaining the equality in terms of mobility of students as everyone would desire to move from substandard institution or university to standard one.

9. **Lack of Academic advising:** There is a cafeteria of choices but how do you know which combination works best? Students may face a dilemma in choosing the subjects due to their inexperience in predicting future demand. Academic advising is a key component of successful CBCSs and most Indian institutions/ faculty members have little experience in this area.

10. **UGC list of disciplines is incomplete**: UGC list of disciplines and courses is not exhaustive. Some important subjects like Physical Education and Fine Arts are not included in the list of disciplines/ courses to be covered under CBCS.

11. **Variations in Workload:** Extra burden would be experienced by faculty members of few subjects as CBCS has the flexibility in taking or choosing credits. Mastery over concerned subjects would be hampered.

12. **Chances of subjectivity in Evaluation:** Seriousness of students will get reduced from the examination as much weightage is given to continuous or internal assessment and evaluation. The chance of subjectivity would be maximum, as internal evaluation has 40 % weightage.

Conclusion

Choice Based Credit System is essential for Higher Education. This system increases the sincerity among the teacher as well as the students. Thus on the analysis of the present time education system emphasis should be made on the positivity of CBCS. The author after analyzing the pros' and cons' of the CBCS, concluded that India needs multidimensional and broad based quality education to maintain its leadership in the 21st century. Therefore, India should show the concern over the quality in education as the education in India is not competitive in terms of the quantity and quality with other countries. Therefore there is the need to explore the concept of CBCS. Everyone should be well known with CBCS so that the opportunities can be utilized in the best way. The education system is continuously changing towards student's centric system. This is why there is the need to understand the importance and utility of each and every aspect of the education system. The courses are newly included so as to obtain the desired outcome. This is the reason that's why different new courses have emerged. And the most important thing is that there is freedom to opt any of the courses by any student without any limitation of their stream of study. The CBCS is wholly based on this principle.

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ROLE OF LANGUAGES IN HIGHER EDUCATION AND CHALLENGES

Sukhjinder Kaur*

Abstract

It is recognizable that languages play an important role in various aspects of our daily lives. Their role is not only limited to communication, rather it extends into the vast outlets of knowledge and human sciences. Languages are proficient in developing human knowledge and extending it for the benefit of humankind. The language is always believed to play a central role in learning. No matter what the subject area, students assimilate new concepts when they listen, talk, read and write about what they are learning. Speaking and writing reflects the thinking process that is taking place. The most operative mode of communication at the elementary school level is the regional language, which also generally happens to be the mother tongue. But one has to take note of the fact that in metros across India, which became home to corporate establishments, verbal confirmation of the population became diverse and in schools that grew in large numbers, English became the language of education. With English being accepted as the global language, today even in many rural schools English has arisen as the language of education. The purpose of this paper is to establish a relationship between languages and knowledge.

Keywords: *NEP 2020, Higher Education, Multidisciplinary Education*

Introduction

The main objective language in education is to promote development of values such as a scientific temper of mind, tolerance, and respect for the culture or other national groups. Language provides the child with an effective tool for communication and at the same time becomes a part of a creative process that the child can enjoy artistically and gain confidence from its use. Ultimately, the language and its components become ingrained to the child's psyche and into his daily life. In the classroom, students' learning development is taking place when interactions between students and teachers or among the students themselves occur in their local language. With the existence of instruction in their own language in the classroom, student's level of learning will be improved.

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Nature of Language in Communication

Language retains the following features in communication

- Language is transferable in that it involves acting, reacting to and emitting stimuli and receiving responses or feedback on a natural frame and consideration.
- Language is instructive, it is engaged in by social animals in order to achieve significant objectives and goals.
- Language is consummating, i.e. through communication the people involved reach a high level of completeness.
- Language is dynamic; this involves the sender and the receiver in constant action of encoding and decoding of meaning.
- Language is a process with a direct movement from the sender to the receiver and vice versa in communication.

Language Policy in NEP 2020

The new National Education Policy (NEP) has a segment called 'multilingualism, and power of language'. In this segment the policy has emphasized mother tongue/local language/regional language as the medium of instruction at least till Grade 5, but preferably till Grade 8 and beyond. Sanskrit to be offered at all levels of school and higher education as an option for students, including in the three-language formula. Other classical languages and literatures of India also to be available as options. No language will be imposed on any student.

- Students participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the 'Ek Bharat Shreshtha Bharat' initiative. Several foreign languages will also be offered at the secondary level.
- Indian Sign Language (ISL) will be standardized across the country and National and State curriculum materials developed, for use by students with hearing impairment.
- NEP recommends setting an Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian and Prakrit, strengthening of Sanskrit and all language departments in HEIs, and use mother tongue/local language as a medium of instruction in more HEI programmes.
- Teaching and learning of Indian languages need to be integrated with school and higher education at every level of education.
- The schools and colleges must be providing a steady stream of high-quality learning in order to keep the languages relevant and vibrant; there must be a steady stream of high-quality learning.
- The students must be provided with study materials like textbooks, workbooks, videos, plays, poems, novels, magazines, etc. to learn the language with efficiency.
- The Policy also includes that language subjects will be frequently updated to their vocabularies and dictionaries, widely circulated in order to the most current issues and concepts.

Challenges

- The Indian Government has made Hindi one among the 22 languages as an Official and National language which is spoken by many civilians and politicians by making English, a

language of coordination with Hindi, with this thought the student has relieved off studying many languages another new problem came into force. Therefore, the student who belongs to a different region in India has to learn Hindi for Indian Nationality and the Mother Tongue for all the Governmental transactions and for the traditions and connections. Thereby the non-Hindi student has to necessarily learn his Mother Tongue besides the National language Hindi also. But it is enough to the student of Hindu religion to learn only Hindi language so that the new language problem encounters with the non-Hindi student

- Although there are many languages in India, English has been established as the Official and Teaching language only in order to spread English all over India. Moreover, they have to learn English as they offer jobs to those who learnt English. Therefore, the students have to learn English as they offered job to those who learnt English, therefore the student has to bear the burden of learning English language after the Independence all the Mother Tongues occupied the Teaching language places only became of the struggle of the Philosophers, Educational Societies, Psychologists and other Scholars. With this the student has to definitely learn his Mother Tongue. The English language has improved its importance, although the Mother Tongue has occupied the place of teaching language.

- India has adopted three language formulas, this is a reason, the student has to learn the three languages- Mother Tongue (Language), National and International languages compulsorily. But most of the students in India are facing it as a problem. The non-Hindi students have to learn all the three languages whereas the Hindi Mother Tongue student is enough to learn only Hindi and English. Because they have the privacy in Hindi Language, their Mother Tongue and National Language. So that we should not let this problem go. Because the non-Hindi Students are facing three problems by studying these three languages. They are 1) Quarrelsomeness 2) Increasing the mental stress 3) Losing grip on non-Language issues: But the Hindi Students are being benefited very much rather than facing these problems. With this the Three Languages problem has increased. "

To conclude, the language policy of NEP 2020 is truly a path breaking document in every sense NEP recommends the teaching of Indian languages with English and Foreign Languages. NEP predicts the promotion of Indian languages through regular use, preparation of pedagogical materials, training of teachers, adoption of mother tongues as medium of instruction, innovative methods, judicious use of technology and development of positive attitude towards all languages and their remarkable unity. NEP also recommends linguistic empowerment of hearing-impaired population through teaching of Indian Sign Language with its local varieties.

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EDUCATIONAL ASPIRATION AND SOCIAL ASPECTS OF MUSAHAR COMMUNITY

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Abstract

The Musahar Community forms a group on the basis of social structure, which is cut off and marginalized from the rest of the society. If seen in the context of India, the residence of Musahar Community is mostly found in North India. The Musahar Community is well-known in the main society as the moose catching caste. In fact, Musar is such a species, which catches moose and uses it as a food item in its food. 'Musharas are also addressed by various names like Sada, Manjhi, Mandal, Bhuiya, Rikyasan, Rishidev, Balakumuni, Daityaniya, Kasmeta, Vanmanush' (Kumar, 2017). Musahars are also known as forest dwellers and king of forests in the coastal areas of Varuna river in Prayagraj district of Uttar Pradesh. The Musahar community is mainly spread in the districts of central and eastern Uttar Pradesh and they are highly skilled in stone-making and clay-cutting. In the presented research paper, the educational aspirations of Musharas and the process of building their life skills has been studied. Research results show that the Musahar community has its own food habits, living conditions and their folk traditions that make them unique. Very little information is available to understand the educational aspirations of Musharas and the development of their life skills. The Mushars do not have any written scripture of their own. Their traditions are also only oral expressions, passed down from generation to generation for centuries only through hearing and imitation. The socio-economic conditions of the Musahar community are very low compared to other castes of the Scheduled Caste (SC) category and even today there is a feeling of social untouchability with the Musahar Community.

Key Words: *Musahar Community Educational Aspiration and Social Aspects.*

Ethnicity of Musahar Community

The concept of Scheduled Caste in India dates back to before independence. On the basis of the 1931 census, the Simon Commission named all the untouchable castes or the group of castes living at the lowest rung in the society as Scheduled Castes in 1935. After independence, the Constitution of India provides the power to add new castes or remove old castes from the

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list of Scheduled Castes under Article-342 (Prasad and Yadav, 2018). According to the report of the Ministry of Social Justice and Empowerment, Government of India - Handbook on Social Welfare Statistics-2021, till October 26, 2017, the total number of all castes included under the Scheduled Castes in Article-341 of the Indian Constitution is 1284. The same group of 1284 Scheduled Castes was named 'Harijan' by Mahatma Gandhi. In the Indian Varna system, the Scheduled Castes have also been called Shudra and Ati Shudra. There is a very popular term for Scheduled Castes - Dalit. The term Dalit is used for the downtrodden, deprived and marginalized castes in Indian society. In fact, Dalit castes have been victims of discrimination due to social structure, karma-based varna-system becoming caste-based and educational-economic status, etc. and they were earlier called untouchables. Even at present, there has not been much improvement in the condition of the Scheduled Castes. Out of those 1284 Scheduled Castes, one of the most oppressed and cut off castes from the main society is Musahar. On the basis of social structure, the Musahar Community forms such a group, which is on the margins, cut off from the rest of the society. If seen in the context of India, the residence of Musahar Community is mostly found in North India. The Musahar Community is well-known in the main society as the moose catching caste. In fact, Musar is such a species, which catches moose and uses it as a food item in its food. 'Musharas are also addressed by various names like Sada, Manjhi, Mandal, Bhuiya, Rikyasan, Rishidev, Balakumuni, Daityaniya, Kasmeta, Vanmanush' (Kumar, 2017).

Musahars are also known as forest dwellers and king of forests in the coastal areas of Varuna river in Prayagraj district of Uttar Pradesh. The Musahar community is spread mainly in the districts of central and eastern Uttar Pradesh and they are highly skilled in stone-making and clay cutting. The Musahar society's own food habits, living conditions and their folk traditions also make them unique. Very little information is available to understand the socio-educational status of Musharas and their educational aspirations. The Mushars do not have any written scripture of their own. Their traditions are also only oral expressions, passed down from generation to generation for centuries only through hearing and imitation. The socio-economic conditions of the Musahar community are very low compared to other castes of the Scheduled Caste (SC) category. Even today the feeling of untouchability remains with the Musahar Community. Even today they have not received as much acceptance in the society as other castes. In India, the Musahar Community resides mainly in states like Bihar, Jharkhand, Uttar Pradesh, Uttarakhand, West Bengal, Odisha, and Tripura. The state of Bihar has the highest number of Musahars and their number is in second place in Uttar Pradesh. In the state of Bihar, the Musahar community has been kept in the category of Mahadalit; Whereas in Uttar Pradesh, the Musahar Community is still included in the Scheduled Caste group. The population of Mushars in relation to the total and Scheduled Castes in different states has been presented in the following table-1.

Table-1: Population of Total, SCs and Musahar Community

State	Total Population	Schedule Caste		Musahar Community		
		Population	%	Male	Female	Total
Bihar	104099452	16567325	15.91	1407557	1317557	2725114
Jharkhand	32988134	3985644	12.08	27251	25845	53096
Odisha	41974218	7188463	17.13	37	20	57
Tripura	3673917	654918	17.83	178	149	327
U.P.	**199812341**	**41357608**	**20.70**	**133149**	**123986**	**257135**
Uttarakhand	10086292	1892516	18.76	397	321	718
Bangal	91276115	21463270	23.51	10708	10241	20949
India	**1210854977**	**201378372**	**16.63**	**1579277**	**1478119**	**3057396**

Source: Handbook of Social Welfare Statistics 2021, Ministry of Social Justice, Government of India page: 29 and 61-114. retrieved on 29/12/2022 https://socialjustice.gov.in/writereaddata/UploadFile/ HANDBOOKSocialWelfareStatistice2021.pdf

It is clear from the analysis of the above table-I that in comparison to the total population of Uttar Pradesh 199812341, the total population of Scheduled Caste is 41357608, which is the highest among all the states where Musahar Community resides. The SC percentage in Uttar Pradesh is 20.70% as compared to 16.63% of SC population in India. The total population of Musahar Community is 257135 relative to the total population in Uttar Pradesh. Narayan (2018) has said that according to the 1981 census, the population of Musahar Community in Uttar Pradesh was 126088, who were also known as Vanmanus, Banjara and Gonare. The Scheduled Caste's inclination towards education is very less as compared to other castes.

Socio-Educational Scenario of Musahars

The social, economic and educational status of Mushars is still very low in comparison to other Scheduled Castes. Without raising the level of education, it is not possible to raise the socio-economic status of Musharas and to establish their social inclusiveness. Recognizing education as a tool for social reform and economic development, additional efforts should be made for the education system for Musharas. 'Education brings technological development as well as provides an opportunity to connect with the whole world, apart from this, education is also considered important for freedom, social justice and a better social change based on equal opportunities and social values' (Radha Krishna and Kumari 1989). In fact, 'Education not only enables a person to develop skills towards increasing the efficiency level but also plays an important role in changing his personality positively. Vocational and technical education in particular helps significantly' (Paswan and Jaidev 2002). Despite having a democratic system in India, the political participation of Mushars is limited to voting only and only. They are still cut off from the main society. Educational institutions are also considered most important for social

development and social inclusion. The access of Musharas to the educational institution is still not properly ensured. Because their economic condition is very bad. They do not have their own land for cultivation. Even if there is some leased land, it is enough to live only by making thatch. The Musahar Community works as daily wages to feed their stomach. The details of population and literacy of Musharas in different states are presented in the following Table-2.

Table-2: Populational and Literacy of Musahars in India

State	Population			Literacy Rate (%)		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
Bihar	1407557	1317557	**2725114**	34.60	22.90	**29.00**
Jharkhand	27251	25845	**53096**	41.30	23.70	**32.80**
Odisha	37	20	**57**	44.10	63.20	**50.90**
Tripura	178	149	**327**	93.80	79.90	**87.40**
U.P.	133149	123986	**257135**	31.30	16.90	**24.40**
Uttarakhand	397	321	**718**	56.50	43.50	**50.90**
Bangal	10708	10241	**20949**	30-30	18.20	**24.40**

Source: Handbook of Social Welfare Statistics 2021, Ministry of Social Justice, Government of India pp: 61-114 retrieved on 29/12/2022 https://socialjustice.gov.in/writereaddata/UploadFile/HANDBOOKSocialWelfareStatistice2021.pdf

Conclusion

We all know that the environment in rural India is largely inclusive. That is, people of almost all caste-class-religion together celebrate different types of festivals and live together. Everyone participates together in socio-educational activities. But the participation of the Musahar Community in such programs is almost negligible even today. Even if they do participate in a program, they remain cut off from the main program, often sit at the back, and at the end take home the leftover food and eat it. Don't sit and eat with everyone. The Literacy rate of Musahars is very low and social Inclusion is very bad. They aren't able to manage their daily needs. Educational Aspiration among the Musahars are very Negative in the context of formal education. They think that children are born to do work and help their parents to manage daily fundamental needs.

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CHOICE BASED CREDIT SYSTEM: A BETTER CHOICE IN EDUCATION SYSTEM

Surjit Kaur* & Dr. Kiran Walia**

Abstract

The article throws light on the topic of choice-based credit system: A better choice in education system. The higher education choice-based credit system reimagines and emphasises the student-centred nature of learning. With the option to choose from a variety of courses and design their own learning path, students have access to a flexible teaching-learning system with the choice-based credit system. Every semester a variety of optional, core and soft skill courses are available for students to select from. Grading serves as the basis for evaluation in a choice-based credit system. The University Grants Commission (UGC) introduced the CBCS or Choice Based Credit. The Indian UGC commission determines the System's guidelines. The System is applicable to all central, state and recognized colleges and universities in the country and increases students' employment opportunities.. It enables students to acquire a variety of supplementary skills that enhance their core knowledge and advance their employment prospects. Students can acquire job-oriented skills. By honing their skills, it helps them compete in the corporate sector or find lucrative government jobs.

***Keywords:** Choice-Based Credit System, Advantages and Suggestion of Choice-Based Credit System*

Introduction

The choice-based credit system gives students the freedom to choose from among the courses the institute is currently offering. These could be core, soft skill, optional/elective or minor courses among other. The weight of each course varies. The University Grants Commission (UGC) introduced the CBCS or Choice Based Credit. The Indian UGC commission determines the System's guidelines. The System is applicable to all central, state and recognized colleges and universities in the country and increases students' employment opportunities.

Several higher education institutions have revamped their grading and credit systems to conform to CBCS since the NEP 2020 announcement. In order to provide students with a flexible learning environment, educational establishments must adopt the appropriate technology, which

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is a need of the hour. The majority of Indian universities and colleges use a marks or percentage based evaluation system, which restricts students' mobility and prevents them from transferring to another institution to pursue their selected subjects or courses. This suggests that there should be a flexible educational system that allows students to choose and enrol in a variety of professional and non-professional courses. That is why the University Grant Commission (UGC) has mandated the implementation of the choice-based credit system (CBCS) in all undergraduate (UG) and postgraduate (PG) courses under the XI plan of higher education following a prolonged discussion among educators and experts in the relevant fields.

Qualities of CBCS

Some noteworthy characteristics of the choice-based credit system include:

1. **Credit Transfer:** A student's credits are transferred if they decide to change their branch of study.
2. **Grading System:** Under the higher education choice-based credit system, evaluation is done using grades rather than marks.
3. **Lessens Stigma:** By moving to a grading system, CBCS helps reduce the shame associated with failure. In order to change the mentality of winners and losers, the CBCS marking method uses alphabets or grades for numbers.
4. **Student Mobility:** The CBCS facilitates student mobilisation and enhances inter-disciplinary communication. In some situations, it also allows students to experience exchange programmes at colleges outside of India.
5. **Increases Employability:** Because to the choice-based credit system, Potential employers may more easily evaluate a student's academic achievements.

Advantages of the CBCS System

1. **Inter/Multi-Disciplinary Course:** At the graduate level, students are allowed to select inter- disciplinary and multi-disciplinary courses. It enables students to acquire a variety of supplementary skills that enhance their core knowledge and advance their employment prospects.
2. **Mentoring:** Students are allocated mentors to assist them in choosing courses in accordance with their IQ level. Students can benefit from mentors' excellent counsel and guidance as they choose a job that best suits their abilities.
3. **Encourages Student Engagement:** The choice-based credit system promotes group projects, volunteerism and research. Students who interact with one another have the opportunity to learn from one another and develop a feeling of community.
4. **The Walk-in/Walk-out Method:** Through multiple entry and exit methods, learners can earn a degree or certification. It makes it simple for those who work to go to college.
5. **Flexibility:** Students have greater freedom and flexibility when selecting courses.
6. **Course Levels:** Students can take courses at the basic or advanced levels.
7. **Job Oriented Skills:** Students can acquire job-oriented skills. By honing their skills, it helps them compete in the corporate sector or find lucrative government jobs.

8. **Customized Learning Pace:** Students are free to progress at their own convenient pace. Highly motivated students can speed up and acquire additional credits each semester. Others, on the other hand, can learn at their own pace and take their time.

9. **Move the teacher to the student center:** shift the focus of education from focusing on teachers to focusing on students.

10. **Selecting a student:** Students are allowed to take as many credits as they can handle (without having to repeat any courses in a semester if they fail one or more).

11. **Students select subjects based on their abilities, interests, and needs:** Students in CBCS have more flexibility because they can choose between inter- disciplinary and intra-disciplinary courses as well as skill-oriented papers (even from other disciplines) based on their learning needs, interests, and aptitude.

12. **Broad-based education:** Education is broadened and brought up to international standards at par CBCS. Unique combinations can be combined to earn credits. For example Economics and Physics, Microbiology and Chemistry, Environment science and so on.

13. **Flexibility:** Students can complete a single course at any time and at any institution thanks to CBCS's flexibility (ease of mobility). Transferable credit can be earned at one institution.

14. **To help them achieve their goals:** Through its flexibility in offering courses, it helps students realize their potential.

15. **Help choosing courses:** Students can also benefit from choosing courses and papers based on their preferences and interests.

16. **All-around development of students:** It has broadened the educational system's base. It has the potential to promote learners' multifaceted personalities or all-round development.

17. **Enhancing work efficiency:** Knowing about a variety of soft courses can also be helpful in the workplace. It has the potential to improve work efficiency and reduce students' levels of stress and anxiety.

18. **Useful for assessment and evaluating:** Contributing to the uniformity of the education system's evaluation and assessment practices. It also gives the internal assessment a lot of weight. Professional skill development is possible.

19. **Maximum use of ICT in the classroom:** It emphasizes, among other things, the seminar presentation, assignment, discussion and project basedteaching. It emphasized maximum use of ICT in classroom teaching.

20. **Benefits for Slow learners:** Because it lets you choose multiple credits at once, slow learners can benefit from it. Students could pace their education or course according to their need and abilities. It has a grading system, so equality among students can be ensured. Universally acclaimed schooling system can be kept up with through it as it has the provision of offering various courses simultaneously.

21. **Helpful in building learning environment:** Because everyone is expected to participate in the learning process according to their ability and competency, it also

helps in the creation of a favourable learning environment. Students can learn to work together and develop a positive work attitude. Students' work-commitment practices can be improved.

Students use higher education as a launching pad to advance in their careers. Whether they decide to take some work or begin a business, their schooling ought to set them up for challenges. Students can get more out of their education with a choice-based credit system in higher education. They are able to develop a set of skills that make them valuable assets in any organization.

Disadvantages of A Choice-Based Credit System

Despite its benefits, Choice-Based Credit System may have the following drawbacks.

1. **Difficulty in determining the exact marks:** To accurately measure or calculate the marks would be a no-brainer.
2. **Teachers' workloads:** Responsibility of teachers would be expanded a great deal. The majority of the time, teachers must be involved in setting papers and arranging for exams which would hinder research and innovation.
3. **Problematic mobility among students**: transferring or moving of pupil starting with one school then onto the next one would be problematic. Because everyone wants to move from a low-quality university or college to a high-quality one, maintaining equality in student mobility will be difficult if institutions differ in nature and standard.
4. **More work for the institution:** Since CBCS can take or choose which credits to take, the institution would have to deal with an additional burden.
5. **Problems of indiscipline**: Problems with discipline would arise if students had complete freedom or their choices were given priority.
6. **Maintaining the cumulative record is difficult:** Maintaining each student's cumulative record may be challenging as a result.
7. **Difficult to evaluate and assess internally:** Students' seriousness will decrease as a result of the examination's emphasis on continuous or internal assessment and evaluation. More often than not should be consumed for setting papers for various sort of assessments. Due to the 40% weighting given to internal evaluation, subjectivity would be at its highest.
8. **Insufficient infrastructure:** In order to house or accommodate the students, it will require expanding the infrastructure. The fact that no two students have the same schedule causes confusion among the students.
9. **Discourage students who are gifted and talented:** It has the potential to discourage gifted and talented students by equalizing performance.
10. Regular educating would be impacted.
11. It would be difficult to keep papers on the main subject and papers on other subjects compatible. It would be difficult to simultaneously offer multiple programs of varying types.
12. The ability to master the subject would be limited.

Suggestions/Opinions

Following points could be considered as the suggestions/opinions regarding the CBCS.

1. Undoubtedly, CBCS is students' friendly but things are yet to be needed to justify the efficacy of it.
2. Professional training should be given to the teachers to handle it effectively.
3. Provision of both Percentage and grading system should be maintained.
4. Its adaptation should be optional or choice based rather than mandatory.
5. Equalization in standard of education system should be maintained so that mobility of students could be checked.
6. Class room teaching should be given importance.
7. Seminars, Conferences and debate should be organised to discuss its merits and demerits in detail.
8. Selection of papers and choosing credits should be governed by the concerned department/ institution.
9. To make it more effective, guidance and counselling services should be arranged for the teachers and students while choosing soft core papers.
10. Care should be taken about the gap between Central and state Universities in regard to quality of education as well as the availability of infrastructure at point.
11. All the P.G college of India should also be brought under the CBCS, as they also catering the responsibility of Higher Education on a large scale.

Conclusion

The choice-based credit system gives students the freedom to choose from among the courses the institute is currently offering. The choice-based credit system (CBCS), learners have the freedom to select their courses from a variety of elective, core and soft skill courses. This is a method of learning or obtaining higher education that is focused on the student. The University Grants Commission (UGC) created the CBCS system as a project to advance and promote the educational liberalisation of current conventional higher education models.

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THE LIGHT OF NATIONAL EDUCATION POLICY – 2020 AND HIGHER EDUCATION

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<center>**Abstract**</center>

National Education Policy is a new policy to address the crippling issues faced by Indian education system. The NEP 2020 which was approved by Union Cabinet of India on July 29th 2020 outlines the vision of India's new education system. National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all.

Introduction

After 1947, for the first time, a National Policy on Education was formulated in 1968. The policy on Education in India. The policy envisaged that the government of India, would also review every five years, the progress made and recommend guidelines for future development. However, they view the implementation of the 1968 policy and to formulate a new education policy. Accordingly, a status paper challenge of Education a Policy perspective was issued by the Government of India. In this document, a comprehensive appraisal of the existing system of education was made. A countrywide debate took place on educational reform in the country. Finally a new National Policy on Education was formulated and approved by the Parliament in May 1986. A Programme of Action was also chalked out for the implementation of the Policy.

The implementation of the NPE was evaluated by two committees, namely the Ramamurti Committee (1990) and the Janardhana Committees; slight modifications were made in the NPE in 1992.

Keywords: NEP-2020, Higher Educaiton, Key Recomendation.

Main Features and Merits of NPE : 1986, 1992

1. **National System of Education:** The NPE proposed a national system of education to provide access to education of a comparable quality to all students to have a common educational structure with national curricular framework congaing a common care.

2. **Delinking degrees from jobs:** a beginning is to be made in delinking degrees from

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jobs in selected areas.

3. **Performance and Accountability:** Stress was laid on performance and accountability at all levels.

4. **Decentralisation of the management of education:** The policy calls for evolving a strategy of decentralization and the creation of a spirit of autonomy for educational institutions.

5. **Indian Education Service:** It is envisaged that the constitution of Indian education service is likely to bring about a national perspective in education.

6. **National Testing Service:** This is likely to be helpful in determining suitability of candidates for specific jobs and to pave the way for the emergence of norms of comparable competence for the nation.

7. **Raising resources:** The policy suggested appropriate methods of financing education. These are a) beneficiary communities to maintain school building and supplies of some consumables b) raising fees at the higher levels of education c) levying a cess or charge on user research and development agencies and d) affecting saving by efficient use of facilities.

The Light of National Education Policy – 2020

Aims : *Quality Universities and Colleges : A new and forward looking vision for India's Higher Education System.

*Higher education teaches and trains people to fulfill specialized social functions, enter the learned professions, or pursue vocations in administration, trade, industry, science and technology and the arts. Contribute to the socialization of enlightened, responsible and constructively critical citizens.

Objectives: Revamp the higher education system, create world class multidisciplinary higher education institution across the country – increase GER to at least 50% by 2035.

Higher Education is a critical contributor to sustainable livelihoods and economic development of the important role in improving human well-being and developing India as envisioned in the constitution a democratic just, socially conscious, self-aware, cultured and human nation with liberty, equality, fraternal spirit and justice for all. Higher education aims to serve as a hub for developing ideas and innovations that enlighten individuals and help propel the country forward socially, culturally, artistically, scientifically, technologically and economically.

Key Recommendations of NEP 2020- National Education Policy

- 5+3+3+4 format: The 10+2 system will be divided into 5+3+3+4 format....
- Language preference:...
- Inclusive Education:...
- Exit options in degree courses (MEES):...
- Academic Bank of Credit (ABC):...
- Teacher Eligibility:...

- Technology in Education:

Main Vision of NEP - 2020

1. **Moving towards a Higher Educational System consisting of Large, Multidisciplinary Universities and Colleges:** The main trust of this policy regarding higher education is the ending of the fragmentation of higher education by moving higher education into large multidisciplinary universities and colleges, each of which will aim to have upwards of 5,000 or more students. If higher education is moved entirely into large multidisciplinary HEIs, it would address many of the problems that higher education faces today :

- It would give students vibrant communities of scholars and peers in which to learn.
- It would help break down harmful silos between disciplines;
- It would enable students to become well-rounded and develops optimally both sides of their brains (artistic/creative and analytic), would help bring flexibility and individuality into their learning programmes:
- It would help develop active research communities across disciplines – particularly cross-disciplinary research, which will be key for the innovations of the 21st century;
- It would greatly improve (by an order of magnitude) the efficiency of use of resources and of resource sharing, both material and human, across higher education.

2. **Moving towards a more liberal undergraduate education :** This goes hand-in-hand with the first policy initiative. The needs of the 21st century require liberal and broad-based multidisciplinary education to become the basis for all higher education. This will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, sciences, social sciences, and rigorous specialization in a chosen field or fields. Such a liberal education world is, in the long run, the approach across all undergraduate programmes, including those in professional, technical, and vocational disciplines.

Imaginative and flexible curricular structures will enable creative combinations of disciplines for students to study, and would offer multiple useful entries and exit points, thus demolishing currently prevalent rigid boundaries and creating new possibilities for lifelong learning.

Graduate (masters and doctoral) level education in large multidisciplinary universities, while providing rigorous research-based specialization, would also provide opportunities for multidisciplinary work, including in education and in industry.

India has a long tradition of holistic and multidisciplinary learning in the co-called ' liberal arts', from universities such as Takshashila and Nalanda to extensive literature combining subjects across fields. Ancient books described education as knowledge of the 64 Kalas or arts, and among these 64 arts were included subjects such as singing, playing, musical instruments, and mathematics. The notion of 'knowledge of many arts' – i.e. what is called 'liberal arts' in modern times – must be brought back to Indian education as it is exactly the kind of education that will be required for the 21st century.

3. Moving towards faculty and institutional autonomy : Through faculty autonomy, faculty will be enabled and motivated to innovate in their teaching and pedagogical approaches student assessment, community service initiatives, and research, and share best practices and ideas with each other in university wide and larger forums in order to continually improve. Through institutional academic and administrative autonomy, institutions will be enabled to start and run novel and cutting-edge programmes, develop innovative curricula, govern more locally given local knowledge of circumstance and requirements and set up optimal people and career management systems. All of these issues of administration and academics would be best handled (and innovated and improved upon) locally by those who are directly involved in the local issues (namely, faculty and institutional leaders), and they must in due course be empowered to do so.

Substantial and adequate public funding, with stability, must therefore be provided to public institutions to enable such academic and administrative autonomy. Over time, as financial probity and responsibility is demonstrated by various public institutions, an increasing amount of financial autonomy may be granted so that resource allocations for teaching, service, equipment, and research may also be decided locally to optimize resources by those who understand local needs best; this would, as usual, be contingent on continual demonstration of financial probity through full transparency and public disclosure of all finances. Financial autonomy will not mean a cut in funding but rather the freedom to decide how best to spend funds to maximize educational attainments.

Private higher educational institutions will arrange their own funding; however, so long as they publicly disclose their full academic, administrative, and financial details to demonstrate financial probity and academic and administrative responsibility, they too will move towards full autonomy in order to allow them to strive for excellence.

Such gradual granting of autonomy to all institutions that are making serious attempts towards attaining excellence will indeed be key to actually attaining true excellence at all higher educational institutions.

4. Curriculum, Pedagogy, assessment and student support will be revamped : Curriculum, pedagogy, and assessment will move away from solely rote learning of facts and mechanical procedures. The examination system in higher education will be recast; evaluation will be guided by curricular objectives and overarching educational goals, Faculty will be supported to achieve these transformations. Quality higher education in Indian languages will be offered across fields.

ODL programmes will be reimagined to ensure that their quality is equivalent to the best in class programmes. ODL will help expand the reach of higher education and thus improve access.

Strong academic, financial, social and psychological support systems for students shall be put in place with a special focus on those from disadvantaged groups.

5. Reaffirming the integrity of faculty positions and institutional leadership through merit based appointments and career management : All faculty positions will be filled, based on rigorous recruitment valuations and the practice of contract employment will be stopped. Appointment of faculty, their tenures and promotions and compensation increases will

be on the basis of merit taking into account teaching, research and service – the assessment of will be carried out through a rigorous process of evaluation by students, institutional leaders and committees consisting of peers as defined clearly by the HEI governing boards and institutional leadership.

Institutional leaders will be prepared years in advance through leadership training and promotion ladders based on merit. Leadership transitions will be overlapping and smooth. Institutional leaders will help create a culture of innovation and excellence that will encourage outstanding and innovative teaching, research, institutional service and community outreach from faculty and HEI leaders.

Incentives will be created, allowing colleges and universities to attain new heights of excellence across fields and across teaching, research and service.

6.   Establishment of a National Research Foundation : A National Research Foundation (NRF) will be established to grant competitive funding for outstanding research proposals across all disciplines, as determined by peer review and success of proposals. Most importantly, it will aim to seed, grow, and facilitate research at academic institutions where research is currently in a nascent stage, through systems of mentoring by active research scholars, who may have retired or are near retirement at top research institutions. The NRF will also act as a liaison among researchers, ministries of government and industry, in order to ensure that the most relevant and societally useful research reaches the people as soon as possible. Finally, the NRF will recognize outstanding research accomplishments achieved through NRF funding and initiatives, across subjects and various categories, through prizes and seminars recognizing the work of the researchers. All these initiatives, together with career management structures suitably incentivizing research HEIs, will help bring research cultures to institutions, including most State Universities, where has not previously been present in a strong way.

7.   Higher education institutions will be governed by Independent Boards, with complete academic and administrative autonomy : Clear merit based procedures for appointments of the Board of Government (BoG), the Chancellor, and the Vice Chancellor/ Director/Chief Executive of HEI will ensure elimination of external interference, including from the government, and will aim to engage high capacity individuals who are invested in and have strong commitment towards the institution. Accountability for educational outcomes will flow concomitantly to the Board of the institution. Mechanisms will be established to align all stakeholders, including the government (and its bodies), for the long term development of the institution.

8.   "Light but tight" regulation : The regulatory system will be transformed to have only one regulator for all higher education, including professional education. Accreditation on basic parameters (such as financial probity) will form the basis for all regulation – these parameters will be minimalistic but rigorously enforced, including shutting down HEIs which do not adhere. Public disclosure of all relevant information by HEIs will be enforced and used for public scrutiny and informed decision making.

The various distinct functions of funding, standard setting, accreditation and regulation will

be separated and will be conducted by independent bodies, eliminating concentration of power and conflicts of interest. Private and public institutions will be treated on par by the regulatory regime. Commercialisation of education will be stopped and philanthropic efforts will be highly encouraged. The above represents a summary of the vision of this Policy for ensuring high-quality higher education in the 21st century.

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THE ROLE OF THE TEACHER ON THE PATH OF THE IMPLEMENTATION OF NEP 2020

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Abstract

Education, which is essential to any nation's development, is dependent on the quality of its teachers. Teachers' knowledge, dedication, quality, professional commitment, and motivation are what lead to high student achievement and quality education. Today, governments all over the world face a significant obstacle in the form of producing such teachers. With the consistently expanding measure of information today, an educator's work has been seriously difficult in the radiance of new educational and mental speculations, reasoning, humanism and globalization. Very much arranged and innovative Instructor training programs are required today. Today, the teacher education program needs to be evaluated, researched, improved, rethought, and reoriented. Quality and greatness in the training area is one of the significant drives of the Public authority of India. The government is working to improve education quality at all levels. India has been focusing on excellence and quality in education at all levels. The current paper centers around changing the job of educator teachers considering NEP2020. It also emphasizes the various roles that NEP2020 recommends teachers play in classrooms. The Review set forth ideas to defeat different difficulties looked by teacher training. The nature of this paper is analytical. Applicable books, articles and different exploration papers have been utilized. In accordance with the requirements of the study, data and information have been gathered from relevant sources.

Introduction

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 National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for

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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.

Obvious and modern instruction strategy is fundamental for a country at school and school levels because of the explanation that training prompts financial and social advancement. Various nations receive diverse instruction frameworks by thinking about the practice and culture and embrace various stages during their life cycle at school and school training levels to make it powerful. The National Education Policy 2020 (NEP 2020), which was endorsed by the Union Cabinet of India on 29 July 2020, traces the vision of India's new instruction framework. The new arrangement replaces the past National Policy on Education, 1986. The arrangement is a thorough system for rudimentary schooling to advanced education just as professional preparation in both country and metropolitan India. The approach means to change India's schooling framework by 2021.Well characterized and modern instruction strategy is fundamental for a country at school and school levels because of the explanation that training prompts monetary and social advancement. Various nations embrace distinctive training frameworks by thinking about the custom and culture and receive various stages during their life cycle at school and school instruction levels to make it successful. The National Education Policy 2020 (NEP 2020), which was endorsed by the Union Cabinet of India on 29 July 2020, diagrams the vision of India's new schooling framework. The new strategy replaces the past National Policy on Education, 1986. The strategy is a thorough structure for rudimentary schooling to advanced education just as professional preparation in both rustic and metropolitan India. The strategy means to change India's schooling framework by 2021.

Vision of Teacher and Teacher Education

As we engage in the act of envisioning the role of the teacher and the shape of teacher education unfolding in the coming years, it would do us well to take note of the movement of ideas, globally, that have led to current thinking on teacher education. While the search for a philosophy of teacher education that satisfies the needs of our times continues, we seem to be converging on certain broad principles that should inform the enterprise. First, our thinking on teacher education is *integrative* and *eclectic.* It is free from the hold of 'schools' of philosophy and psychology. We also do not think of teacher education as a prescriptive endeavor; we want it to be open and flexible. Our emphasis is on *changing contexts* and our aim is to empower the

teacher to relate himself/herself to them. Second, modern teacher education functions under a global canvas created by the concepts of 'learning society', 'learning to learn' and 'inclusive education'. The concern is to make teacher education *liberal*, *humanistic* and responsive to the demands of *inclusive education*. The emphasis in teaching is not on didactic communication but on *non-didactic and dialogical explorations*. Third, modern pedagogy derives its inspiration more from *sociological and anthropological insights* on education. There is increasing recognition of the worth and potential of *social context* as a source for rejuvenating teaching and learning. *Multicultural education* and *teaching for diversity* are the needs of contemporary times.

Fourth, we acknowledge the existence of a *diversity of learning spaces and curriculum sites* (farm, workplace, home, community and media), apart from the classroom. We also appreciate the diversity of learning styles that children exhibit and learning contexts in which teachers have to function – oversized classrooms, language, ethnic and social diversities, children suffering disadvantages of different kinds. Lastly, we have realized the tentative and fluid nature of the so-called knowledge-base of teacher education. This makes *reflective practice* the central aim of teacher education. Pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the teacher on his/her practices. Teacher education needs to build capacities in the teacher to construct knowledge, to deal with different contexts and to develop the abilities to discern and judge in moments of uncertainty and fluidity, characteristic of teaching-learning environments. From the above discussion, we conclude that there are so many responsibilities on the shoulders of teachers. So, there is a need to prepare prospective teachers to fulfill all their duties and responsibilities. For this purpose, teacher education is given to teacher interns. But, the most important thing is that the attitude of teacher interns towards teaching profession plays an important role to make teacher interns committed to their profession. The reason behind this is that if a teacher has a positive attitude towards the teaching profession then he/she will become successful to reduce or finish the problems which come in his/ her teaching career.

Against this backdrop and keeping in view the vision of teacher education as articulated above, the following set of concluding statements relating to a teacher's role, and the philosophy, purpose and practice of teacher education can be made:

- Teachers need to be prepared to care for children, enjoy being with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction.
- Teachers need to view learners as active participants in their own learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning.
- Teacher education must engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning. Teacher education should integrate academic knowledge and professional learning into a meaningful whole.
- Teachers need to be trained in organizing learner-centred, activity based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work.
- Teacher education should engage teachers with the curriculum, syllabi and textbooks to critically examine them rather than taking them as 'given' and accepted without question.

- Teacher education should provide opportunity to student-teachers for reflection and independent study without packing the training schedule with teacher-directed activities alone.
- The programme should engage teachers with children in real contexts rather than teach them about children through theories alone. It should help them understand the psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred
- Mode of cognition, motivation and learning resulting from home and community socialization.
- The programme should help teachers or potential teachers to develop social sensitivity and consciousness and finer human sensibilities.
- Teacher education programmes need to broaden the curriculum (both school and teacher education) to include different traditions of knowledge; educate teachers to connect school knowledge with community knowledge and life outside the school.
- Teacher education programmes need to help teachers appreciate the potential of hands-on experience as a pedagogic medium both inside and outside the classroom; and work as integral to the process of education.
- Teachers need to re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism, and caring values.

In view of the many-sided objectives of teacher education the evaluation protocol needs to be comprehensive and provide a proper place for the evaluation of attitudes, values, dispositions, habits and hobbies, in addition to the conceptual and pedagogical aspects through appropriate quantitative as well as qualitative parameters.

The Role of The Teacher and NEP 2020

The future of our children and, consequently, of our nation is truly shaped by teachers. The teacher in India was the most revered member of society due to this noble position. Unquestionably the absolute best and most scholarly became TEACHERS. Society gave teachers, or gurus, what they expected to pass on their insight, abilities, and morals ideally to learners. The quality and motivation of teachers do not meet the desired standards because the quality of teacher education, recruitment, deployment, service conditions, and teacher empowerment is not where it should be. In order to encourage the best individuals to enter the teaching profession, it is necessary to restore teachers' high status and respect. The inspiration and strengthening of teachers is expected to guarantee the most ideal future for our youngsters and our country.

Recruitment and Placement

- The outstanding students, particularly those from rural areas, will enter in the teaching

profession, numerous merit-based scholarships for a four-year integrated B.Ed. will be established nationwide.

- It should be focused that students have continuity in their educational environments and role models, the harmful practice of excessive teacher transfers will be stopped.
- The Teacher Eligibility Tests (TETs) will be strengthened to incorporate better content and pedagogical test material. The TETs will also be expanded to include teachers at all school education levels (Foundational, Preparatory, Middle, and Secondary). A classroom demonstration or interview will become an essential part of teacher hiring at schools and school complexes to gauge passion and motivation for teaching.
- Teachers in private schools must also have been qualified in a similar manner through TET, a demonstration or interview, and understanding of the local language or languages.
- In order to benefit students and assist in the preservation and promotion of local knowledge and professions, schools and school complexes will be encouraged to hire local eminent individuals or experts as "master instructors" in a variety of subjects, such as traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists.
- Each state will carry out a technology-based, comprehensive teacher-requirement planning forecasting exercise to determine the anticipated number of subject-specific teacher vacancies over the next two decades.

School Climate and Culture

The essential objective of updating the help climate and culture of schools will be to boost the capacity of educators to go about their responsibilities successfully, and to guarantee that they are important for energetic, mindful, and comprehensive networks of teachers, students, guardians, principals, and other care staff, every one of whom share a shared objective: to make sure our kids are learning.

- The first step in this direction will be to ensure schools have pleasant and decent service conditions.
- The role expectations for principals and teachers will explicitly include developing a caring and inclusive culture at their schools for effective learning and the benefit of all stakeholders. This will help ensure that schools have positive learning environments.
- In order for teachers to instruct in a manner that is most beneficial to the students in their classrooms, they will be granted greater freedom to select pedagogical components. Educators will likewise zero in on socio-close to home learning - a basic part of any students all encompassing turn of events.

Continuous Professional Development (CPD)

- Teachers will be offered continuous chances for personal development and to get familiar with the most recent advancements and advances in their professions.

These will be made available in a variety of ways, including workshops at the local, regional, state, national, and international levels as well as online modules for teacher development. Teachers will be able to share concepts and best practices through the creation of platforms, particularly online platforms.

- Online development opportunities and platforms, as well as modular leadership/ management workshops, will be available to school complex leaders and principals in order for them to continuously enhance their own leadership and management abilities and to share best practices with one another.

Career Management and Progression (CMP) of Teachers

- To encourage all teachers to do their best work, outstanding teachers must be recognized, promoted, and given salary raises. As a result, a robust merit-based tenure, promotion, and salary structure with multiple levels within each teacher stage will be developed to encourage and reward outstanding teachers. An arrangement of various boundaries for legitimate evaluation of execution will be produced for something similar by State/UT Legislatures that depends on peer surveys, participation, responsibility, long periods of CPD, and different types of administration to the school and the local area or in view of NPST. The term "tenure" in this policy refers to confirmation for permanent employment following a thorough evaluation of performance and contribution, while the term "tenure track" refers to the probationary period preceding tenure.

- In addition, career advancement (in terms of tenure, promotions, salary increases, etc.) will be guaranteed. is available to teachers in a single school stage (Foundational, Preparatory, Middle, or Secondary), and there is no career progression incentive for teachers to move from early stages to later stages or vice versa (though teachers can move across stages if they want to and meet the requirements). This demonstrates that no stage of schooling will be deemed more significant than any other, and that the best teachers will be needed at all stages.

- Additionally, merit-based teachers' vertical mobility will be crucial; Over time, outstanding teachers with demonstrated leadership and management abilities would receive training to assume academic leadership roles in schools, school complexes, BRCs, CRCs, DIETs, and other relevant government departments.

Professional Standards for Teachers

- By 2022, the National Council for Teacher Education, in its reorganized new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), will develop a common guiding set of National Professional Standards for Teachers (NPST) in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The guidelines would cover assumptions for the job of the educator at various degrees of ability/

stage, and the capabilities expected for that stage. Additionally, it will include periodic performance evaluation standards for each stage. The NPST will likewise advise the plan regarding pre-administration educator training programs. All aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions, could be governed by this after it is adopted by states. Advancements and compensation increments won't happen in light of the length of residency or status, however just based on such examination. Based on a thorough empirical evaluation of the system's effectiveness, the professional standards will be reviewed and updated in 2030 and every ten years thereafter.

Special Educators

- There is a pressing requirement for extra unique instructors for specific areas of school training. Subject teaching for children with disabilities or Divyang at the middle and secondary levels, including teaching for specific learning disabilities, are one example of a specialist requirement. Such educators would require not just subject-showing information and comprehension of subject-related points of schooling, yet in addition the applicable abilities for comprehension of unique prerequisites of youngsters.

By 2030, a four-year integrated B.Ed. will be the minimum degree required for teaching. degree that includes strong practicum training in the form of student teaching at local schools and teaches a variety of knowledge content and pedagogy. Two-year B.Ed. The same multidisciplinary institutions that provide the four-year integrated B.Ed. will also offer programs, and will only be offered to people who already hold Bachelor's degrees in other specialized fields. These education programs can also be adapted into one-year B.Ed. programs. programs, and they will only be available to people who have completed the equivalent of a four-year multidisciplinary Bachelor's degree or a Master's degree in a specialty and want to teach subjects in that field Every.

All B.Ed. programme will remember preparing for tried and true as well as the latest strategies in instructional method, incorporating teaching method regarding primary proficiency and numeracy, staggered educating and assessment, showing kids with handicaps, showing youngsters with extraordinary interests or abilities, utilization of instructive innovation, and student focused and cooperative learning.

For eminent local individuals who can be hired to teach at schools or school complexes as "master instructors" with the intention of promoting local professions, knowledge, and skills, such as local art, music, agriculture, business, sports, carpentry, and other vocational crafts, special shorter local teacher education programs will also be available at BITEs, DIETs, or at school complexes themselves.

Shorter after the B.Ed. affirmation courses will likewise be made broadly accessible, at multidisciplinary universities and colleges, to educators who might wish to move into additional particular areas of instructing, like the educating of understudies with handicaps, or into administration and the executives positions in the tutoring framework, or to move starting with one phase then onto the next between essential, preliminary, center, and auxiliary stages.

It is acknowledged that there may be various international pedagogical approaches to teaching particular subjects; NCERT will investigate, investigate, document, and compile a variety of international pedagogical approaches to teaching various subjects, as well as offer suggestions for how these approaches can be incorporated into Indian pedagogies

Based on the tenets of this National Education Policy 2020, the NCTE and NCERT will collaborate to develop a new and comprehensive National Curriculum Framework for Teacher Education (NCFTE 2021) by 2021. Following discussions with all stakeholders, including state governments, central government ministries and departments, and various expert bodies, the framework will be made available in all regional languages. The requirements of vocational education curricula for teacher education will also be taken into account by the NCFTE 2021. The NCFTE will then be updated once every five to ten years to keep up with changing NCFs and emerging teacher education needs.

At last, to completely reestablish the honesty of the educator schooling system, severe move will be made against unsatisfactory independent Instructor Training Foundations (TEIs) running in the nation, including closing them down, whenever required.

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CLASSROOM MANAGEMENT IN THE LIGHT OF NEP-2020

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Abstract

Learning is the most important component of the process of development and socialization in the present global context of human life. Socialization of the child is not possible without learning. Learning or learning is a modification/upgrade in the child's behavior, which is visible after experience and training. In general, no boundary wall is necessary for learning, yet in a special sense and for learning a specific skill or lesson, the classroom has an important role. In the classroom, the learner shapes his/her role as a future citizen. Without proper classroom management, all the learners can neither be motivated to learn nor can the inclusion of all be ensured. That's why in this research article, how to do proper classroom management, how to ensure the inclusion of all the learners, how to include the personal diversity and multiculturalism of the learners in the classroom, presenting a better solution by discussing the questions in detail. Has been done Keeping in mind the discussion of this article, by managing the classroom in the best way, according to the National Education Policy-2020, by making the classroom environment pleasant, maximum achievement of learning outcomes can be ensured.

Keywords: *Classroom Management, Learning, Inclusion, Personal Diversity and Multiculturalism.*

Introduction

In the present global context, there is an essential need to create a conducive environment for the teaching-learning process by keeping the learners at the center of the learning process. It is very difficult to ensure active participation of the learners without creating a congenial environment for the teaching-learning process. For this, keeping in mind the provisions and important suggestions of the National Education Policy-2020, there seems to be a need to understand constructivism in the Indian context and to put it on the ground. Because constructivism is the only theory that believes that the child constructs his own knowledge on the basis of his prior experiences. In fact, the main focus of constructivism is on how a learner learns; How does any learner have his or her own unique pattern of learning? That is, how any learner builds a subject on his mental board and how to present it in front of other people by creating it himself. Constructivism is a philosophical school of thought that holds that 'knowledge is not something

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that can be imparted by a teacher to a learner in a classroom' (Birney & Belser, 2012). Proper classroom management is very necessary to implement the concept of constructivism learning approach on the ground.

What is Classroom

Classroom is a room included in the school building, which serves as a place for face-to-face or online activities in the process of teaching and learning activities. A classroom consists of students who differ in terms of their psychological factors, cultural factors, social-economic status of their family, knowledge, pace of learning and learning styles etc. They differ in ethnicity, culture, social class and gender also. These differences can have important implications for school teaching, curriculum, policies and practices. This is what enables the teacher to accept, accommodate and appreciate the diversity of students in a community in the classroom to achieve a common goal. A teacher should create a positive classroom environment where all students feel welcome and are involved in classroom learning. Community is an important aspect that should be present in every class. Community can be defined as a group consisting of teachers and students in the classroom and interacting in teaching and learning activities. An effective teacher will strive to create an effective learning community as well. The community present in a classroom in a learning activity will greatly influence student participation in the learning process and ultimately the achievement of learning objectives. The concept of this community is the result of learning achieved through sharing of contents between students and teachers, and among students also.

Classroom Management

Classroom management is a skill that is very demanding to joyful learning at present, because if you believe that in your class, students of different ideologies, different age groups, different caste, religious and cultural background are enroled, then what without their diversity? I don't think that you will be able to manage the classroom by including them in the class, at least in this sense, please deal with the children of a little younger age group in the pre-primary classes, then the problem will be seen in its real form, but that as much as classroom management It looks simple, actually it is as simple as the children of rural areas have the same facilities as those of urban areas, it is possible that there will be a TV, what will be the name of the smartphone, and the parents of the children will have smartphones. The child's home situation will be such that he will not just sit in his classroom with no one to take care of him. Some of the children of the house have traveled a lot, who have been very well settled, very well taken care of, one or two people behind them are always dedicated, some of the children of the house are not like this because their parents have their own problems, their socio-economic There are problems, not because of solving this, they are not able to pay as much attention to the children as they should, so the child has enough time, he is more dissolved in the environment of the society around the house. He must have seen nature closely, he had real experience of rivers, streams, fields, if his experience will not be included in the class, it means to say that why a teacher, if

you do not interact with such students, to know and understand their experience. They won't look for any reason to doubt your class's neatness. Because these kids are cut off from your class. They will feel that Guruji is not speaking to us. Their parents don't pay much attention, but they're still teachers and you'll be the winner of the class.You all have to look the same. Your own caste thinking or your own opinion that any background can be a socio-cultural and religious background They come up while running the class. If you are learning, you participate in the class by being a good person, a good teacher so that you can help the children in any way you can. You can have all kinds of variety. Gender diversity, ethnic diversity, religious diversity, linguistic diversity, clothing diversity, and ideological diversity. While conducting the class, how does a teacher include his students in his class, how does he develop his class together with the children, or can we say that how a teacher helps his students in conducting his class Takes or can also do it in such a way that how it ensures participation and participation of students in class operations, to what extent it honors the students in its class keeping in mind their diversity so that the students do not feel The students should not get the impression that this teacher-centered class has become a pilgrimage to education. In this context, we will ensure to run our class in such a way that students can ensure full participation and they feel that we have enough opportunities in the class. It is being given so that it can be linked to the facts from its socio-cultural environment and where it is needed, it can connect with the subject matter through its examples through its activities in the classroom, therefore, classroom management is also necessary. So that the teacher can organize the class restrained first, otherwise keeping in mind the objectives keeping in mind we have started the work of rough operation or tried to develop the subject matter during the class. Perhaps if the class is properly organized If it is not there then those objectives will be achieved to a very low level or some students will be the ones in whom the achievement of those objectives can be clearly seen and most of the students will be like those in whom the achievement of those objectives will probably not be possible up to the desired level. Before starting a teacher's class, but every teacher knows that in fact, to ensure 70% of the goal when going to class, classroom management is also essential if you have been exposed to with students. If you don't manage your classroom by fully engaging the participants in your class, you can certainly assume that your class seems limited.

Strategy for Classroom Management

There are some best classroom management strategy given billow:

1. The unique position of each learner in the teaching-learning process.
2. Equal active participation, including social, cultural and individual diversity.
3. The environment is democratic, inclusive and enjoyable without bias.
4. Ensure maximum achievement for each learner.
5. Cultural, religious, political, geographical, gender and philosophical neutrality of principals and teachers. Develop life skills through teaching skills, expertise and passion.
6. Better culture of work and community engagement with inclusive and democratic leadership by school leaders and teachers.

7. School rules are general, clear, logical, concise and uniform in nature.

8. Special attention is given to the physical, mental, and linguistic needs and special needs of students.

9. Need healthy, happy, full of energy, professional competence, scientific approach and teachers who update thematic and pedagogical innovations.

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CONSTRUCTIVISM: AS A PEDAGOGIC TOOL IN THE CONTEXT OF NEP- 2020

*Vivek Jaiswar**

Abstract

The present education system has become entirely student-centric, which is also a primary objective of our New Education Policy 2020. Constructivism plays a vital role in fulfilling these objectives as a learning method. Researchers clarified that teaching with a constructivist-based learning method has improved the student's learning outcomes and made learning more enjoyable. And with the mutual interaction and coordination of self-learning and with the help of peer groups, students are proficient in acquiring analytical knowledge. Teachers act as active facilitators in the constructivist-based learning method. A teacher leads the students from darkness to light. In the New Education Policy 2020, the way of the classroom learning system has been emphasized; it's based on the constructivist learning method; in today's competitive global economy characterized by knowledge, the construction of knowledge is an essential factor. In constructivism, learners learn actively and construct new ideas and knowledge based on their prior knowledge. Constructivism as a pedagogical tool is vital in improving education quality in the modern era.

Keywords: *Constructivism, Pedagogy, Pedagogical tool, NEP-2020, Quality of Education*

Introduction

Education is a lifelong process; in ancient times, education was teacher-centric, but it has entirely changed. In the present scenario, education is student-centric instead of teacher-centric. Our education policies have been made considering the students as the main center. In New Education Policy 2020, emphasis has also been laid on student centricity of education so that the learning difficulty of the students can be removed. New Education Policy emphasizes a constructivist learning approach.

In this approach, the innovation of the student's active mode and construct their knowledge. In the constructivist learning approach, the students build their knowledge by being active. According to constructivism, the main work of the teacher is to create a healthy environment inside the classroom so that students can engage with each other and build permanent and

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conceptual knowledge. If we observe the entire policy, we find that the New Education Policy is based on constructivism. NEP (2020) 'strongly advocates for the quality of education and also states that teachers; Teachers truly shape our children's future –and, therefore, the future of our Nation. In India, the teacher is the most respected person in society. Thus in the present scenario, we should emphasize on constructivist teaching methods in the presented research paper, an attempt to clarify the various aspects of the constructivist learning approach so that necessary improvement in the quality of education can be done and fulfill the vision of New Education Policy 2020.

What is Constructivism?

Constructivism is a teaching-learning process that advocates students' active participation during teaching. In constructivism, students construct new knowledge and ideas based on prior knowledge of a particular topic. Constructivism believes in learning by doing. It originated from Piaget's theory. 'Knowledge is actively constructed by the cognizing subjects, not passively received from the environment'. Coming to know is an adaptive process that organizes one's experimental world; it does not discover an independent, pre-existing world outside the knower's mind (Lerman, 1989).

- **Constructivism and Teaching-Learning Process:** In the constructivist learning approach, the learning process continues between students, teachers, and teaching materials. In this approach, students create their knowledge in active mode.
- **Activity-Based Learning:** Constructivists believe students create new knowledge with understanding through activity-based teaching. Due to this reason, knowledge remains in the mind of the students forever. By doing activity-based teaching, the environment of the classrooms remains joyful, and at the same time, each student learns something new according to their mental level.
- **Peer Group-Based Learning:** Peer group learning plays a significant role in the constructivist learning approach. The teacher divides the students into different groups in the classroom based on their mental level so that each student discusses the particular phenomenon with the other group of students and ensures the achievement of learning outcomes. Group learning makes the process of knowledge construction of the students permanent and meaningful.
- **Constructivism and Classroom Environment:** Constructivists strongly advocate that anything can be taught to a child, but a good and healthy environment is required. Therefore before teaching, the teacher should keep in mind that the classroom environment should be such that interest in the teaching and learning process can be generated in every student's mind. The atmosphere of the classroom should be flexible and accessible so that each student can ask questions to the teacher related to their learning difficulty.
- **Constructivism and Teaching Methodology:** Constructivism always opposes the traditional teaching method. In the conventional teaching method, the teacher serves.

The students silently listen to the teacher and note down the text material exactly on the copy which the teacher gives. In the traditional teaching method, the students do not even try to ask any questions to the teacher in the class. It makes a permanent place in his mind that his teacher is very knowledgeable. In this teaching-learning approach, the students depend entirely on the teacher and fail to construct new knowledge. The teacher neither has any lesson plan nor teaching learning material; the teacher brings rote knowledge and goes away by imposing it on the students. In the traditional teaching method, education remains entirely teacher-centric. Whereas in the constructivist learning method, education is student-centric. The teachers do activity-based teaching and give maximum opportunities to the students for learning with understanding. The student builds knowledge with the help of a teacher and available teaching learning material. In this teaching method, students construct new knowledge based on their previous knowledge. The constructivist teaching method develops logical and meaningful learning in the mind of the students. In this teaching method, the teachers have lesson plans designed to develop the scientific temper among the students.

- **Constructivism and Teaching Models:** The first model of constructivist teaching was given by Nussabaum and Novick for the subject of science (Nussbaum & Novick, 1982). According to this model, accommodation leads to conceptual change, where the central concept is replaced or reorganized. Nussabaum and Novick suggested that accommodation could be facilitated in three steps: first, exposing events; second, discrepant events and third, elaboration. 'Traditional teaching methods provide minimum opportunities to explore the possibility. In contrast, constructivist teaching offers maximum opportunities for encountering cognitive dissonance and motivation for questioning and interactions' (Mohapatra et al., 2015).

- **5E- Learning Models:** This is one of the essential constructivist teaching models for science developed by Roger Bybee in 1997. He developed an instructional model for constructivism by using the 'five E' learning cycles. The meaning of five Es such as *Engage, Explore, Explain, Elaborate* and *Evaluate.*

- **Constructivism and Science Pedagogy:** Constructivist learning is recognized as a valuable technique to increase the depth of understanding of scientific ideas through students building their knowledge through inquiry-based exercises (Brooks and Brooks,1993). There is also evidence that students taught by constructivist-based teaching methods learn science concepts better than those taught, even traditional methods (Jha, 2009). 'Constructivism is a meaning-making theory that suggests individuals create their ideas with understanding, based upon the interaction of what they already know and believe and the phenomena with which they come into contact' (Sridevi, 2008). Scott defines a constructivist in science as one who "perceives students as active learners who come to science lessons already holding ideas about natural phenomena, which they use, make sense of everyday experiences… In such a process,

learners actively make sense of the world by constructing meaning" (Scott, 1987). The five E's teaching model is based on constructivism; using this science instructional process, the teacher quickly clears students' concepts.

Conclusions

The present education system is based on NEP 2020. New Education Policy focuses on the quality of education. The necessary improvement in the quality of education is possible through a constructivist learning approach. Constructivist learning creates a good and healthy environment in the school and classrooms, making the teaching-learning process easy and meaningful. Using the constructivist learning approach, students can solve complex problems in science and mathematics with the teacher's help. In the constructivist learning approach, there is more interaction between students and teachers so that students get maximum opportunities to pose questions in front of the teacher. In this approach, students actively participate in the teaching-learning process and learn independently to achieve their learning objectives.

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NATIONAL EDUCATION POLICY: A SARVODAYA ENTERPRISE

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Abstract

Gandhi, through his concept of Sarvodaya, presents an extensive, all-encompassing, and socially relevant vision of society and in particular, education. Sarvodaya as implemented in the past brings to the fore the need for an all-accessible form of education regardless of social background. In the present, it provides a dynamic push towards the use of diverse methods of teaching with the help of the community. This push is seen in the Education policies of 1968 and 1985. As time progresses, it has been seen that the purpose of these policies is to create an egalitarian and sustainable society in the future that confronts social injustice, environmental deterioration, and technology disruptions. A deeper look at this concept of Sarvodaya in line with the National Education Policies will help view things in the newer light of building an educated society. The concept of Sarvodaya being at the very base of all the policies can be seen as the driving force to move India further on the path of development. Being on the route to growth, India is cognizant of the urgent need to advance a philosophy that might influence the direction of education and create a better world for all.

Keywords: *Sarvodaya, Community, Educated Society.*

The National Education Policy (NEP) has been the talk of the town for quite some time now. The rationale behind the policy has been to streamline the education system by making education accessible to all. Its key purpose is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (NEP 2020). The policy proposes substantial reforms at all levels of education, from preschool to higher education, with an emphasis on enhancing educational quality, expanding access, encouraging flexibility and creativity, and encouraging the development of critical thinking and problem-solving abilities. With a similar aim, Mahatma Gandhi suggested the Concept of Sarvodaya in the 1900s. Sarvodaya meaning the 'good of all' seems to be the outcome that even the NEP suggests. Though the NEP is restricted to the field of education it seems to have the similar aim that Mahatma Gandhi desired for India in and through the concept of Sarvodaya. This paper attempts to see the fundamental values of Sarvodaya as constantly present at the root of all educational policies. It reviews and compares these policies with the Sarvodaya concept of Mahatma Gandhi and also critiques it to have a better understanding of the same.

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Sarvodaya in the Past

Gandhi first used the term Sarvodaya in his 1908 translation of John Ruskin's tract on the political economy 'Unto This Last.' In understanding Sarvodaya within the setup of the education system, Gandhi thought that education should be open to all, especially the poor and disenfranchised, and should emphasize character development and practical skills. He highlighted the value of education in achieving social and economic equality, as well as in building a more just and humane society. Gandhi believed that education should be based on the needs and interests of the individual and the community. He felt that education should emphasize the development of the full individual, encompassing physical, intellectual, emotional, and spiritual components. Gandhi considered education as a method of achieving social and economic equality, as well as promoting individual and community self-sufficiency (Gandhi, 1949). His educational philosophy was centered on the development of human personality, the maintenance of discipline, the creation of physical work with learning, and the development of a culture of peace. Gandhi pioneered the notion of fundamental education, or *Nai Talim*, in his educational efforts. In his Sarvodaya efforts, he proposed the fundamental principle of 'learning by doing.' He said, "It is called the new method of education, for it is not a foreign importation or imposition, but is consistent with the environment in India which is predominantly made up of villages. It believes in establishing equilibrium between the body, the mind, and the spirit of which man is made. It is unlike the Western type which is predominantly militarist, in which the mind and the body are the primary care of education to the subordination of the spirit. This is best done when education is given through handicrafts. The other specialty is that it is designed to be wholly self-supporting. It does not, therefore, demand an expenditure of millions on education" (Harijan, 1947). The Sarvodaya movement of Mahatma Gandhi was founded on the values of nonviolence, self-reliance, and communal action. These ideals influenced his views on education, which he considered an instrument for individual and social reform.

Sarvodaya in the Present

The present education system promotes an academic pursual of excellence, through a system of 10+2+3 pattern of education. In this arrangement, 10 years of primary and secondary education are followed by 2 years of upper secondary education, and then 3 years of college study for a bachelor's degree (Kothari Commission, 1964-1966). Though the suggestions of the Kothari Commission were to provide free and compulsory education for all, development of languages, equalization of education policy, etc the implementation of such a policy did not meet its goal. The National Education Policy of 1968 and 1985 both stressed the equality of educational opportunities for all members of society, particularly the underprivileged (NEP, 1968, 1985).

The current educational system emphasizes memorization and repetition of facts. This strategy stifles innovation and critical thinking abilities, both of which are required in the workforce of the twenty-first century. The current educational system does not give sufficient opportunities for hands-on learning, which is necessary for acquiring practical skills (Patel, 2013). Access and cost are other challenges in the Indian education system. Many youngsters in remote regions and from low-income households lack access to a good education. As a result, there are a high number of dropouts and poor literacy rates in these locations. Education costs are also a big worry,

with many families unable to pay the hefty tuition demanded by private institutions and colleges (Mathur, 2000). Similarities between the Sarvodaya suggestions for the educational system with the various education policies cannot be denied. They share similarities in their goals and principles. The NEP of 1968 and 1985 attempted to offer equitable access to education for all, regardless of socioeconomic status. Similarly, the Sarvodaya movement sought to provide education for everybody, particularly excluded and underprivileged groups. The need of incorporating local culture and values in education was underlined in the NEPs as well as by the Sarvodaya movement. Both highlighted the need of preserving and promoting traditional values and cultural traditions. While both the NEPs and the Sarvodaya movement seek to address issues of inequality and social injustice, their approaches are somewhat different. The NEPs stress education as a method of social mobility, whereas the Sarvodaya movement promotes education as a means of community development and self-reliance. The NEPs also placed a premium on formal education as a means of achieving employment and economic growth whereas the Sarvodaya movement, on the other hand, supports education that promotes self-sufficiency and community development, with a concentration on skills and knowledge appropriate to local circumstances.

Sarvodaya in the Future

The Sarvodaya in the future is seen in the implementation of the new Education Policy 2020 which was approved by the Indian cabinet on July 29, 2020, to overhaul India's education system by 2040. The policy proposes substantial reforms at all levels of education, from preschool to higher education, with an emphasis on enhancing educational quality, expanding access, encouraging flexibility and creativity, and encouraging the development of problem-solving abilities and thinking critically. The NEP 2020 aims to replace the 10+2+3 structure with a 5+3+3+4 framework, with a new curriculum that is student-centered thus providing critical thinking and problem-solving capabilities. It envisions transforming India's education system into a more inclusive, interdisciplinary, and student-centered system that equips individuals to succeed in the twenty-first century. It seeks to realize this goal by meeting the needs of all learners, from infancy to maturity, and by fostering a comprehensive, interdisciplinary, and flexible approach to education that is anchored in Indian values and culture (NEP 2020). The attempt here is to see if this policy has some reflections from the Sarvodaya movement of Mahatma Gandhi. On comparing the two it can be observed that both share many common grounds. The NEP 2020 advocates a multi-disciplinary and student-centered approach to education and so does the Sarvodaya Movement which emphasizes the development of the whole person through self-reliance and community service. Inclusivity in Education is another commonality between NEP 2020 and Sarvodaya Movement. Both offer, all learners, especially those from underprivileged groups access to education with an emphasis on value education regardless of their social and economic status. Gandhi emphasized the use of local languages and cultural traditions in the education process. The NEP 2020 also strives to develop local languages and dialects, as well as to integrate indigenous knowledge systems into the curriculum. The NEP 2020 and the Sarvodaya Movement both place a high focus on values-based education. The NEP 2020 attempts to teach values like compassion, tolerance, and kindness, and so does the Sarvodaya Movement promote moral and ethical growth via service to others. It is yet to be seen whether the implementation of NEP 2020 will truly bring about a Sarvodaya to humanity. Though it looks promising, it should not walk on the path of the past or the present in its implementations so that new ventures are achieved and new heights are scaled.

Conclusion

It can be observed that there are many similarities at the foundational level between the Sarvodaya movement of Mahatma Gandhi and the Education policies of India. Be it the Kothari Commission or the NEP of 1968, 1985, or 2020, all seem to share a common vision with the Sarvodaya movement toward the development of India. It can be also observed that though at the root level, all have the same motivation yet there are major differences that make the Sarvodaya movement different from the NEPs. The NEPs build upon the existing models of education brought into India by the Britishers. Maintaining the foundational values, it builds and rebuilds upon the structure that has been already put in place. It attempts to work within the framework that already exists. Sarvodaya on the other hand, in the past, has attempted to create a new structure (*Nai Talim*) that is community-based and not merely academic in its orientation. *Nai Talim's* goal was to create well-rounded individuals who were not only academically competent but also physically healthy, socially responsible, and spiritually conscious. The efforts of the Sarvodaya movement did not reach its zenith basically because it did not provide any practical solutions to the issues faced by India. It was a great effort in the idealistic world but it lacked practicality because of the diverse nature of India. Its emphasis on rural areas and traditional ways of life restricted its reach and influence, and its principles were not widely accepted by the Indian people.

Though each NEP attempted to build on the foundations of Sarvodaya principles, the NEP 2020 goes still further in making these principles a reality. Sarvodaya principles may be considered as a basis for the NEP 2020, which aspires to improve India's education system by encouraging the welfare of all members of society, inclusive education, and an emphasis on the holistic development of learners. The NEP emphasizes universalization of education, multidisciplinary education, flexible learning, teacher training, and vocational education which are similar in concept to decentralization, education for all, self-reliance, etc which are the fundamental principles of Sarvodaya. While the Sarvodaya movement received criticism and resistance, it also spawned several beneficial social and political efforts in India. Its legacy is still inspiring and influencing social and political movements in India and throughout the world.

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