NEP2020:
Its Implications on School and Higher Education (Seminar Proceedings)

NEP2020: Its Implications on School and Higher Education (Seminar Proceedings)

Edited by: Dr. Asma Shaikh

Coordinator:

Dr. Asma Shaikh, Principal, AIAPCE.

Organizing Committee:

Dr. Supriya Deka, Associate Professor, AIAPCE
Mrs. Hoor Jahan Hasan, Associate Professor, AIAPCE
Dr. Shireen A. Patel, Assistant Professor, AIAPCE
Dr. Fauzia Khanam, Assistant Professor, AIAPCE

Administrative Staff:

Mr. Javed S. Ansari, Accountant, AIAPCE
Ms. Sayyed Gulshan, Clerk, AIAPCE
Mr. Junaid M. Khan, Technical Assistant, AIAPCE

OUR PATRONS

Dr. Zahir I. Kazi, Hon. President, Anjuman-I-Islam,
Hon. Dr. Zahir I. Kazi was elected president of Anjuman-I-Islam, in November 2009. He has been associated with Anjuman-I-Islam for more than 35 years. He is a physician and radiologist by profession.

Dr. Kazi is also a prominent scholar and educationist. He was the senate member of Mumbai University. He is a recipient of multiple awards - 'Sir Sayyad Excellence National Award' from Aligarh Muslim University, 'The Icon of Change' on being recognised as one of the most influential personalities, the 'Legend of Mumbai' by Mumbai Central Residents and Business Association at Mumbai. He was also honoured with Ayush Excellence International Award at Nehru Science Center, Worli, Mumbai. Additionally, he was felicitated by Hon. Shri Sharad Pawar for his outstanding contribution in the field of Education with life time achievement award on the occasion of 130th birth anniversary of India's first Education Minister-Maulana Abul Kalam Azad in November 2009. Under his leadership Anjuman-I-Islam collaborated with MIT J-WEL for a workshop. He focuses on social and educational activities for upliftment of minority education and economic development.

Mr. G.A.R. Shaikh, Hon General Secretary, Anjuman-I-Islam,
He is an elected General Secretary of Anjuman I Islam. He is an engineer by profession. His strength lies in being a Team Leader and proficiency in technical knowledge, having well-ordered priorities, making good judgments.

Mr. Moiz Miyajiwala, Hon. Treasurer Anjuman-i-Islam,
He is associates with Anjuman-i-Islam for the last 20 years. He is the Chairman of the College Development Committee. He was the Executive vice president and CFO of Voltas for over 11 years and was advisor to the MD for following 2 years. He is currently Independent Director on the boards of several Companies. He is all India rank holder Chartered Accountant. He is experienced consultant with a demonstrated history of being involved with several Corporates, skilled in Business Planning, MIS, Leadership and Corporate finance. He has strong consulting experience with expertise in financial planning and structuring, Organization structure, Information system, Strategic planning and Business turn around. He has served as Chairman of one of the Boards of Anjuman I Islam and has been Treasurer for over 15 years with a deep commitment for service to Humanity and effectively reaching out to the cause of the Have nots of the society.

Mr. Burhan Harris, Hon Executive Chairman, Anjuman-I-Islam's Board for Institutions in Navi Mumbai,
Navi Mumbai Board consists of Anjuman-I-Islam's Kalsekar Campus - Panvel (4 Degree Colleges and 5 Schools), Vashi and Turbhe Campus (Junior College and 4 Schools) He is a Member of General Council, Anjuman-I-Islam, Mumbai also a Member of Executive Council, Anjuman-I-Islam, Mumbai. His strength is capacity building identifying, grooming and leading team, rejuvenating team spirit, entrepreneurial acumen and innovativeness, pioneering insights, sharp focus on technology, commitment to quality, ethics and integrity, ability to motivate diverse and complex teams.

MESSAGE

HON. PRESIDENT MESSAGE

Anjuman-I-Islam is an educational and social welfare institution which is rendering its service for the betterment of the society since last 150 years. It has been a pioneer in initiating the concepts of Kindergarten, Mid-day meal, Beti Bachao Beti Basao, Integrated campus etc. Anjuman-I-Islam has been providing resources meant for education of underprivileged children for decades, a front runner of the Right to Education. Anjuman-I-Islam consistently carries out and support government education policies. Numerous initiatives outlined in the NEP2020 suggestions and practices are already being carried out by Anjuman-I-Islam.

Anjuman-I-Islam, India's leading Educational institution, aims to bring sustainable revolution in the field of life sciences, academics, and transfer of technology. One of the missions is to build a vibrant and supportive learning community in collaboration with the best of academician and technologists, whether in India or overseas.

Anjuman-I-Islam has always strived to achieve the goals it has set for itself, and research is one of the key areas. We have multidisciplinary departments, across our institutions for all of these, research is a common platform for promoting and disseminating the work globally. We expect to go a long way in the academic development and research dissemination.

We have organized various seminars to understand the NEP 2020 & implement it in our institutions effectively and successfully.

I hope that the Professors, Teachers, Students, Researchers of our Country will render phenomenal services of the highest quality that

would be beneficial to the nation through the seminar: NEP 2020: Its Implication on School and Higher Education.

On behalf of Anjuman-I-Islam, I appreciate the participation and cooperation given by all the teaching non-teaching members and students for the growth of the organization.

I, congratulate the team of AIAPCE, Principal Dr. Asma Shaikh and her organizing committee and wish them success for the seminar on "NEP 2020: its implications on school and higher education" to be held on 9th January 2023.

I wish the entire AIAPCE great success in all their future endeavours.

Dr. Zahir I Kazi
Hon. President,
Anjuman-i-Islam, Mumbai

MESSAGE

Mr G.A. R. Shaikh
Hon General Secretary, Anjuman I Islam

It's gives me immense pleasure to welcome all the delegates and participants at the "National seminar on New Education Policy 2020. It's Implication on School and Higher Education by Anjuman-I-Islam's Akbar Peerbhoy College of Education, Vashi, Navi Mumbai.

AIAPCE moulds students into exuberant teachers for the modern society by organising workshops, seminar, curricular and cocurricular activities. In Teaching Learning process there is need of acquiring Knowledge, attitude and skills to ensure learning become joyful process. This seminar has been organized to improve practical approaches, critical thinking, awareness, towards implementation of NEP2020 also opens the mind to face the challenge. I wish all the best for grand success of this conference.

MESSAGE

Mr. Moiz Miyajiwala
Hon. Treasurer Anjuman-I-Islam,

SUMMARY OF PRESIDENTIAL ADDRESS AT THE SEMINAR

He appreciated the NEP Policy 2020 and commended it as a big step in the right direction. He feels that ultimate the success of the Policy will depend upon the commitment and actions taken for the implementation.

He had reservation on the emphasis on regional languages/mother tongue for teaching, particularly in the professional courses. He felt that success of eminent Indians in their respective professions, particularly in foreign countries was primarily due to the proficiency in English acquired through the undergraduate and postgraduate programs in English.

He highlighted the importance of proficiency of the teaching staff and requirement of large number of good teachers. The teaching profession needs to become more or at least as attractive as other professions. For this, the remuneration must go up and high investment in training institutes for teachers is required. This will require significant support from the Governments, both at the Centre and States, whereas as, as a percentage of GDP, allocation to Education sector is seen to be either static or going down. This needs to get reversed. Even the funding of premier institutes like IITs and IIMs have been withheld in the recent times.

Similarly, the emphasis placed in the Policy on upliftment of backward classes and minorities can only be translated into reality, by significant allocation of funds, whereas in this area too, the allocation has been cut down.

He lauded the intentions behind the New Education Policy and urged all concerned to concertedly stand behind the implementation with all their might.

MESSAGE

Mr. Burhan Harris,
Hon. Exec. Chairman, Board for Institutions in Navi Mumbai,
Anjuman-I-Islam.

The members of the organizing committee and myself are very proud to present the National seminar under the theme of "NEP 2020: It's implications on school and higher education" and welcome all participants to 9 th January 2023.

Akbar Peerbhoy College of education was established with the aim of creating an educational institute in Mumbai that will impart teacher education which sets its own benchmark and achieve. Apart from academic excellence, which is, of course, one of the prime objectives, emphasis is also laid on overall individual growth and development, and on making a meaningful contribution to the social fabric. We at AIAPCE are continuously upgrading our teaching-learning system by imparting innovative pedagogies.

We produce knowledgeable, skilful, value oriented teachers for the modern society.

College teachers inspiring mind, thus making them lifelong learners. To accomplish this, we do all that is required to be done. The conference aimed at expanding the program by including some aspects related NEP 2020 approach for essential sustainable implementation in school and at higher education. The diversity of specializations and related themes will enable us to achieve our targeted mandate and vision. AIAPC have also been prominent institute for teacher education in Navi Mumbai.

I confident that such endeavour will enable us to stand on quickly changing global scenario of educational system. I wish best luck for a grand success of this conference.

The hard work and dedication of all the members of organizing committees during the preparation for this conference is highly appreciated. Without them the event would not have

been possible. I would like to congratulate Dr Asma Shaikh, Principal, Faculty members and Supporting Staff.

OUR CONTRIBUTORS

Prof. Sajid Jamal is a Professor at the Department of Education, AMU, Aligarh since 2015. He has the experience of teaching at two central and one state universities of India. Prof Jamal has a teaching experience of 22 years, and his areas of interest include science education, philosophical foundations of education, assessment and evaluation and teacher education. He has published seven books, has contributed seven chapters in the edited books, has published 27 research papers in various journals of repute, has published 5 Psychological Scales and has presented almost 70 papers at various national and international conferences and seminars. He has been a resource person in 156 teachers' training programmes, has delivered lectures as guest speaker in 41 different programmes, has chaired many sessions in national and international seminars and conferences and also has organised 24 teachers' training programmes. He has contributed in material development also and his various lectures are available on YouTube.

He has discharged various departmental responsibilities successfully such as Assistant Superintendent of Exams and Member, Curriculum Revision Committee of CBCS for 2-Year B.Ed. MA, M.Ed. and DT Programmes. He has been associated with the inspection work of NCTE, and NIOS. Prof. Jamal has substantial collaborations with various institutions such as National Council of Educational Research and Training (NCERT); State Council of Educational Research and Training (SCERT); DIETs; National Institute of Open Schooling (NIOS); Central Board of Secondary Education (CBSE); University Grants Commission (UGC); Central Institute of Indian Languages (CIIL); Maulana Azad National Urdu University (MANUU), Hyderabad; Central University of Kerala; Punjab University, Chandigarh; Jamia Millia Islamia, New

Delhi; Banaras Hindu University (BHU), Varanasi; IGNOU, New Delhi; MP Bhoj Open University, Bhopal; Integral University, Lucknow (IUL) and VBSPU.

He has also discharged various administrative responsibilities successfully as the Controller of Examinations, MANUU- Hyderabad and the Principal of MANUU CTE Asansol and MANUU CTE, Bhopal. He was also the Project Coordinator of School of Education granted to AMU under PMMMNMTT scheme of Ministry of Education, Govt. of India.

Dr. Sangeeta Pawar

Prof (Dr.) Sangeeta N. Pawar, Professor and Head Department of Commerce, Senate Member, I/C Director Institute of N.U Jain Career Education and Development, I/C Director Dr, BabaSaheb Ambedkar Research & Competitive Examinations Coaching Centre UNIVERSITY OF MUMBAI. (Ph.D, M.COM, LL.B, Net & Set, Diploma in Communication Technology). Diligent career in University of Mumbai, Department of Commerce with 26 years of teaching experience in Commerce (Business Management), Research Guide in the faculty of Commerce & Management, University of Mumbai. Her Academic Profile: 1. Presented more than 60 papers in the area of Commerce as the core subject of Management, Marketing, labour studies, women entrepreneurship, Corporate Social Responsibility, IFRS, Financial Inclusion, Economic-Social Issues of the economy, Infrastructure development and all relevant burning issues and challenges coming up in the field of commerce. 2. Written and contributed her intellectual credentials in 75 peer-reviewed, renowned national and international journals, magazines, conference proceedings 3. Contributed chapters and articles in 7 edited books. 4. Chaired more than 50 technical sessions in International Conferences and Seminars across India. 5. In Covid-19 pandemic times organized workshops for faculties and students on WLB, Online LMS, Use of Technology for teaching learning 6. Resource Person of 47 online webinars, e-conference, e-workshops across India Universities and colleges 2020-21, 2021-22 during Covis-19 pandemic times

Dr. Dhaneswar Harichandan

Professor cum Director,(2007-2015), Institute of Distance and Open Learning, University of Mumbai. He is Ph.D in Distance Education,

M.Phil., M.A.(Education), M.P.S.(Population Studies),B.A.(Education Honours), Diploma in Distance Education, Post Master's Diploma in Adult & Continuing Edu.,UGC-NET. His PUBLICATIONS : Five books authored, Fourteen books on education (edited) Published by the Univ. of Mumbai and more than 24 research papers in Jl. of Educational Planning & Administration, The Free Press, Journal, International Educator, University News, Media & Technology for HRD, Progress of Education, Quest in, Education. Participated and presented papers in national & international seminars / conferences., Organised 1 International and 2 National Conference on ODL,Workshop on development of self instructional material and preparing for UGC NET/SET examination. Completed a Major Research Project on "Teacher Education Programme through Distance Education Mode in Indian Universities. Principal Investigator e-PGpathshala project of UGC under NMEICT, Govt. of India.

Dr. Rajendra Magar

Dr. Rajendra Magar is currently working as a Professor and Head in the Department of Civil Engineering at Kalsekar Technical Campus, School of Engineering and Technology Panvel, Navi Mumbai. He is also Dean Academics of Kalsekar Technical campus. He has received his Ph.D Degree in Civil Engineering, specialization in Water Resources Engineering from IIT Bombay in 2011. He is the recipient of "Award for Excellence (Best Thesis)" in PhD thesis work for the year 2010-2012 for the outstanding research contributions in Civil Engineering at IIT Bombay". Part of his research work was implemented for Koyna dam for flood prediction system which was highly appreciated by Irrigation Department of Government of Maharashtra. He has more than 27 years of teaching experience. He is approved PG and PhD Guide in Civil Engineering, under University of Mumbai. He has published more than 70 papers in various Journals and conferences at national and international level. He has two copy rights in his credit on his student's research work. He is Fellow member of Institution of Engineers and also life member of various bodies like ISTE, ISH, IAHR and IEI. He is reviewer of several prestigious peer reviewed international journals in water resources field. He has given expert talks in various institutes including IITs and other premier Institutes in various STTPs,FDPs and Conferences. He has handled many session chairs at various National

and International Conferences and also delivered key note addresses. He is approved examiner to conduct M.Tech Dissertation viva-voce exam at IIT, VJTI as well as under his guidance. Three candidates have submitted PhD thesis under his guidance. One candidate has received National Award, first prize in Ph. D. category held in National Science Day for the year 2018 from Department of Science and Technology, Government of India at New Delhi on 28th February 2019. Currently he is guiding 7 PhD candidates under University of Mumbai. He is also member of Board of Studies in Civil Engineering University of Mumbai and his contribution at university level is immense.

Dr. Chavan Chetan Uttamrao, is currently working as Associate Professor Gokhale Education Society's College of Education and Research, Parel, Mumbai .his Educational Qualifications are M.Sc. (Physics) M.Ed., M .A. (Psychology), Ph.D. in Education, D.S.M., SET and NET in Education. He has 16 years of experience in Teacher Education Colleges. He also Recognised Ph.D. Guide in the subject Education from University of Mumbai and Department of Education of Shri J.J.T. University, Rajasthan, India. 8 students successfully completed Ph.D. in Education. Currently guiding 6 students for Ph.D. in Education. External Ph.D. M.Phil. thesis evaluator in other Universities. Completed Minor Research Project sponsored by University of Mumbai. Recognised Post Graduate teacher of the University of Mumbai for the M.A. Master degree (By Papers & by Research) in subject Education. He has 3Published Books. he also Chief Editor of A peer reviewed edited Book "Mental Health: Role of Education in 2011.he is the Author, "Adolescence Education", (2018) Lap Lambert Academic Publishing, Germany with ISBN: 978-613-9-90954-4. International Publisher. Sawant, V. C. & Chavan, C. U. (2022). "Self-Efficacy & Cognitive Styles" Mahi. He is Associate Editor of Journal International academic standards of Confab Journals, "Education Confab", International Journal for Innovative Research in Multidisciplinary Field (ISSN: International Journal of Research Culture Society (ISSN: 2456-6683), He has Organized multiple state and National Workshop, conferences and seminars. he also published many research papers in national and international seminars.

PREFACE

The New National Education Policy was approved by the Union Cabinet on 29 July 2020. It will bring transformational reforms in the school and higher education system in the country. The NEP 2020 is expected to put India on track to attain Goal #4 of the 2030 agenda for sustainable development by ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all in the next decade. Significantly, the policy lays emphasis on four key areas of reforms viz. curricular changes to build strong foundational skills, improving quality of learning across all levels of education, shift in the ways of assessment and, the need for systemic transformation. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education. The NEP 2020 is focused on creating a holistic, application- based education system with a special emphasis on skill development which will help in making the students future safe and bright in both personal as well as professional world.

As soon as the Government of India declared the policy, multiple webinars, seminars and panel discussions were conducted of which I attended many. I thought it was necessary to organize webinars / seminars on NEP2020. During the pandemic we organized a webinar on the theme: Impact of NEP 2020. In the light of this knowledge, we found it necessary to organize one more seminar on NEP 2020 because understanding and brainstorming on the policies is essential for our betterment.

On January 9, 2023, the Internal Quality Assurance Cell of Anjuman-I- Islam's Akbar Peerbhoy College of Education hosted a nationwide seminar on the theme "The NEP 2020: Its Implication on School and Higher Education" in accordance with NAAC (National Assessment & Accreditation Council) criteria. The Hon. President of Anjuman-I- Islam's **Dr. Zahir I. Kazi**, has a strong desire to foster quality education. Anjuman-I-Islam consistently carries out and supports the government's education policies. Numerous initiatives outlined in the NEP 2020 are already being carried out by Anjuman I Islam. Consequently, he suggested that a seminar be organized.

Keeping in mind the policy's vision and guiding principles, attention was given to the "Curriculum and Pedagogy in Schools: Learning Should Be Holistic, Integrated, Enjoyable, and Engaging". The Seminar witnessed an overwhelming response from 106 participants which were from AI's Group of Schools and Colleges, Ph. D students, Alumni of AIAPCE, Assistant and Associate Professors of other B.ED. Colleges. A total of 18 Papers were received and 14 papers were presented by the participants in two technical sessions of the seminar. Most of the papers were based on case study/review article /research papers. I am sure that the rich content that has been created through this book will be an effective analysis of the NEP2020 and its implication on school and higher education.
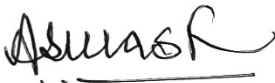
This is the 3rd ISBN seminar proceedings book. Saying thank you is the simplest form of expressing gratitude. I am indebted to Honourable President **Dr. Zahir I. Kazi** for encouraging me to organise the seminar and providing me with unconditional support. I am grateful to Honourable General Secretary **Mr. G. A. R. Shaikh** who always supports academic work. My special thanks to **Mr. Moiz Miyajiwala,** Hon. Treasurer of Anjuman-i-Islam for his wise words, valuable, and thought provoking Presidential Speech during the inaugural session, Honourable executive Chairman BINM, **Mr. Burhan Harris** who has shown great faith in me and recognized my efforts and appreciated my work.

My heartfelt thanks to **Prof. Sajid Jamal**, Education Department, Aligarh Muslim University, who delivered the Keynote address. His session was superb and showcased enjoyable learning. I am also grateful to Prof. and Head **Dr. Sangeeta Pawar,** Department of Commerce, University of Mumbai also Senate Member who was the Chief Guest at

the Seminar. Her speech was thoughtful as a critical analysis of NEP2020. I am Thankful to **Dr. Dhaneswar Harichandan**, Former Professor Cum Director, IDOL, University of Mumbai for delivering the valedictory speech and **Mr. Iqbal Kaware**, a member of the college development committee for gracing the valedictory ceremony.

The Technical sessions were chaired by **Dr. Rajendra Magar**, Professor and Head, Department of Civil Engineering, AIKTC and **Dr. Chavan Chetan Uttamrao** Associate Professor, Gokhale Education Society's College of Education and Research, I am thankful to both the resource persons for their valuable advice to paper presenters. I would like to appreciate the guests who graced the occasion with their presence. My special thanks to the contributors for their research based papers which will motivate and encourage readers to analyze, review and in the implementation of the policy. I must also put on record my thanks to the team of experts who reviewed the research papers / articles and gave their valuable insight. I thank **Mrs. Shaheen Momin**, I/C librarian, AI's Abdul Razak Kalsekar Technical Campus for her sincere and unconditional support in locating plagiarism.

My sincere thanks to organizing committee of seminar Dr. Supriya Deka, Associate Professor, Mrs. Hoor Jahan Hasan, Associate Professor, Dr. Shireen A. Patel, Assistant Professor, & Dr. Fauzia Khanam, Assistant Professor, and administrative staff of our college Mr. Javed S. Ansari, Accountant, Ms. Sayyed Gulshan Clerk, & Mr. Junaid M. Khan, Technical Assistant

Dr. Asma Shiakh
Principal
Anjuman-I-Islam's
Akbar Peerbhoy College of Education

IQAC

Anjuman-i-Islam's
Akbar Peerbhoy College of Education
Feedback Tool
National Level Seminar on
The NEP 2020- It's Implication On School and Higher Education
January 9, 2023
Features Pertaining to the seminar on a scale of 1 to 5.

RESULTS IN PERCENTAGE

Sr. No.	Feature	1 Need Improvement	2 Satisfactory	3 Good	4 Very Good	5 Excellent
1.	Ease of Registration		11.1%	17.3%	25	50
2.	Efficiency at the Information Desk		5.7	19.2	30.7	46
3.	Hospitality		1.92	28.8	25	44.2
4.	Relevance of the Theme		3.8	13.4	36.5	5
5.	Usefulness of the Theme		1.8	16.9	25	57.6
6.	Effectiveness of Speaker (Keynote Address)		1.9	11.7	23.5	61.5

7.	Quality of Papers Presented		6.5	21.7	25	38.4
8	Validity of Feedback and Suggestions given by the Chairpersons of each session					
	Session : 1		4.2	19.2	29.7	44.6
	Session : 2	2.7	2.7	25	30.5	38.8
9	Time Management	1.9	9.61	19.2	23	46.1
10	Overall Impression		7.6	19.2	25	48

A Peer Reviewed Edited Book
Chief Advisor: **Dr. Asma Shaikh**
Principal, AIAPCE

LIST OF REVIEWERS

Dr. Sunita Magre
Head Professor, Department of Education,
University of Mumbai.

Dr. Abdul Razak Honnutagi
Director,
Anjuman I Islam's Kalsekar Techanical Campus, Panel.

Prof. Shaikh Imran
Marathwada College of Education,
Dr Babasaheb Ambedkar Marathwada University Arangabad.

Dr. Supriya Deka
Associate Professor,
Anjuman I Islam's Akbar Peerbhoy College of Education,
Vashi, Navi Mumbai.

Mrs. Hoor Jahan Hasan
Associate Professor,
Anjuman I Islam's Akbar Peerbhoy College of Education,
Vashi, Navi Mumbai.

Dr. Shaheen Parveen Shaikh
Assistant Professor
Maulana Azad National University Aurangabad

Dr. Shireen A. Patel
Assistant Professor,
Anjuman I Islam's Akbar Peerbhoy College of Education,
Vashi, Navi Mumbai.

Dr. Fouzia Khanam
Assistant Professor,
Anjuman I Islam's Akbar Peerbhoy College of Education,
Vashi, Navi Mumbai.

ABOUT THE ANJUMAN-I-ISLAM

Anjuman-I-Islam, Mumbai was founded in the year 1874 by a small group of devout and progressive Muslims led by none other than Dr. Badruddin Tyabji, Third President of the Indian National Congress and the First Acting Indian Chief Justice of Bombay High Court, with a 'desire to see the Muslim Community advance in education and social standing'.

It started with one school and today it has more than eighty institutions from pre-primary schools to graduate and postgraduate level including, College of Engineering, Polytechnics, Unani Medical College, College of Education, College of Commerce & Economics, Institute of Management Studies, College of Hotel Management, Catering, Technology, College of Home Science, School of Pharmacy and School of Architecture. It has a high reputation of being a Muslim minority organization catering to the needs of more than 1.10 lacs students from various communities under its umbrella. Anjuman-i-Islam played a pioneering role in introducing and implementing the concept of kindergarten.

At present, the prime focus of Anjuman-i-Islam is towards quality education, transparency and growth to become a world class educational and social service organization.

ABOUT THE COLLEGE

Anjuman-I-Islam's Akbar Peerbhoy College of Education is an affiliate of the University of Mumbai and was established in the year 1990. It celebrated its silver jubilee in 2015.Over the years, the College has metamorphosed into a responsible agency, committed to upholding the tenets of the Anjuman-I-Islam and the University of Mumbai. It is blessed with experienced staff who keep pace with the changes in the methods in teacher education. The College produces skilled teachers, committed to social upliftment. We have organized State Level Seminar on **"Addressing Diversity",** National Level Seminar on **"Nurturing Learner Autonomy",** "**Towards Excellence in Teacher Education", "We are teaching Are They Learning",** State Level Workshop and Seminar **"Energizing and Nurturing the Capacity of Supporting Staff",** National Level Webinar on **"Coping with Stress: Teacher as a Counsellor".** National Level Webinars in collaboration with Sainath Education Trust's H.B.B.Ed. College of Education, Vashi on "**Effect of Yoga in Increasing the Immunity during Covid-19 Crisis",** National Level Webinars in collaboration with Sainath Education Trust's H.B.B.Ed. College of Education, Vashi, and Oriental Education Society's Oriental College of Education, Sanpada on **"Fostering Women's Health and Population Concerns",** One-day Webinar for the In-service Teachers of Ideal Education Society on **"Challenges and Strategies of Online Learning",** National Webinar on **"Impact of National Education Policy NEP 2020" in collaboration with** IQAC, AI's Begum Jamila Abdul Haq College of Home Science, affiliated to SNDT University. A National Seminar on **"The NEP 2020: It's Implication on School and Higher Education"** was organised recently**.** We have published

two seminar proceedings books with ISBN catagorisation. We have also initiated the Spread a Smile Campaign and have undertaken various social upliftment programmes since 2015. We have been organizing. In-Service Teachers' Training Programmes for teachers of Anjuman-I-Islam Institutions since 1999.

CONTENTS

LIST OF PAPER CONTRIBUTORS

A. K. Kureshi, Principal, AI's M. H. Saboo Siddik Polytechnic, Mumbai. E-mail: Principal_mhssp@rediffmail.com

Asma Shaikh, Principal, AI's Akbar Peerbhoy College of Education. E-mail: shiakhasmakk@gmail.com

Asmita Wewhare, Oriental College of Education, E-mail: Asmita.wewhare@oce.edu.in

Ayesha Ansari Abshar Ahmed, Asst. Teacher, AI's Saif Tyabji Girls High School, E-mail: ansariayesha777.aa@gmail.com

B. B. Police Patil, Principal, K.L.E. College of Education. E-mail: nsjadhav662@gmail.com

Chetan Chavhan, Associate Professor and Research Guide GE Society's College of Education & Research, E-mail: chetan7464@gmail.com

Chitra Nair, Asst Professor, Sarada Kurup College of Education & Research. E-mail: Chitranair512@gmail.com

Falaknaz Shaikh, I/c. Principal A. I.'s Barrister A.R. Antulay College of Law. E-mail: falakshkh@gmail.com

Fouzia Khanam, Assistant Professor, AI' Akbar Peerbhoy College of Education, E-mail: fauzia.ahmad19@gmail.com

Kulsum Shahzad, Research Scholar, Bombay Teachers' Training College. E-mail: kulsumshahzad@bttc.edu

Manisha Tyagi, Assistant Professor, Bombay Teachers' Training College.

Pratibha Ursal, Research Scholar GE Society's College of Education & Research.

Ravinder Kaur Vilku, Konkan Muslim Education Society's College of Education-Bhiwandi E-mail: raviinderk19@gmail.com

Saba Patel, Headmistress, Anjuman-I-Islam's Dr. MIJ Girl's, High School & Jr. College.

Prof. Sajid Jamal, Department of Education, Aligarh Muslim University, Aligarh. E-mail: shadansj07@rediffmail.com

Shefali Pandya, Retd. Sr. Professor & Former Head Department of Education University of Mumbai University of Mumbai.

Shireen Asif Patel, Assistant Professor, Al's Akbar Peerbhoy College of Education E-mail: dr.shireen79@gmail.com

Subiya Ansari, Junior Research Fellow Department of Education. E-mail: subiyaansari93@gmail.com

Sudipa Mukherjee Mondal, Profession: Subject Matter Expert, Asst Manager Academics & Training, Organization: Kotak Education Foundation, E-mail: sudipabibi@gmail.com

Supriya Deka, Anjuman-I-Islam's Akbar, Peerbhoy College of Education. E-mail: supriyadeka@gmail.com

Teena Chanda, Teacher, Avalon Heights International School. E-mail: v_chanda@rediffmail.com

Upasna Roy, Research Scholar, Department of Education, University of Mumbai. E mail: upasnasanjivroy@gmail.com

Vaishali B. Kamble, Assistant Professor, Sarada Kurup College of Education and Research, E-mail: vsshirsat@gmail.com

1

Theme of the Seminar

Dr. Supriya Deka*

The presentation of the NEP 2020 in the public domain resulted in piquing the curiosity, excitement and even consternation among educators and civil society alike. Many saw it as idealistic, others as a challenge. Much has been written and discussed about its efficacy and its perceived influence on the Indian education system.

The vision of the NEP 2020 is to instil among learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect and deeds – to develop knowledge, skill sets, values and dispositions that support responsible commitment to human rights, sustainable development and living and global well - being, thereby reflecting a global citizen.

The seminar therefore will be focusing upon the Curriculum and Pedagogy in Schools and Teachers and Professional Growth.

It will focus particularly on

Language of instruction

Inclusion

Curriculum and pedagogy

Innovation through autonomy, good governance and empowerment

Domains of child development

This seminar is hoping to bring to the fore the thoughts and contributions of learners and teachers who are the primary stakeholders during the implementation of the NEP 2020.

*Anjuman-I-Islam's Akbar, Peerbhoy College of Education.
E-mail: supriyadeka@gmail.com

2

The NEP-2020: Its Implications in School and Higher Education

Prof. Sajid Jamal*

The National Education Policy (NEP) announced on 29th of July 2020 after much discussions from all the stake holders and deliberations on various forums aims to create a world class education system in India. This is the first education policy of the 21st century and has been announced after a gap of 34 long years. The policy has the following vision:

"The vision of the policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen".

FURTHER, THIS POLICY HAS THE FOLLOWING FEATURES

a. It has introduced a changed educational structure of 5+3+3+4

b. It focuses on recognizing, identifying and fostering the unique capabilities of each student

c. It focuses on achieving foundational literacy and numeracy

d. It recommends no hard separation between arts and science and between curricular and extra-curricular activities

*Department of Education, Aligarh Muslim University, Aligarh. E-mail: shadansj07@rediffmail.com

e. It talks about multidisciplinary and holistic education

f. It emphasises on conceptual understanding

g. It believes in developing ethical, human and constitutional values

h. It promotes multilingualism and believes in the power of the language

i. It emphasises on inculcating life skills

j. It focuses on regular formative assessment

k. It respects diversity and the local context

l. It focuses on equity and inclusion

m. It wants to create a seamless continuum of education from one level to other

n. It has "light but tight" regulatory framework

o. It has a provision of continuous review

The NEP-2020 has a lot of implications for school and higher education. First, I would like to present its implications for school education:

IMPLICATIONS FOR SCHOOL EDUCATION

The policy talks about the provision of ECCE which is very important for the proper development of learners, for their socialisation and to provide them an opportunity for good health care and quality meal. It also talks about achieving the target of foundational literacy and numeracy by 2025. It mentions about some new initiatives like DIKSHA and peer tutoring. The issue of dropout has been discussed in the policy and to curtail it, provision of re-entry and counselling has been mentioned besides providing incentives, taking services of NGOs, identifying SEDGS and using the services of ODL and NIOS. A lot has been mentioned under the category of curriculum and pedagogy and the policy wants the holistic development of learners. For this it wants reducing curriculum content, introducing experiential learning, integration of arts and sports, vocational education, flexibility in curriculum, introducing AI, EE, Organic living, holistic health and GCED etc., Inculcating skills and capacities among the students., making mother tongue/local /regional language as medium of instruction and starting a holistic assessment PARAKH.

The issue of inclusive education has also been discussed in the policy and various provisions have been made for it like identifying SEDGs-SC, ST, OBCs and minorities, declaring Special Education Zones, researching on the problems of the students belonging to these groups, Increasing the representation at higher education level and making available special facilities like targeted scholarships, cash transfers and providing bicycles for transport etc. The policy also mentions about the efficient resourcing and effective governance by creating school complex- having one secondary school and all other schools lying in a radius of 5-10 Km., making SDPs by involving SMCs, creating ease in governance and pairing of one public school with one private school to share resources.

Perhaps first time in the history of school education in India accreditation of schools on the lines of universities and colleges have been mentioned and fixing of minimal standards for schools have been discussed. It has also been said to discourage profit making intentions and encouraging philanthropic efforts. The policy puts the teachers at the centre of the education system and gives them a lot of importance. It mentions about conducting TETs for them, improving their service environment and work culture, ensuring their continuous professional development, starting 4-year integrated B. Ed. Course, establishing NPST and Training Special educators by taking the help of NCTE and RCI.

However, in my opinion there are a lot of challenges like teachers are not trained for ECCE, they are overloaded as well as less paid. In the schools TPR high and teachers are overburdened with other non-teaching works as well as bureaucratic control prevails in educational administration. Besides we have poor infrastructure and there is no provision of remedial teaching. So for as curriculum and pedagogy is concerned, till now NCF has not been framed and accommodating all the above mentioned concepts in the book is very difficult. We do not have sufficient infrastructure for vocational education and there are non-availability of books in mother tongue like Urdu. It would not be out of place here to mention that pairing of public and private school as mentioned in the policy is not plausible as their aims of establishment are different. All these issues are very important to address during the implementation of this policy in the schools.

So for as the implications of NEP-2020 for higher education is concerned, it is being discussed below:

IMPLICATIONS FOR HIGHER EDUCATION

First of all, the policy talks about integrated higher education by focusing on quality, increasing GER to 50% by 2035, starting holistic and multidisciplinary undergraduate programmes, initiating FYUP, introducing the concepts of STEM and GCED, providing multiple entry and exit and integrating vocational education with higher education. Perhaps first time in the country the concept of digital storing of credits and its transfer has been introduced. It has been mentioned to start four-year programme which may lead to "degree with research" and the issue of internationalization of higher education has also been discussed. The policy also talks about **i**nstitutional restructuring and consolidation and mentions that by 2040 all HEIs have to become multidisciplinary and MERUs will be established to promote world class research in the country. The NEP 2020 wants to create one single regulatory authority in the country-HECI which will have four units-NHERC, NAC, HEGC, GEC. It says about giving graded autonomy to the universities, emphasises on innovations and establishment of National Research Foundation (NRF). The policy believes in energized, motivated and capable faculty and it expects the teachers to behave like catalyst, leader, mentor, counsellor, and creator. Further, they are required to handle student diversity and provide the opportunity of joyful learning.

Again there are so many challenges like we do not have a well chalked out multidisciplinary higher education system, the target of 50% GER by 2035 is too enthusiastic and multiple entry and exit are a new concept in Indian situations. For the Academic Bank of Credit, establishment of National Academic Depository is mentioned which is a mammoth work and will require much time and resources. Creating a balance between curricular and co-curricular activities is cumbersome and establishment of MERUs need heavy budget. The policy wants the teachers of higher education to be proactive and for that they have to learn time management, stress management and they should be well versed with online and blended mode of teaching. All these require training for them.

CONCLUSION

Policy in letter and spirit wants to make India Vishwaguru, which is really appreciating. In many ways it talks about paradigm shift. It suggests a lot of changes in the existing system which should be

welcome by all of us. However certain targets set in it are unrealistic and no clear roadmap has been mentioned to achieve them. We should be very cautious regarding those targets as we have witnessed the failure of so much enthusiastic programmes earlier due to lack of sufficient time line.

3

Role of Anjuman-I-Islam in Paving a Roadmap Towards the Upliftment of Minorities- A Case Study

Dr. Asma Shaikh*

—— Abstract ——

The present case study explains that the Anjuman I Islam is an educational institution that fulfills many aspects of NEP2020 and supports it to fulfill its vision through implementation of outcome-based Activities, Strategies for course correction

Anjuman I Islam, Mumbai was founded in the year 1874, by a small group of devout and progressive Muslims led by none other than Dr. Badruddin Tyabji with a desire to see the Muslim community advance in education and social standing. At present, the prime focus of Anjuman today is to achieve quality education, transparency, growth to become world class Educational Social Service organization. NEP2020 is based on four pillars which are Access, Equity, Quality, and Accountability. Keeping in mind the Chapter5 Teacher and 6 Equitable and Inclusive Education: Learning for All, researcher thought about the case study on the topic "Role of Anjuman I Islam in paving a roadmap towards the journey of upliftment of minority based on report. Researcher have strong believed in Anjuman I Islam vision and mission and its culture. Today Anjuman is particularly known for inculcating the

*Principal, AI's Akbar Peerbhoy College of Education.
E-mail: shiakhasmakk@gmail.com

culture of Secularism and National Integration. Anjuman I Islam always implement and support to the Government Educational policies and guidelines.

Keywords: Anjuman I Islam, report, Teacher, inclusive education, outcome based Activities, Strategies.

INTRODUCTION

After studying the New Education Policy 2020 Anjuman-I-Islam appeared in support of its vision. Anjuman I Islam, Mumbai was founded in the year 1874, by a small group of devout and progressive Muslims led by none other than Dr Badruddin Tyabji with a desire to see the Muslim community advance in education and social standing. At present, the prime focus of Anjuman today is to achieve quality education in transparent manner at par with global standards of education.

"New education policy divided in 4 parts with 28 chapters it is based on four pillars which are **Access, Equity, Quality, and Accountability. It will be a top priority to bring these children back into the educational fold as early as possible, and to prevent further students from dropping out, with a goal to achieve 100% Gross Enrolment Ratio in preschool to secondary level by 2030."**

"Through this NEP 2020 government is looking forward to making India a "**Global knowledge superpower**" and it will be only done by making education system for schools and colleges more flexible, holistic, and multi-disciplinary which will bring out their unique capabilities."

Presenter has focused on the following aspects.

New education policy 2020 Part 1 School Education, mentioned in Chapter 5 Teacher and Chapter 6 Equitable and Inclusive Education: Learning for All.

The most effective means of attaining social justice and equality are education. Achieving inclusive and equitable societies in which every person has the chance to dream, develop, and contribute to the country is crucial in and of itself, but it also depends on inclusive and equitable education. India's educational system must be designed with the country's children in mind, ensuring that no child is denied the chance to study and succeed due to their circumstances during birth

or upbringing. This Policy states that one of the main objectives of all education sector development programmes will continue to be closing socioeconomic category disparities in access, participation, and learning outcomes in formal education.

5.15. Continuous Professional Development will provide teachers with ongoing opportunities for professional growth and education in the newest developments. CPD

6.2.4. The Policy acknowledges the importance of interventions to promote education of children belonging to all minority communities, and particularly those communities that are educationally underrepresented.

6.7 A quality education for girls is the best approach to raise the level of education for these SEDGs, not just in the present but also in future generations, since the Policy also acknowledges the unique and important role that women play in society and in forming societal mores. Thus, the policy advises that any policies and programmes intended to involve students from the SEDGs should pay particular attention to the girls in these SEDGs.

6.14. In order to reverse the underrepresentation of all groups that are currently underrepresented, all teacher education programmes will include a core component on how to teach students with specific disabilities, including learning disabilities, as well as gender sensitization.

14.2 "The dynamics and many of the explanations for the SEDGs' exclusion from the educational system are shared by the sectors of higher education and schools. As a result, both school and higher education must use the same approach to fairness and inclusion. To promote lasting reform, there must also be continuity between the stages. Therefore, it is important to include both school education policy measures and those needed to achieve equity and inclusion goals in higher education."

"Steps to be taken by institution (a) Mitigate opportunity costs and fees for pursuing higher education (b) Provide more financial assistance and scholarships to socio-economically disadvantaged students (c) Conduct outreach on higher education opportunities and scholarships (d) Make admissions processes more inclusive."

Keeping in mind the Chapter 5 Teacher and 6 Equitable and Inclusive Education: Learning for All, researcher thought about the case study on the topic **Role of Anjuman-I-Islam in paving a roadmap towards the upliftment of minorities.**

Hon President of Anjuman-I-Islam always desire a quality education Anjuman-I-Islam consistently carries out and supports government education policy. Numerous of the initiatives outlined in the NEP2020 are already being carried out by Anjuman I Islam. Consequently, he suggested organising the programme.

A case study based on the background of A report titled "To study the SSC Results of Anjuman I Islam's group of schools, academic year 2018 – 19 and action for course correction for learning and teaching "was prepared. Principal's meeting was held, data was collected, result analysis was done, swot analysis was done, best strategies were shared with others. And decided on some steps for course correction.

Thought process began from 26th June 2019 and Implementation of the final action for course correction for Learning and teaching had been stated 1st oct 2019 till today.

PURPOSE OF THE STUDY

The present case study explains that the Anjuman I Islam is an educational institution that fulfills many aspects of NEP 2020 and supports it to fulfill its vision.

OBJECTIVES

- To share the report on "To study the SSC Results of Anjuman I Islam's group of schools -Academic year 2018 – 19 and action for course correction for learning and teaching".
- To determine the impact of NEP 2020.
- To reflect on how Anjuman-I-Islam relate to the NEP 2020 through its implications of action plan.
- To develop an understanding of Anjuman-I-Islam as a roadmap towards the journey of upliftment of minority.

OUTCOME

Any learner will have a recognition on report sharing.

It will highlight the Chapter 5 Teacher- Continuous Professional Development (CPD)and chapter 6, 14 Equitable and Inclusive Education: Learning for All.

How Anjuman I Islam relate to the NEP2020 thru its implications of action plan will be understood to the society.

EXPLANATION OF TARGET GROUP

Step 1. Meeting held with Principals of Anjuman Group of Schools dated 26.06.2019 attended by 16 schools. Information given through comparison about overall Maharashtra results and Anjuman school result. Individual results of their schools were discussed

Step 2. Collection of data of the S.S.C results of Anjuman Group of Schools, other Urdu/English medium schools

Step 3. Analysis of the data- comparison of last year and other schools.

Step 4. Interpretation of the data.

Step 5. SWOT Analysis of each school of Anjuman based on their present S.S.C results.

Step 6. Strategies suggested for course correction

Leadership Towards Academic work

- Proper recruitment of the teacher.
- Every year SWOT analysis of the board results**.**
- Implementation of Strong action or Smart policy to reduce Absenteeism.
- **Time to time Motivational Lecture by Expert.**
- Regular feedbacks and corrective measures to be implemented on a monthly basis.
- School improvement committee work towards curriculum and student improvement.
- Keep teacher free from other activities those who are conducting period at Xth Standard.
- Induction programme for the teacher in the beginning.
- **Regular trainings and professional development opportunities for the staff like Skill certification of teachers, Dyslexic Awareness programme, shakshamshikshak programme, refresher Courses. etc.**
- Organisation of Bridge course immediate after IX std exam.

Development of Language skills through

- Reflective reading and writing.

- Techniques of enhance reading comprehension and different types of writing skills.
- Writing Skills/Practice: Focus a lot on writing skills and regular practice so that students master it easily.
- Listening and comprehension skill should be developed among students from primary school, then only speaking, reading and writing skill can be developed at secondary school.

Evaluation reform

- Anjuman Test series.
- Regular extra classes for students who are not performing well. Any student scoring less than 60% in the written paper should be asked to attend extra classes.
- Regular and strict assessment of class assignments/tests/assessments, etc. and regular analysis of the same to ensure that the student is showing progress and make timely interventions accordingly.
- Frequent Tests: To ensure that they are prepared thoroughly and comfortable with examinations, so as to reduce stress and ensure that they do not blank out in the papers.

Teacher's Role and Responsibility

- Scaffolding Process: The subject Head will mentor all the other subject teachers under her to maintain uniformity in the teaching methodology of that particular subject and ensure that all the changes in the syllabus, paper pattern, writing skills, etc. are percolated at all levels /grades appropriately.
- Peer Mentoring: Ensure that students also support each other in learning and create a supportive and positive learning environment.
- **Robust follow ups and detailed one to one feedback to the parents to ensure that the student is making progress**.
- Creating a bank of resources created by the teachers through subject wise team.
- **Identification of weak students on the basis of their performance in the initial stage (Test).**
- **Interaction and Counselling of the Parents and Child.**

Step 7. Implementation of outcome-based Action, Strategies for course correction

• Maharashtra Dyslexia Association in partnership with Anjuman-I-Islam conducted Workshops & Sensitization Sessions for, Teachers, Teacher Trainees, Students and Parents from 1 October to 6th October 2019.

There was total 70 parents who attended the Consultation with parents (parents talk) from Vashi, Turbhe, Bellasis Road, Nagpada and CST, 50 B.Ed. teacher trainees, 50 teachers participated from all pre-primary and primary schools of Anjuman-I-Islam, including Pune attended the workshop on "Understanding Dyslexia". Approximately 7000 Secondary school students from 7th to 12th std. attended the sessions on Limitless with Dyslexia.

Outcome: Parents, teacher's trainees Students will be encouraged, motivated, sensitized and able to understand Dyslexia and other Learning Difficulties through: various aspect.

• Organized online/offline workshop /activities on inclusion-

• Grossary (Ration kit) provided to the marginalized group during lockdown from each institute of Anjman I Islam.

• Till date AIAPCE organized a week 26 number of In -service teachers' training programme and trained 850 teachers during refresher course for professional development of teachers.

• AIKTC organizes workshop/ FDP for leadership and ICT related.

• More focus on Girls Education through Beti padhao Beti bachaw.

• Every year Anjuman I Islam organizes workshop / Expert talk/ Conferences/Seminar by inviting renowned, experienced resource persons for professional development. Like quality framework at school,

• Anjuman I Islam assists financially, students from marginalized group so that they are not deprived of education. Many of students come from the lowest strata of improvised social hierarchy, to ensure education for them, Anjuman created resource through government scholarship, private contribution, and donation for their fees, books, transportation etc.

CONCLUSION

NEP2020 Students will be sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Any biases and stereotypes in school curriculum will be removed, and more material will be included that is relevant and relatable to all communities

Researcher have strong believed in Anjuman I Islam vision and mission. Today Anjuman is particularly known for inculcating the culture of Secularism and National Integration. Anjuman-I-Islam always implement and support to the Government Educational policies.

REFERENCES

- https://nvshq.org › article › new-national-education-pol...
- https://leadschool.in › school-owner › national-educatio...
- https://www.ugc.ac.in › pdfnews › 5294663_Salient.
- https://www.verywellmind.com › how-to-write-a-psych..
- https://www.education.gov.in
- https://anjumaniislam.org

4

A Critical Study of NEP 2020: Towards the Higher Education

*Dr. A. K. Kureshi**

── **ABSTRACT** ──

Education is the base of national development, well defined and futuristic education policy is essential for a country because the education leads to economic and social progress of that nation. The National Education Policy 2020 (NEP 2020), outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. This policy focuses on the holistic development of students by ensuring access, relevance, equity, quality and strong foundational learning. Significantly, the policy lays emphasis on four key areas of reforms viz. Curricular changes to build strong foundational skills, improving quality of learning across all levels of education, shift in the ways of assessment and, finally, need for systemic transformation

Keywords: Higher Education, NEP-2020, Holistic & Multidisciplinary, Professional Education

INTRODUCTION

"It is predicted that India is set to overtake Japan and Germany to become the world's third-largest economy by 2030-2032 with estimated GDP of ten trillion dollars. It is evident that the ten trillion economies

*Principal, AI's M. H. Saboo Siddik Polytechnic, Mumbai.
E-mail: Principal_mhssp@rediffmail.com

will be driven by knowledge resources and not by the natural resources of the country. To boost the growth of the Indian education sector, the present government decided to revamp it by introducing a comprehensive National Education Policy 2020" [1]. "Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all." [2]

The NEP 2020 has outlined an ambitious task of nearly doubling the GER in higher education from 26.3% (2018) to 50 % by 2035 while improving quality of Higher Education Institutions (HEI) and positioning India as a global education hub [3]. 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, catalyzing research, improving faculty support and encouraging internationalization.

The creation of the Higher Education Commission of India (HECI) for the whole higher education sector will be one of the fundamental shifts. The HECI will serve as a single regulatory body, with independent verticals handling a number of tasks such academic standard-setting, funding, and accreditation. These organizations will eventually take the place of previous regulatory authorities like the All India Council for Technical Education and the University Grants Commission (UGC) (AICTE). This essay offers a critique of NEP-2020 with regard to different facets of higher education.

NATIONAL POLICY ON EDUCATION IN INDIA

The First National Policy on Education, 1968

"Based on the report and recommendations of the Kothari Commission (1964–1966), the then Prime Minister Indira Gandhi's government declared the first NEP in 1968. The policy was considered

with "radical reform" and recommending equal opportunities (for both rural and urban sectors) of education to achieve national integration and more excellent cultural and economic development. This specific policy also encouraged the teaching of the ancient Sanskrit language, which was considered to be an integral part of India's culture and heritage. This policy was also aligned to promote physical education to promote sports and games culture. The NPE of 1968 called for expenditure on education to rise to 6% of the national income (Govt. of India, 1968)."

Second National Policy on Education, 1986

"In 1986, Rajiv Gandhi, the former Prime Minister, launched a new National Policy for promoting education at all economic levels [4]. The adopted policy is known for "Special Emphasis on the Elimination of Inequalities and to Sequalise the Educational Opportunity", irrespective of the cast, gender, and economic status. The policy called for the expansion of scholarships, subsidies, allowances, adult education, and various other methods to promote social integration. This NPE is known for the "child-centered approach" especially for primary education, and, thus, initiated a very popular educational reform "Operation Blackboard." The objective was to develop primary schools across the country. The policy extended the open and distance university system with the Indira Gandhi National Open University (IGNOU) founded in 1985."

Third National Policy on Education, 2020

A group led by former Cabinet Secretary T. S. R. Subramanian began the New Education Policy consultation process in January 2015. Based on the committee's report from June 2017, a team under the direction of former ISRO director Krishnaswamy Kasturirangan presented the draught NEP in 2019. The NEP, intended to bring about a variety of reforms to the current Indian educational system, was adopted by the cabinet on July 29, 2020. It was subsequently announced by the Ministry of Human Resource Development, followed by a series of public discussions. In order to improve fundamental learning and critical thinking, the Draft NEP discusses lowering curricular content. The objective is to promote holistic experiential, discussion-based, and analysis-based learning. It also talks about a revision of the curriculum for the first time. The significant change is in pedagogical structure

from a 10 + 2 + 3 system to a 5 + 3 + 3 + 4 system [5]. This is an effort to optimize learning based on the cognitive development of children. The NEP 2020 replaces the National Policy on Education of 1986.

Table 1 present a comparison of two policies in the structure context.

**Table 1: Comparison of Educational Polices 1986 and 2020
in their structure context**

National Education Policy1986 (NEP-1986)	National Education Policy2020 (NEP-2020)
Common education structure 10+2 Pre-primary (1 Year) Primary (Grade 1-5); Middle (Grade 6-8); Secondary (Grade 9-10); Senior Secondary (Grade 11-12).	Common education structure 5+3+3+4 respective to foundation, preparatory, middle and secondary grades.
Board exams conducted for Classes 10 and 12.	Board exams will continue for Classes 10 and 12, will be re-designed for "holistic development" by new national assessment center – PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development).
All UG and PG admissions are based on the entrance exam conducted at the college level or state level except IIT/NITs / Medicals	All UG and PG admissions of public HEIs are based on National Testing Agency (NTA) scores, conducted by the national level.
UG programmes are for three to four years.	UG programmes are of four years with a provision to exit after one year with a Certificate course, after two years with diploma, after three years with a Bachelor degree, and after four years with project/internship Bachelor degree with (Honors/Research).

Postgraduate education is of two years with specialization focus.	Postgraduate education is of one year for four years Bachelor degree & of two years for Bachelor degree of three years.
Most of the Colleges in HEIs are affiliated to state universities and had no autonomy in curriculum and evaluation.	All HEIs including colleges are autonomous and have the autonomy in deciding curriculum and evaluation.
In HEIs faculty members are considered as facilitators of educating students to make them competent.	In HEIs faculty members are considered as collaborators and guide of educating students to make them as innovators & creative thinkers.
A one year research degree leading to M.Phil. in any subject is offered to provide preliminary experience to do research	A one year research degree leading to M.Phil. in any subject is discontinued due to the reason that students are exposed to preliminary research in their UG and PG courses.
The support of research funds through UGC or any other agencies is mainly for Universities than Colleges.	The support of research funds through the National Research Foundation and any other agencies will be equally distributed to HEIs based on a fair evaluation of the research proposal
HEIs accreditation is compulsory for availing R & D funds.	HEIs accreditation is compulsory for functioning and offering the degree.
Only accredited & permitted Universities are allowed to offer Online Distance Learning (ODL) education.	All HEIs which are accredited are permitted to offer Online and ODL.
Social engagement for every student as a part of the programme curriculum is optional.	Social engagement for each student is compulsory.

Four years of Bachelor degree holders are not eligible for direct admission to Ph.D. programme unless they acquire Masters degree.	Four years of Bachelor degree with (Honors/Research) will be eligible for admission to Ph.D. programme.
Currently, teacher's education comprises of two years B.Ed. programme after graduation.	The proposed teacher's education comprises of four years integrated B.Ed.
No foreign universities are allowed to function directly in India.	About 100 top ranked foreign universities will be allowed to function in India to compete with Indian universities.
No systematic and authentic funding agencies for University and College research	National Research Foundation (NRF) will be formed to fund for competitive and innovative research proposals of all types HEIs

QUALITY UNIVERSITIES AND COLLEGES: A NEW AND FORWARD-LOOKING VISION FOR INDIA'S HIGHER EDUCATION SYSTEM

Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society and at large for nation building [4]. Some of the major problems currently faced by the higher education system in India include a higher education ecosystem that is very fragmented; less attention is placed on improving learning outcomes and cognitive abilities; tight discipline separation, early specialisation, and the concentration of pupils in specialised fields of study; limited access, especially in socioeconomically backward places, and few HEI that offer local language instruction; restricted autonomy for teachers and institutions; inadequate systems for academic and institutional executives' career management and advancement based on merit; less emphasis on research in most universities and colleges, as well as a dearth of funding for peer-reviewed, competitive research across disciplines; Low quality of undergraduate education are the product of an inadequate regulatory structure and numerous affiliated major universities.

This policy envisions the following key changes to the current system

Moving towards multidisciplinary universities and colleges, with more HEIs across India that offer medium of instruction in local/Indian languages; Moving towards a more multidisciplinary undergraduate education; Moving towards faculty and institutional autonomy; Revamping curriculum, pedagogy, assessment, and student support; Establishment of a National Research Foundation; Governance of HEIs by independent boards having academic and administrative autonomy; "Light but tight" regulation by a single regulator for higher education, increased access, equity, and inclusion.

INSTITUTIONAL RESTRUCTURING AND CONSOLIDATION

- By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary
  institutions, each of which will aim to have 3,000 or more students.
- There shall, by 2030, be at least one large multidisciplinary HEI in or near every district.
- The aim will be to increase the Gross Enrolment Ratio in higher education including
  vocational education from 26.3% (2018) to 50% by 2035.
- Growth will be in both public and private institutions, with a strong emphasis on Developing a large number of outstanding public institutions
- A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement.
- The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive Universities. Those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities.
- Autonomous degree-granting College (AC) will refer to a large multidisciplinary that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that.

- A stage-wise mechanism will be established for granting graded autonomy to colleges, through a transparent system of graded accreditation.
- HEIs will have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness.
- These three broad types of institutions are not in any natural way a rigid, exclusionary categorization, but are along a continuum.
- HEIs will support other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and support to school education.
- Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so.
- Single-stream HEIs will be phased out over time, and all will move towards becoming vibrant multidisciplinary institutions or parts of vibrant multidisciplinary HEI clusters.
- The system of 'affiliated colleges' will be gradually phased out over a period of fifteen years through a system of graded autonomy.
- The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education.

The present complex nomenclature of HEIs in the country such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced simply by 'university' on fulfilling the criteria as per norms.

TOWARDS A MORE HOLISTIC AND MULTIDISCIPLINARY EDUCATION

- A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, social, physical, emotional, and moral in an integrated manner, this approach will be included in professional, technical, and vocational disciplines also.

- Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities subjects.

- Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points.

- Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc. will be established and strengthened at all HEIs.

- Curricula of all HEIs shall include credit-based courses and projects in the areas of Community engagement and service, environmental education, and value-based education.

- An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned.

- The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

Model public universities for holistic and multidisciplinary education, at par with IITs, IIMs, etc., called MERUs (Multidisciplinary Education and Research Universities) will be set up and will aim to attain the highest global standards in quality education. HEIs will focus on research and innovation by setting up start-up incubation centres, technology development centres, centres in frontier areas of research, greater industry –academic linkages, and interdisciplinary research including humanities and social sciences research.

OPTIMAL LEARNING ENVIRONMENTS AND SUPPORT FOR STUDENTS

- Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications.

- Assessment systems shall also be decided by the 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

- HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation.

- Each institution will integrate its academic plans ranging from curricular improvement to at larger Institutional Development Plan (IDP)

- High-quality support centres and professional academic and career counseling will be made available to socio-economically disadvantage background students and others.

- Norms, standards, and guidelines for systemic development, regulation, and accreditation of ODL will be prepared, and a framework for quality of ODL will be developed.

- All programmes, courses, curricula, and pedagogy across subjects, including those in-class, online, and in ODL modes as well as student support will aim to achieve global standards of quality.

INTERNATIONALIZATION

- Larger numbers of international students studying in India, and for greater mobility of students from India and vice versa, a proper credit transfer system will be carried out.

- India will be promoted as a global study destination providing premium education at affordable costs.

- An International Students office at each HEI hosting foreign students will be set up to coordinate all matters relating to supporting students arriving from abroad.

- Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated.

- High performing Indian universities will be encouraged to set up campuses in other countries.

- Similarly, selected universities e.g., those from among the top 100 universities in the world will be facilitated to operate in India.

- A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.

EQUITY AND INCLUSION IN HIGHER EDUCATION

Actions that are specific to higher education shall be adopted by all Governments and HEIs.

Steps to be taken by Governments

a. Earmark suitable Government funds for the education of Socio Economic Disadvantage Groups SEDGs

b. Set clear targets for higher Gross Enrolment Ratio "GER" for SEDGs

c. Enhance gender balance in admissions to HEIs

d. Enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones.

e. Develop and support high-quality HEIs that teach in local/Indian languages or bilingually

f. Provide more financial assistance and scholarships to SEDGs in both public and private HEIs

g. Conduct outreach programs on higher education opportunities and scholarships among SEDGs

h. Develop and support technology tools for better participation and learning outcomes.

Steps to be taken by all HEIs

a. Mitigate opportunity costs and fees for pursuing higher education

b. Provide more financial assistance and scholarships

c. Conduct outreach on higher education opportunities and scholarships

d. Make admissions processes more inclusive

e. Make curriculum more inclusive

f. Increase employability potential of higher education programmes

g. Develop more degree courses taught in Indian languages and bilingually

h. Ensure all buildings and facilities are wheelchair-accessible and disabled friendly

i. Develop bridge courses for students that come from disadvantaged educational backgrounds

j. Provide socio-emotional and academic support and mentoring

k. Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula

l. Strictly enforce all no-discrimination and anti-harassment rules

m. Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs.

PROFESSIONAL EDUCATION

- "Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education."

- "All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly, and in an integrated manner by 2030."

- "Both capacity and quality of agriculture and allied disciplines must be improved in order to increase agricultural productivity through better skilled graduates and technicians, innovative research, and market-based extension linked to technologies and practices".

- "Institutions offering agricultural education must benefit the local community directly; approach could be to set up Agricultural Technology Parks to promote technology incubation and dissemination and promote sustainable methodologies."

- "Legal education needs to be competitive globally, adopting best practices and embracing new technologies for wider access to and timely delivery of justice."

- "Healthcare education needs to be re-envisioned so that the duration, structure, and design of the educational programmes need to match the role requirements that graduates will play."

- "Given that people exercise pluralistic choices in healthcare, our healthcare education system must be integrative meaning thereby that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homeopathy (AYUSH), and vice versa."

- There shall also be a much greater emphasis on preventive healthcare and community medicine in all forms of healthcare education.
- "Technical education will also aim to be offered within multidisciplinary education institutions and programmes and have a renewed focus on opportunities to engage deeply with other disciplines."

CONCLUSION

The NEP2020 advanced framework will support scientific learning and value-based education. It will take the place of the previous rigorous, narrowly specialised "curriculum" system. The NEP 2020 emphasises the importance of making the educational system comprehensive, adaptable, and multidisciplinary in order to meet the demands of 21st-century learning. This policy will be beneficial in preparing professionals in the cutting-edge fields that are quickly gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, and neuroscience, with significant applications to health, environment, and sustainable living that will be woven into undergraduate education to improve the employability of the youth.

REFERENCES

1. Kumar, K. (2005). Quality of Education at the Beginning of the 21st Century: Lessons from India. Indian Educational Review Draft National Education Policy 2019.
2. Gupta, Stuti (2020). Role and Perspective Contribution of Technology in Education Sector with respect to Natioanal Education Policy 2020. In Gupta. Payal (Ed) National Education Policy (2020) A paradigm shift in indian Educaton Ishika Book Distribution, p183.
3. Aithal, P. S. & Aithal, Shubhrajyotsna (2019). Analysis of Higher Education in Indian National Education Policy Proposal 2019 and its Implementation Challenges. International Journal of Applied Engineering and Management Letters (IJAEML), 3(2), 1-35. DOI: http://doi.org/10.5281/Zenodo.3271330.
4. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf
5. National Education Policy 2020. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/ NEP_Final_English.pdf referred on 10/08/2020.

5

Implications of National Education Policy, 2020 on Higher Education

Dr. (Adv). Falaknaz Shaikh*

ABSTRACT

National Education Policy 2020, 1st education policy of 21st century aligned with aspirational goals of education in sync with GDG4 of UN, envisions a national mission. The metaphysical ground, societal relevance and quality magnitude of NEP-2020 and its implication on higher legal education is attempted in this two-day conference organized by Anjuman-I-Islam for the key stakeholders- educational academic, administrative and institutional leaders certainly paving the way to identify the best implementation strategies, approaches and a concrete roadmap in line with emphasizing inclusive and equitable quality education strengthening, modifying and restructuring all aspects of the educational structure, including its regulation and governance. Various reforms effecting spheres of education are enlisted in the visionary document in light of it's advantages and disadvantages proposing equitable and inclusive education to achieve social and economic justice and seeks to balance local and global human resource needs of the growing Indian economy.

The importance of higher education and d**ynamic scenario of legal education** vis a vis preparation of professionals: critical and interdisciplinary thinking, discussion, debate, research, innovation,

**I/c. Principal A. I.'s Barrister A.R. Antulay College of Law.
E-mail: falakshkh@gmail.com*

multidisciplinary institutions offering holistic education, legal thinking, principles of justice, jurisprudence, ethics, constitutional values, morality, principles for constitutional ideals of social, economic, and political justice being the core of legal education is emphasized and studied. NEP, 2020 aims to create a new system: democracy, rule of law and justice, **accreditation of higher education, skilling, research, s**cientific temper, linking two stake holders, government and citizens aligned consistently with India's traditions and value systems for realization of equitable social welfare nation. A lawyer: harmoniser, reconciler, legal architect, an inventor is vital in achieving distributive equity by a comprehensive shift from annual evaluation to year-round assessment structure with regular and formative testing higher order skills and coding for seamless creativity. The role of **NLU** functional in transmitting the foundational values of Indian democracy through legal professionals establishing country's rule of law, dynamics and implications, suggestions and recommendations necessary for successful implementation of this policy is attempted at.

RESEARCH METHODOLOGY

A Doctrinal Approach vis a vis Review of Literature has been adopted in this paper for assessing the current scenario of education in the country at present times and the efficacy of NEP, 2020 on particularly higher legal education is observed and suggestions in the light of practical experience as an academician is attempted.

Keywords: National Educational Policy, 2020, Advantages and Disadvantages, Higher Education, Dynamics of Legal Education, Implications on higher legal education.

INTRODUCTION

"National Education Policy 2020, 1st education policy of 21st century aligned with aspirational goals of education in sync with GDG4 of UN, envisioning a national mission. The metaphysical ground, societal relevance and quality magnitude of NEP-2020 and its implication on higher legal education is attempted in this

two-day conference organised by Anjuman-I-Islam for the key stakeholders- educational academic, administrative and institutional leaders certainly paving the way to identify the best implementation strategies, approaches and a concrete roadmap in line with emphasizing inclusive and equitable quality education strengthening, modifying and restructuring all aspects of the educational structure, including its regulation and governance."

It has listed universal access of equitable and inclusive education, gender inclusion fund, special education zones, promotion of multilingualism and Indian languages, credit grading system, establishing authorities and boards, access to resources through complexes and clusters, multiple entry and exits, Holistic and Multidisciplinary Education -Flexibility of Subjects, no hard separations between arts and sciences, curricular and extra-curricular activities, vocational and academic streams, UG Program - 3 or 4 year & PG Program – 1 or 2 year, Mission for Mentoring, provision for 'Light but Tight' regulation; setting of robust transparent processes for recruitment of teachers and merit based performance, uniform grading of institution rules, central teacher training centre, centralized fees capping authority, Internationalization of Education, Professional Stand-alone institutions to become single multi-disciplinary overarching umbrella body for promotion of higher education sector excluding medical and legal education institutions, Multiple checks and balances mechanisms to combat and stop the commercialization of higher education, similar standards of audit and disclosure as a 'not for profit' entity, Centre and States concentrated efforts to increase public investment in Education sector to 6% of GDP at the earliest, Gross Enrolment Ratio in higher education space from currently 26% to 50% by 2035.

T"he National Education Policy 2020, the third to be adopted by the country, is a vision document which proposes equitable and inclusive education to achieve social and economic justice and seeks to balance local and global human resource needs of the growing Indian economy. The fundamental Right to Education in Art 21A of the Constitution is not only about primary education or school education but also paves the path for affordable and competitive higher education, which will ensure jobs and lay the foundation for a competitive environment."

Legal Education had its first set of reforms by the introduction of the integrated five year B.A. LL. B course in the early 1990s. Legal and medical education has been given their autonomy in regulation, but it's also true that these institutions cannot work in silos. If legal education does not integrate into the 'fourth vertical', or the General Education Council proposed to function under the aegis of the Higher Education Commission of India (HECI), set academic standards and replace bodies like the UGC as proposed in the NEP, law schools and Universities may lose out on funding and grants from the government. The pillars of higher education are Affordability, Accessibility, Quality, Equity, and Accountability ensure continual learning with much emphasis upon multidisciplinarity, digital literacy, written communication, problem-solving, logical reasoning, and vocational exposure.

ADVANTAGES OF NEP, 2020

A framework for effective self-regulation that gives institutions more freedom and less regulation. The brain drain is stopped via research at foreign universities' campuses in India and a flexible strategy. It enables participation of foreign academics in the Indian educational system. Institutions with a broad range of specialties that offer programmes for excellent community participation, teaching, and research. knowledge that is no longer exclusive to academia and theory. With the use of digital and video-centric approaches, the online and e-learning virtual world will become more real than the real world. full development of human potential increased education spending, reduced exam anxiety, subject-choice flexibility, universalizing access to education Introduce the technology-based learning choice of coding to children.

E-courses

E-courses to be offered in regional languages, high-quality housing options, on-campus assistance, etc., all in accordance with international quality standards

DISADVANTAGES AND AREAS OF IMPROVEMENT OF NEP, 2020

Teaching in the mother tongue will be challenging, Widening the gap between learners due to mother tongue and English learners, Challenge of digital divide creating implementation issues in the digitization of education. Teaching in the mother tongue will be challenging: Teaching

the fundamental subjects in the mother tongue will be a hassle as India has 22 scheduled languages and innumerable dialects.

DYNAMIC SCENARIO OF LEGAL EDUCATION

The National Education Policy 2020 Part 3 highlights the immense importance of specialization which categorically mentions that the preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice. It must centrally involve critical and interdisciplinary thinking, discussion, debate, research, and innovation. For this to be achieved, professional education should not take place in the isolation of one's specialty. It further emphasizes that professional education thus, becomes an integral part of the overall higher education system. Stand-alone agricultural universities, legal universities, health science universities, technical universities, and stand-alone institutions in other fields, shall aim to become multidisciplinary institutions offering holistic and multidisciplinary education. All institutions offering either professional or general education will aim to organically evolve into institutions/clusters offering both seamlessly and in an integrated manner by 2030.

The NEP 2020 says that the curricula for legal studies must reflect socio-cultural contexts along with, in an evidence-based manner, the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately. Inclusion of ethics, constitutional values, morality, justice and principles for constitutional ideals of social, economic, and political justice is the core of legal education. However, opposite professional conduct to it is a known fact due to which legal profession is losing its integrity. One of the primary aims of this new draft of NEP is "to create a new system that is aligned with the aspirational goals of 21st Century education while remaining consistent with India's traditions and value systems." The importance of democracy, the rule of law, and justice in the country will grow with the introduction of these values. **Accreditation in Higher Education. Education and Skilling in Cyber Security. Research and Innovation in Higher Education.** High Standard Education: An Index of a Country. Specialization. Legal Education must reflect Socio-cultural Contexts. One Year LL.M Degree Program- A Game Changer. Justice in a Globalizing World, Optional/Specialization Papers and **Dissertation.**

Multilingual education: Indian Constitution has 22 languages provides a distinctive character. Education in the medium provided forms basis for future society. In light of NEP 202, multilingual medium shall be a comfort to the students to grasp the procedures and processes in their local language and be freed from the clutches of translations. Scientific temper and critical thinking in light of fundamental duties to make education a means of achieving education as a public good and reduce cultural differences. Shall be a step towards realization of equitable social welfare state. In order to ensure nation-building and community development, Legal education is a major factor in making this society inclusive, sensitive, creative with upright citizens. The legal education be revised with pedagogical approach in schools with books containing glimpses on subject such as property, contracts, criminal law, alternative dispute resolution, human rights and legal services etc to prime students for higher legal education. Enlighten the citizens and State of their rights, obligations and duties of the State as well as the citizens. Linking the two stake holders would lead to intrinsic connection for social welfare democratic successful nation.

The subject of law must be tailored in individual case wise manner with focus and importance to the field in which the interest of student lies and gets experience for successful practicing legal fraternity. Legal studies, as optional or elective subject will blunt its efficacy, irrespective of which profession one belongs to, law is a value addition degree growing an individual an alert citizen in leaps and bounds. National Education Policy choice-based option irrespective of core discipline shall allow every citizen to conveniently take up legal education maintaining their expertise and profession. National Research Fund to facilitate research activities in legal higher education mandating all Law University publications to have an ISSN number, registration, mandatory listing in UGC CARE Journals and Scopus indexed journals with guidelines from Bar Council for standards in research ethics in law will result in quality academicians in legal education. Multiple regulatory frameworks - Bar Council, UGC, NAAC universities inspecting institutions expounds the autonomy to start courses, award certificates, diplomas and degrees thus limiting Indian Universities to go global. Embracing new technologies for wider access to and timely delivery of justice. At the same time, it must be informed and illuminated with Constitutional values of Justice – Social, Economic, and Political – and directed towards national

reconstruction through instrumentation of democracy, rule of law, and human rights. The curricula for legal studies must reflect socio-cultural contexts along with, in an evidence-based manner, the history of legal thinking, principles of justice, the practice of jurisprudence, and other related content appropriately and adequately.

A lawyer is to be a harmoniser, a reconciler, a legal architect, indeed an inventor. The character of university law departments determines the character of the Bar and Bench. We must focus on tying up the existing corpus of rich data on legal education into a national legal education plan. The democratisation of legal education is vital. We have to spread distributive equity over inclusive legal education. **A Blow to Rote-**single regulatory body for higher education institutions, discontinues MPhil programs, and provides for multiple entries and exit points in degree courses caters to the dropouts and working children unable to find the space to attend formal schooling. Assessment modules will see a comprehensive shift from a program outcome-based evaluation to a year-round assessment structure with regular and formative testing higher order skills, analytical and critical thinking. Inclusion of coding for innovation and seamless creativity while promoting analytical and logical thinking leads to better equipment with alternative modes of quality education.

Organization of Legal Education Autonomy: a more self-reliant structure with access to financial and educational independence, on the verge of corporatism, bringing quality to every department and domain, providing win-win outcomes for educational institutions and students with the survival of the fittest in its purest form. The required accreditation for the credits gained up to that point will be granted by a variety of exit and entry options, and those credits will subsequently be digitally recorded in an Academic Bank of Credit (or "ABC"). A four-year programme will provide a "certificate," a "Bachelor's degree," a "diploma," and a "Bachelor's Degree with Research," correspondingly. Every citizen of the nation is covered by the Right to Education Act. This regulation encourages the teacher training board's centralization, which no state may alter. The legal studies curriculum must reflect the socio-cultural circumstances through an evidence-based approach, history, legal doctrines, and jurisprudence. From state to state, this varies. Institutions that offer legal education should provide multilingual instruction in English and the state's official language. Since English

is the primary language used in the legal industry, it is also required to establish additional remedial English lessons and courses in order to address this issue.

"The Interplay of NLUs and NEP-The most pressing issue exists with the third recommendation in the NEP. The statement prima facie materializes to be a reaffirmation of the Constitutional ethos in legal education. However, phrases like national reconstruction and socio-cultural contexts that stipulate further travesties. While the term socio-cultural context finds its explanation in the policy, it does not throw any light on the exact meaning of national reconstruction. The revised NEP as it elaborates, states, "It is the function of legal education to transmit the foundational values of Indian democracy to learners to give legal studies the necessary social relevance and acceptability."

The draft policy passed over all other aspects of law and tends to over-emphasize on culture, mythology, and tradition. The usage of the term "has to fall back upon culture and traditions" cannot be disregarded as a mere statement. The government on multiple stages has expressed its desire for reviving the Vedic traditions and Hindu sentiments. Taking this in the background, the verbatim of culture, mythology, and tradition while discussing legal education portrays an alarming situation. The draft further asserted that law cannot be independent of culture and states the study of classical law texts. Some of these texts, being the prominent have fallen into ignominy for cultivating an outdated and discriminatory frame of mind. Revisiting these texts in the educational framework shall do more harm than good to legal education. With assertion, it is true to say that the law is a memory, and hence has to derive from its past; but at the same time, some memories can only function as a reminder for the need to progress and cannot text to rely upon for the study of law. Its recommendations can potentially enhance concerns.

"However, the NEP 2020 was bypassed in the parliament, thereby violating the above-mentioned code of conduct and procedure. A new inherent policy introducing such substantial changes in the country must endure discourse in the parliament. Can this be visualized in the light of an existing ruptured system of higher education being replaced with the decoy of a commercialized and centralized education system? The University Grants Commission (UGC) and the education ministry inclusion of NIRF and NAAC both are directly involved in measuring

quality parameters of institutes of higher education vis a vis policy research and governance research funding, stop plagiarism, avoid duplicity of research and publications, Conglomerating of humanities and arts with STEM in undergraduate education for increased creativity, innovation, critical thinking, higher-order thinking, problem solving abilities, teamwork. This multidisciplinary learning in higher education will empower student to be a global citizen sensitive to contemporary global issues and become active promoters of peace, tolerance, secure and sustainable societies. internship and industrial interface to practical side of learning shall improve employability to suffice individual sustainable needs."

"The intelligent legal profession and education serves as a link to the quality of the country's rule of law. Where society trusts the law, the rule of law prevails and legal education acts as a medium to inculcate the values of law in the young generation. Concerning the importance of legal education for the country's safety, peace and welfare, emphasis should be put on ensuring the quality of legal education. Several improvements and reforms have been made to the 2020 policy, which could have a large impact on legal education."

A framework has been provided by the National Education policy of 2020, which is required to be adopted by all centers of legal education, which has been stated below:

- Legal education needs to be competitive globally, adopting best practices.
- Legal education must be embraced with new technologies for wider access to and timely delivery of justice.
- Legal education must be informed and illuminated with constitutional values of justice; social, economic, and political.
- Legal education must direct towards national reconstruction through democracy, the rule of law, and human rights.
- The legal education curriculum must reflect socio-cultural contexts emphasizing the history of legal thinking, principles of justice, and jurisprudence practices.
- Legal education in State institutions must consider offering bilingual education for future lawyers and judges in English and in the State language where the legal institution is established.

"The introduction of Professional Standard Setting Bodies (PSSBs), is a welcome move by the NEP. In legal education, the Bar Council of India continues to play a key role. However, there is a lot to desire, especially in raising the standards in local colleges where the quality and pool of the teaching faculty is at times dependent on the poor pay for law teachers, since brighter candidates move out to opt for higher paying institutions or alternative career options in the legal field. Better uniform pay to local self funded institutions. Through philanthropy or State funding, special provision for books, computer labs, subscription to online journals, should be facilitated by the Bar Council of India."

The NEP further suggests by 2040 all Higher Education institutions (HEI) including Centres for Legal Education optimal use of infrastructural resources and creation

Para 20.4 of NEP specifically deals with legal education. It insists that use of technology must be adopted for timely delivery of justice.

There is a strong case for establishment of an Ombudsman for legal education. Considering the numerous issues and grievances that law students and teachers face in law schools, it should be imperative that the Bar Council of India commences establishing some institution similar to what is proposed as the Higher Education Commission in Legal Education.

A legal practice today, is significantly wider than mere court practice. Law teachers must never forget that they are trained lawyers first; law teachers next. Engaging in law practice, research, training would encourage teachers to teach theoretical concepts as they play out in the practical field. Though this idea is not new, various law schools have failed to realize or apply the above. Teachers must be guarded from turning themselves to mere classroom teaching without any practical approach or practice for themselves. Unless teachers lead the way, with practice or create internal internship opportunities, with research centers within institutions, practice ready law students are a distant dream. It is not only about how to teach the law; it is about how to apply the law-that should be emphasized.

"The skill development in Law colleges must look beyond moot court competitions. Training in legal aid, arbitration and mediation, drafting, client counseling and research must be pursued with rigor. Art of legal writing in law students needs to be emphasized with the different facets of legal writing like drafting contracts, notices, pleadings,

books, opinions and so on. While the language is important, content creation must develop hand in hand. Legislative drafting is another key skill that can be imparted in law schools, not merely in theory but also in practice by collaborating with practicing advocates and law firms that allow students to hone their drafting skills."

Legal education must blend with skill-based learning, Four years of law school education and one year of compulsory internship, either in the Industry, litigation, or any other field, including but not restricted to Judicial clerkship, working with political parties, media houses, NGOs, Human Rights Commission etc. Law degree must be awarded based on the 4+1 rule. Such internships must be credit based, with a 60% 40% and 70% 30% evaluation pattern. In fact, the NEP supports the idea of a 4 year bachelor degree with research and 5 years for an integrated course. Also, after three years, unless it is integrated, Law schools must amend their regulations to provide for exit in case the students want to receive only the BA degree as given in NEP, 11.9.

Finally, online learning, digital infrastructure and online teaching tools will increase the accessibility of law universities to a wider audience. The law universities should overcome the digital divide and adopt the best technology to cater to the needs of students. Innovations are required in legal education and it is surely not restricted to Science or Engineering. National Education Policy is a farsighted vision statement wherein law universities can imbibe the important aspects; bring about a constructive change in pedagogy, one that is aligned with the needs of the changing times to emerge as Centres of Excellence.

IMPLICATIONS OF NEP, 2020 ON LEGAL EDUCATIONS

"The institutionalized ideology of almost every Indian that only prof degrees succeed in life leading to extreme pressure on students to pursue STEM course. The excessive importance towards vocational courses resulting to reduced interest in the academics and curricular STEM courses. Digitization helping this scenario is far from true unless the basic need and importance of education is instilled in the society. The medium of imparting knowledge in mother tongue poses serious problem as communication in mother tongue and then exposing to a universal language English can cause a generation of kids with poor English- speaking skills which will eventually limit their networking, socializing and cognitive skills. One major lackadaisical aspect of the

policy is the paucity of proper timeline. The implementation of this policy requires congruence of administration goals at every stage right from the grass root level to the Ministry which is difficult to achieve in India. Increased tuition fees. immense disparity between financially strong and have nots, creating a situation where higher studies be available only to ones who can afford it. Immense disparity between financially strong and other students where the former has the higher prospects for studies and is reinforced with better opportunities, thus creating an unlikely situation where higher studies become a privilege rather than a basic requirement only for those who can afford it."

"Centralization of education shall pose as perilous due to probability of the ruling party thrusting its ideological and capital requirements as seen in previous reigns of governance. The contemporary education reforms have come into being only because they were passed through the backdoor without the consent of the parliament and a proper code of conduct. The policy apparently envisages centralizing young Indian mindsets; however, can the education system of the country influence young minds to some ideology which could be a decoy to camouflage mala fide intentions. Only time will unfold the truth with implementation, test and success of NEP 2020 in light of future adversities. Discontinuing English as the primary medium of teaching and learning can hamper competition on a global level mostly where English is the parent/ first language. Career building, outsourcing technical support, and skills are hegemonized by the western countries where English has the utmost importance. Consequentially, students from impecunious families in India will not have strong communication attributes along with a low grasping power compared to the rest. A disadvantage persists to the lower caste who see this language as a medium to escape caste hierarchy."

CONCLUSION

The focus of the New Education Policy goes beyond degrees. Teaching, research, and meticulous practical work in the field of teaching at all levels are all a part of higher education. Its four pillars—knowledge, truth, critical thinking, and culture—create a connection between the knower and the world around them, opening up opportunities, generating revenue, promoting a better way of life, and benefiting society through civic engagement. Focusing on life skills and vocational education is key. It will be a student-centered approach where students can get the

most out of their education and where there will be affordability and accessibility. Access, equity, and inclusion are improved by online learning, open. Distance education will be encouraged. make India a "thriving knowledge hub." To strengthen the sector's capital pool, attract talented teachers, improve infrastructure, and formalize measures that will enable sourcing ECBs and FDI, the Indian government must introduce stronger policies for educational infrastructure development, promote foreign direct investments (FDI), and open up the External Commercial Borrowing (ECB) route.

NEP 2020 is Choice, Chance, and Change, but wait for things to unfold and witness implemented

Right now, the new national education policy is picture-perfect. But the implementation of it before the deadline is the key to its success. To reap the enormous benefits that will be introduced into the system with its proper execution, we must now patiently wait and see how things develop in the future. An alternative might be to include a variety of subjects in the curriculum that might expose pupils to the rich history of the state in which the child currently resides and of India as a whole. It is possible to make reading required so that no youngster is prevented from enjoying a fantastic book by a well-known author. Audio visuals can be shown, and a discussion should be initiated amongst the students that would help in developing their reasoning skills. Heritage walks can be organised to communicate about the rich heritage of the city they reside in. Street plays, drama and theatre can also be organized; these would help in honing the artistic skills within the kids.

REFERENCES

* Ministry of Education, Salient Features of NEP, 2020, Delhi. Available at https://pib. gov.in/PressReleaseIframePage.aspx?PRID=1847066#:~:text=NEP%2C%20 2020%20aim%20to%20increase,)%20to%2050%25%20by%202035
* Webinar on "NEP 2020: IMPACT ON HIGHER EDUCATION" by Prof. Jagdish Sheth 16th October, 2020, Atal Bihari Vajpayee Centre for Leadership, Policy and Governance, IIM Ranchi
* <?> Part 3- Page 50, NEP 2020, Dr. SK Bose, Associate Professor, Faculty of Law, Manav Rachna University
* h t t p s : / / t i m e s o f i n d i a . i n d i a t i m e s . c o m / r e a d e r s b l o g / s l o w l y a n d s t e a d i l y m o v i n g f o r w a r d /

implications-of-the-national-education-policy-2020-on-higher-education-in-india-24554/

• https://digitallearning.eletsonline.com/2021/09/national-education-policy-2020-reforms-in-higher-education/National Education Policy 2020: Reforms in Higher Education digitalLEARNING Network 2021

• https://manavrachna.edu.in/blog/changes-in-legal-education-after-new-education-policy-2020/#:~:text=The%20NEP%202020%20further%20 says,related%20content%20appropriately%20and%2 Changes in Legal Education after New Education Policy 2020, NAAC Accredited 'A' Grade University & Professional Institutions

• Para 11.7, NEP-2020 available at https://iimranchi.ac.in/p/nep-2020-impact-on-higher-education.html

• National Education Policy implications on Legal Education, 2022 available at https://www.freelaw.in/legalarticles/ National-Education-Policy-implications-on-Legal-Education

• Legal Education And National Education Policy,2020, Dr. Sairam Bhat & Gayathri Gireesh available at https://ceerapub.nls.ac.in/ legal-education-and-national-education-policy-2020

• Kushwaha Saket, arunachal times: NEP-2020, Envisions transforming higher education, 2022 available at https://arunachaltimes.in/ index.php/2022/07/05/nep-2020-envisions-transforming-higher-education/#:~:text=The%20policy%20aims%20that%20the,will%20 also%20help%20meet%20

• Implications of the National Education Policy 2020 on higher education in India, Nidra Chakraborty @SlowlyAndSteadilyMovingForward, 2020

6

Study of Awareness of B.Ed. Student-Teachers Towards their 21st Century Skills: *NEP 2020*

Dr. Chetan Chavhan* and Mrs. Pratibha Ursal**

ABSTRACT

This study investigates the 21st-century skills of the second year student-teachers studying in P.V.D.T College of education for women Mumbai. The study has been conducted in the year of 2022-2023. In this study researchers reviewed the related literature. Researcher have chosen their appropriate research tool to collect data. The tool includes a survey questionnaire for the student that is used to investigate the 21st century skills of P.V.D.T College students. The quantitative analysis of the data reveals that the student-teachers Are not much aware of their own 21st-century skills. Another conclusion of this study demonstrates that although most of the students stated that the 21st-century skills are used for student-teachers to prepare for their success.

Keywords: Student- teachers, 21st century skills, awareness etc.

INTRODUCTION

The recent changes in the world such as m globalisation, migration, international competition, changing markets, environmental and political changes, and the growing importance given to information

*Associate Professor and Research Guide GE Society's College of Education & Research, E-mail: chetan7464@gmail.com
**Research Scholar GE Society's College of Education & Research,

and communication technology have introduced great challenges for the new millennium (Ahmed, 2018; Tican & Deniz 2018; Sümen & Calisic1, 2017). When we take these changes into consideration, it is so obvious that the competences and skills in the 21st century in terms of professional life, citizenship, and self-actualization will be highly different from the competences and skills needed in the 20th century (Tican & Deniz, 2018). For example, we have been experiencing the use of computers in every context in our lives for a long time and even a new generation has emerged. This new generation has been born into the digital technology age and has been growing up with the effects of technological developments. Therefore, the young generation needs to be equipped with some new competencies and skills. These skills are called the '21st Century Skills'. We can define these 21st century skills as the combination of the knowledge, skill, literacy, and expertise that are necessary for individuals to be successful in work and daily life ("Partnership for 21st Century Skills", 2009).

The countries in the world have been reshaping their education systems in the framework of the above-mentioned urgency of developing the set of competences and skills that are needed in order to survive and be effective in the 21st century. Needless to say, the same challenge applies for the education system in Turkey at all levels. The primary and secondary schools have undergone a number of changes. The Ministry of National Education has renewed the curricula and has incorporated some of these 21st century skills. There are also some attempts to reform the curricula implemented at the tertiary level, i.e. at our universities. Especially, some research has been carried out to help the faculties of education to renew their curricula in terms of teacher education. However, we believe that such studies have not been done to reshape the teaching of students-teachers.

It must be emphasized that literature can be considered as a very useful source for teaching and learning. In particular, literary texts can be very good instruments to develop the reading, listening, writing, and speaking skills of the students attending the language.

The teaching of literature is very significant tool to integrate the cultural elements to the linguistic awareness of the students.

Thus, it is believed that the 21st century skills can help the learners studying at the PVDT College of education for women Mumbai.Therefore we need to carry out some research about the Ist century skills of these students and make the necessary changes in the curricula accordingly.

Literature review

The 21st century skills will initially be described in this section in accordance with several academics and organizations. Then, the studies were carried out to find out the 21st century skills of some learners within the context of the primary, secondary, and tertiary levels in the education systems of some countries in the world as well as in India.

What are the 21st century skills:

The raid changes and developments in the world have made it essential for learners to equir themselves with new competencies and skills. As well as the basic competencies and skills acquired, it is necessary for learners to possess higher level skills and competencies that will help them catch up with the changes in the world, to catch up with technological development, to acquire new knowledge, analysing and evaluating information, to use the acquired knowledge in everyday life and convert it into product (Kan & Murat, 2018). Today all of these skills are known the 21st century skills. They are the combination of the knowledge, skill, literacy, and expertise which are specifically necessary for individuals to be successful in work and in daily life ("Partnership for 21st Century Skills", 2009). Actually, in the literature reviewed, there is no universal definition of the 21st century skills (Tican& Deniz, 2019). There are different categorizations/ classifications of these skills. For example, according to Trilling and Fadel (2009) and Partnership 21 (2015), the 21st century skills are grouped under three headings which are Life and Career skills, Learning and Innovation skills, and Information Technologies Skills.

The National Research Council has divided the 21st century skills into three categories:

which are cognitive skills, interpersonal skills and management processes. (Sümen & Calisici, 2017).

Moreover, seven survival skills that are necessary for learners to specialize in to succeed in business life are described by Wagner (2008). Wagner identifies these survival skills as a result of some interviews with a lot of leaders in the job market. These skills are: critical thinking and problem-solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analysing information, and curiosity and imagination (Tican & Deniz, 2019).

In a project conducted by OECD, Pedro (2006) identifies Different cognitive skills, changes in cultural practises and social norms, and expectations for teaching and learning are some of the traits of learners.

21st century skills in the education studies

Recently, 21st century skills have increasingly given way to various changes in the education systems of many countries in the world. Therefore, extensive research has been carried out to understand the 21st century skills of these education systems. These research studies have been carried out at the primary, secondary, and tertiary levels of education. For example, to measure the 21st century skills of primary school students, a scale was developed by Kang, Kim, Kim, and You (2012). All those skills were categorized under three fields which were "cognitive field (information management, information construction, information use, and problem-solving), affective field (self-identity, self-value, self-management, and self-responsibility), and sociocultural field (social membership, social sensitiveness socialization skills, and social accomplishments)" (Sümen & Calisici, 2017).

To be able to equip primary school students with 21st century skills and knowledge, Cho (2012) examined the teaching methods used. The four primary themes he discovered were effective leadership for accomplishing the school's vision and goals, were cultural support for execution and cooperation, the tight nexus between the school's vision and goals and the program and its applications, and the integration of technology into the classroom". After the analysis of the results, he emphasized the importance of technology in primary education program and claimed that Project-based learning activities help students work cooperatively by improving the students communication, problem solving, and creativity skills (Sumen & calisici, 2017)

Within this framework. There have been several other research conducted. Identifying the factors at the school, in the classroom, and among the students that are essential for the development of 21st-century abilities is one example.

Research questions

1. Are the student-teachers of PVDT College of education for women aware of their own 21st century skills.?
2. What are the levels of the 21st-century skills of the student-teacher?

As can be understood from the research questions presented above the basic objective of this study to find out whether the student teacher is studying in B.Ed. courses aware about their own 21st century skills. The second objective of this research is to identify the 21st century skills of these student teachers.

METHOD

This study was based on descriptive research of survey research methods. Descriptive research is done to clarify a situation and describe the characteristic of a specific population or phenomenon that is being studied. Descriptive research is used to obtain information about the current status of the phenomena and to describe "what exists" with respect to the condition in which there are three types of descriptive research: observational method. case-study method and survey method. In the survey method, respondents answer through surveys or questionnaires, or polls.

Participants

The participants of the current research are 62 student-teachers of B.Ed. College. Convenience sampling, one of the purposive sampling techniques, was used to choose the students. At total 62 students out of 98 student-teachers have participated in the study on a volunteer basis.

Instruments

In order to collect data for the present study, the 21st century skills awareness scale developed by the researcher has been determined by the 21st century skill of the student-teachers studying in PVDT College. The questionnaire has been used to know the awareness about 21st century skills among student-teachers. This Scale has been adopted for student teachers to share their opinion about 21st century skills. Each item has been evaluated using a scale.

Data Analysis

Lickert type items used to collect data were analysed using quantitative research methods. Percentage technique was used in calculation. Statical technique percentage was used for the analysis of given items to determine the perspective of B.Ed. student-teachers toward 21st century skills.

RESULTS

The student-teachers studying in second year of B.Ed course were asked to express their view regarding the awareness of 21st century skills for learning to measure their awareness about 21st century skills for learning statements are used in the questionnaire -

Sr. No.	Statement	Correct Response	21st Century skills awareness (%)	Non aware 21st Century skills (%)
1.	21st-century education is not just about technology but also includes	All the above	80.6%	19.4%
2.	The 4Cs of 21st-century skills refers to	Communication, collaboration, critical thinking, and commitment	22.6%	77.4%
3.	Santos, R. (2011) asserted that communication skills become more important due to skill mobilization and migration. This indicates that communication:	Is essential in dealing with people from different backgrounds.	35.5%	64.5%
4.	What is Environmental Literacy?	None of the above	33.9%	66.1%
5.	Which of the following statements is true about the reflective practice?	All of the above	63.6%	36.4%
6.	What does ICT stand for?	Information, Communication and Technology	90.3%	9.7%

Sr. No.	Statement	Correct Response	21st Century skills awareness (%)	Non aware 21st Century skills (%)
7.	What makes "Communication" a 21 st Century Skill?	People need to clearly express their ideas to others while listening carefully to them.	61.4%	38.6%
8.	21st-century skills have replaced the old traditional skills for better growth in the 21 st-century.	True	86.9%	13.1%
9.	The following are the 21st- century student outcomes as stated in the Framework for 21st-century learning proposed by the Partnership for the 21st Century Skills (P21), except	Professional Development	36.1%	63.9%
10.	21 st- Century skills are required for students to prepare for success in	A fast changing digital society.	72.6%	27.4%

21st century learning skills

10 items in the questionnaire were related to awareness of 21st-century skills of PVDT college student-teachers. Following table presents some information given by the student-teachers of their knowledge about 21st century learning skills.

Table no.1

Awareness about 21st Century learning skills.

Table no.2

Sr. No.	Level of awareness	No. of Student-teachers
1.	High	12
2.	Moderate	29
3.	Low	21
	Total	62

Data analysis

10 items in the questionnaire were related to 21st century learning skills.

According to table no.1

1. 77.4% of the students were not aware about four CS of 21st century skills.

2. 64.5% of students were not aware that communication skills are more important due to skill mobilisation and migration.

3. 66.1% of student teachers were not aware of environmental literacy.

4. 37% of student-teachers were not aware of reflective practices in 21st-century skills.

5. 39% of student-teachers were not aware that people needed to clearly express their ideas to others while listening carefully to them.

6. 63.9% of student teachers were not aware that professional development is not 21st Century student outcomes stated in the framework for 21st century skills.

DISCUSSION

The findings of the study comprising the analysis of the questionnaire for students was examined to provide answers to each of the research questions below.

The following research inquiries will be addressed in this study:

1. Are the student-teachers of PVDT College of education for women aware of their own 21st-century skills?

To be able to find out answers to the research questions a survey was carried out. The results of the questionnaire were analysed

and conclusions will be discussed in this part. Firstly, the result of the study indicated that students were not much more aware of their own 21st century learning skills.

2. What are the levels of the 21st-century skills of the student-teachers?

    After analysing the data, researcher observed that the level of awareness about 21st-century skills were moderate among the BEd student-teachers.

CONCLUSION

In this part the conclusions drawn from this study were presented in the light of the research question of the study. Then the educational implication and suggestion for further studies are presented.

The following conclusions are based on the result of the data gathered from the 62 student-teachers respondents of the questionnaire. The conclusions are expanded in the light of all the findings paper regarding the responses of the participants.

Firstly the student teachers of PVDT College of education for women are not much more aware about 21st century skills. Another conclusion related to the result of the study indicated that student-teachers of the B.Ed. College are not much more aware about 21st-century skills they Are moderately aware about.

Implication for Educational practice

Based on the findings presented this study holds the following implications for educational practicess

- In a globalised world it is better to use maximum ICT tools with their theoretical knowledge.
- Student- teachers should use more 21st-century skills to reflect their interests to the current team and ensure
- Classroom environments are expected to be suitable for debate and enquiry for developing critical thinking skills.
- Teacher educators are expected to find ways to develop 21st-century skills of B.Ed. student-teachers, as creativity, critical thinking, communication and collaboration. (4Cs) (Ahmed, 2018)

Suggestion for further studies

In this study 62 student teachers of second year have participated. It is recommended that further studies can be conducted to investigate the 21st-century skills of the first-year B.Ed student-teachers studying at the same college. Some comparative studies can be done to compare 21st-century skills of the student-teachers studying in Mumbai and Sndt women University.

REFERENCES

- Ahmed, M. (2018). The 21st century skills and the role of literature at the English department. Journal of Language, Linguistics and Literature, 4(3), 34-38.
- Bedir, H. (2019). Pre-service ELT teachers' beliefs and perceptions on 21st century learning and innovation skills (4Cs). Journal of Language and Linguistic Studies, 15(1), 231-246.
- Kan, A. Ü. & Murat, A. (2018). Investigation of prospective science teachers' 21st century skill, competence perceptions and attitudes toward STEM. International Online Journal of Educational Sciences, 10(4), 251-272.
- Sümen, Ö. Ö. & Calisic1, H. (2017). Examining the 21st century skills of secondary school students: A mixed method study. Journal of Education and Social Policy, 4(4), 92-100.
- Tican, C. & Sabahattin, D. (2018). Pre-service teachers' opinions about the use of 21st century learner and 21st century teacher skills. European Journal of Educational Research, 8(1), 181-197.

7

The NEP 2020: Its Implication on School and Higher Education

Dr. (Mrs.) Ravinder Kaur Vilku*

ABSTRACT

The National Policy on Education, 1986 and the Program of Action, 1992 envisaged free and compulsory education of satisfactory quality to all children below 14 years. While the act has ensured education to all, the prevailing challenges of the education system remained thereby hindering the growth and development of Indian education system to the global level. The Government of India is the first in 34 years replacing the National Policy of Education of 1986. The new policy introduced many reforms and changes in the Indian education system beginning with reformation at central level and renaming the Ministry of Human Resource and Development to Ministry of Education. The NEP proposes revision and revamping of education structure, including its regulation and governance, to create a new system aligning with the inspirational goals of 21st century education. The NEP proposes sweeping transformation including opening up of Indian higher education to foreign universities, dismantling of the Universities Grants Commission and the All India Council for Technical Education. The policy, while focusing on various facets and perspective of education, also tries to bridge the gap between education and technology. One of the important key

*Konkan Muslim Education Society's College of Education-Bhiwandi E-mail: raviinderk19@gmail.com

highlights of NEP 2020 is the decision to make mother tongue or regional language as the medium of instruction up to Class 5. Further, the policy focuses the need for formative assessments and encouraging peer review system of assessment by creating National Assessment Centre and developing a system such as Performance Assessment Review and Analysis of Knowledge for Holistic Development for monitoring the achievement of learning

Outcome and guide the boards of education to make learning more contemporary and suited to future needs and requirement in educational field. The biggest important highlights of the NEP 2020 are that there would be single regulation for higher education institutions with setting up of Higher Education Commission of India that will eventually replace the existing regulatory bodies like the UGC or AICTE. The long - term plan of the particular policy is to do away with the current system of colleges affiliated to universities and numerous tiny (small scale) colleges that are pedagogically unviable and financially costly would be merged with larger HEIs. The NEP 2020 aims to address various gaps existing patterns in the education system of India and through this particular policy, India is expected to achieve sustainable development goal of 2030 by ensuring inclusive and equitable quality education.

The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid-19 pandemic. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on School and Higher Education. This paper also outlines the salient features of NEP and analyses how they affect the existing education system.

INTRODUCTION

NEP is basically a comprehensive framework to guide the development of education in the country. The urge of such a framework was first realized in the year 1968 which was then revisited and revised in the year 1986. This was again reviewed and updated in 1992 as per the need of the hour. Since then, the entire world and the overall sector have witnessed massive changes. Hence, this year, the government decided to revise these policies to make them more relevant and compelling for the education ecosystem.

The new NEP has been introduced with an objective to formalize changes in the system from K-12 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. There will be no hard separation of learning areas like science and humanities in terms of curricular. There will not be any separation between co-curricular and extra-curricular areas and all subjects, including arts, music, crafts, sports, yoga, etc. will be a part of the overall curriculum. The NEP 2020 is focused on creating a holistic, application-based education system with a special emphasis on skill development which will make the students future ready.

IMPACT OF NEP 2020 ON SCHOOL

The NEP 2020 has been the most talked-about policy ever. Numerous webinars and discussions have been organized by schools, associations of schools, and organizations. This was necessary to build awareness amongst school management, school heads, and teachers on the various facets of the policy. But, this is not sufficient to make the change happen.

As we step into 2022 and get ready for the next academic session, it is time to "**Walk the Talk**". This time, if we do not change, we will cease to be relevant for the future. This time, we do not have a choice. This time, we need to act both at an individual level as well as an institutional level. **Has your school crafted its vision for 2030 based on the recommendations of the NEP 2020? As a school leader or a teacher, have you written down your own professional development plan to stay relevant for the future?** The NEP 2020 aims to pivot our education system to elements of education that matter. There are three objectives that NEP 2020 wishes to achieve. At the end of school

education, students should develop **respect for the country, problem-solving skills, and citizenship values**. The NEP 2020 explains very well the reason for focusing on these aspects.

Here is the big question. **Should not the assessment strategy of school education focus on these primary strands that need to be achieved by all students?** Instead of measuring the performance of students in 5 or 6 specific subjects, should we not measure their performance on these criteria throughout their schooling and create an individualized progress curve? Instead of GPA, CGPA, or Average percent, the achievement of each student should be reflected through a single number on a scale of 100. I will elaborate on this later in this article when we discuss the impact of COVID-19 and NEP 2020 on assessment in more detail. For now, I would love to hear your response to this question.

Everything about school education must focus on the primary strands. This means that the curriculum should be designed to deliver the above objectives. Each strand must be expanded to include secondary strands. For each secondary strand, we must define age-appropriate learning outcomes. For each learning outcome, we must define 5-6 proficiency levels. The content, pedagogical strategies, and assessment should then be designed The NEP 2020 aims to put an end to the culture of rote-memorization and instead focus on developing problem-solving skills. This requires students to develop 21st-century skills of communication, critical thinking, creativity, collaboration. These skills in turn require students to reflect on their learning, take accountability for learning, and become independent learners. The existing culture of emphasizing "notes" that could be memorized to prepare for examinations will cease to be effective any longer.

Hybrid learning too will disrupt the existing learning cultures of schools. Till now, learning happened on campus or in the classroom. These boundaries are now shattered. **The Covid-19 pandemic has convinced every stakeholder that students do not need to be in school or in the classroom to learn.** It is true that so far, optimal efficiencies have not been achieved for online learning and there are certain teething problems that need to be addressed. A lot of these problems exist because of faulty implementation of hybrid learning and the required experimentation process. Once these issues are resolved over the next few years, new learning cultures will emerge.

IMPACT OF NEP-2020 ON HIGHER EDUCATION

- **Regulatory System of Higher Education:**

A significant change in NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI), as an umbrella body for higher education, excluding medical and legal education. This will usually bring out a question that what will happen to the present UGC and AICTE? HECI is aiming at reforming the higher education sector; the Bill will separate the Academic and Funding aspects of the sector. According to the new Bill, HECI will not have any financial powers. The funding processes which were handled by the University Grants Commission (UGC) will be taken care by the Ministry of Education, previously known as the Ministry of Human Resource Development (MHRD).

- **Graded Accreditation and Graded Autonomy:**

2020 which supports a "phasing out" strategy from Affiliated Colleges to Autonomous Institutions. The increased flexibility offered to autonomous institutions also gives hope in curriculum enrichment. It also says that with appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-8 intensive or Teaching-intensive Universities, if they so aspire. The announcement of setting up Multidisciplinary Education and Research Universities (MERUs) in the country gives more hope. These institutions will be at par with the existing IITs and IIMs and will aim to showcase multidisciplinary education for the Indian students.

Another important change the NEP 2020 suggests that the National Testing Agency will serve as a premier, expert, autonomous testing organization to conduct entrance examinations for undergraduate and graduate admissions and fellowships in Higher Education Institutions. The high quality, range, and flexibility of the NTA testing services will enable most universities to use these common entrance exams - rather than having hundreds of universities each devising their own entrance exams - thereby drastically reducing the burden on students, universities and colleges, and the entire education system. It will be left up to individual universities and colleges to use NTA assessments for their admissions. It also surely helps the students to easily transfer their degrees and credits to universities abroad.

- **Internationalisation at home:**

NEP 2020 also allows foreign universities and colleges to come to India and this brings out a challenge for the native institutions to

improve the quality of education provided by them. The Indian higher education sector is buzzing all around as the opportunity of paving the way for foreign universities to set up campuses in the country. India has one of the largest networks of higher education systems in the world, with more than 900 universities and 40,000 colleges.

- **More Holistic and Multidisciplinary Education:**

The NEP 2020 claims that, a holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. The NEP 2020 envisions one large multidisciplinary Higher Education Institution (HEI) in or near every district, by 2030.

- **The structure and lengths of degree programmes:**

In the context of the National Education Policy 2020 scheme, any undergraduate degree in any institution will be of duration of three or four years. One can leave the degree within this period. Any educational institution will have to give to the student a diploma degree after the student completes two years of study, a degree after the student completes three years of study and a certificate to those students who complete one year of study in any professional or vocational course of their choice. The Government of India will also help in establishing an Academic Bank of Credit for storing the academic scores digitally. This will enable the institutions to count the credit at the end and put it in the degree of the student. This will be helpful for those individuals who might have to leave the course mid-way. They can start the course later on from where they left off and not start from the beginning once again. Even though NEP 2020 says that Higher education institutions will be given the freedom to start PG courses there may be some difficulty in designing One Year PG Degree for students who have completed 4 Year UG Degree and a Two Year PG Degree for students who have completed 3 Year UG Degree.

CONCLUSION

The policy introduces a whole gamut of changes and reads largely as a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainty. Education for a new generation of learners has to essentially engage with the increasing dematerialisation and digitalisation of economies, which requires a completely new set of capabilities in order to be able to keep up. This seems to be an even more vital perquisite now, with the trend towards digitalisation and disruptive automation being quickened by the pandemic. Overall, the NEP 2020 addresses the need to develop professionals in a variety of fields ranging from Agriculture to Artificial Intelligence. India needs to be ready for the future.

And the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skillset.

The new education policy has a laudable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives of government like Digital India, Skill India and the New Industrial Policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses to and learns from Skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success. There is also a necessity for more evidence-based decision-making, to adapt to rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting for a new education policy every decade for a shift in curriculum. This, in itself, will be a remarkable achievement. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking.

REFERENCES

1. https://www.avanse.com
2. https://www.linkedin.com/pulse/impact-covid-19-nep-2020-school-education-india- atul-nischal-ph-d-?trk=public_profile_article_view
3. https://www.researchgate.net/publication/346654722_Impact_of_New_Education_Policy_2020_on_Higher_Education

8

NEP – 2020 : Curriculum and Pedagogy

Dr. B. B. Police Patil*

ABSTRACT

Education is the living process through a continuous reconstruction of experiences. It is the improvement of all those capacities in the individual which will enable one to control the environment and fulfil one's possibilities. A well-furnished and futuristic education policy is an indispensable movement for development of the country's economic and social progress, incorporated with cultural diversity, local and the global needs. This paper has discussed the Curriculum and Pedagogy – of the NEP 2020 and mainly focused on school education system. In the perspective of school education Vision of the Education Policy and the fundamental principles will be focusing. The National Education Policy 2020 is based on the pillars of access, quality, equity, affordability, accountability and will transfigure our country into a "vibrant knowledge hub". For this purpose, education should be developed to increase, produce, achieve, social and national integration by accelerating the process of modernisation, globalisation and technocrat with cultivating social, moral and spiritual values. Therefore, to fulfil the demand of globalised education, it needs to understand the challenges of the curriculum. This research article emphasises on the new challenges of the curriculum by suggestive pedagogical approaches.

Keywords: Curriculum, Pedagogical Approach, Learning, Challenges, University Education Commission

*Principal, K.L.E. College of Education. E-mail: nsjadhav662@gmail.com

INTRODUCTION

Curriculum, from the Latin for 'course', is the content or subject matter that is taught. Pedagogy, from the Greek words for 'boy' and 'guide', refers to the art or science of teaching or the techniques used to teach students. The notion of a teacher guiding students through a course of study has more contemporary relevance than the content driven, 'drill and skill', approaches that characterised schooling until the last few decades of the 1900s.

Good teachers have always, through sound and supportive teacher/student relationships, guided students through what they need and want to learn. This chapter considers the importance of relevant curricula and engaging pedagogy in promoting learning as well as the methods used to assess student achievement.

CURRICULUM AND PEDAGOGY

If the definitions of curriculum and pedagogy are clear, the separation of the two in classrooms is not. While the curriculum is the content that education departments mandate must be taught, classroom teachers have significant responsibility for, and control over, how the curriculum is presented and delivered. In practice, an inspired and talented teacher can energise dull content and find ways to link it to real life while a mediocre or unmotivated teacher can compromise the appeal of the most relevant and imaginative curriculum by poor delivery

VISION AND PRINCIPLES OF CURRICULUM AND PEDAGOGY

The Vision of National Education Policy2 envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. Based upon the vision this team had following principles for developing curriculum and pedagogy for Karnataka. These principles have gone in the provision and position of this paper.

SCHOOL CURRICULAR AND PEDAGOGICAL RESTRUCTURING

- Continuum from anganwadis/ playschools (ECCE) to formal schooling

- Developmentally sensitive as it takes into cognizance the child's cognitive developmental stages 00
- Highlighting age appropriate curriculum, learning goals, and pedagogy
- Empowering learners by flexibility in course choices

THRUST OF CURRICULUM AND PEDAGOGY

- Shift towards learning how to learn
- Facilitate attaining the potentialities /hidden abilities of all learners.
- Integration of specific sets of skills and values across domains
- Curriculum to focus on core concepts, Constitutional values, bonding with one's country

THE NEED FOR CURRICULUM

The National Education Policy recommends pedagogical and curricular restructuring of school education to 5+3+3+4 structure. They are

- 5 years of Foundational years for age group of 3-8 years
- 3 years of Preparatory stage for age group of 8-11 years
- 3 years of Middle stage for the age group of 11-14 years
- 4 years of Secondary stage for the age group of 14-18 years

It is important to design a curriculum that caters to the needs of children at these different stages, facilitating a continuous and holistic development

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. The climate change, depleting resources, creating healthy living practices growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning.

The National Education policy (2020) also recommends having a well-designed curriculum. It emphasise on integrated approach. Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities -both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.3 Thus there arises a need for a new curriculum and suitable pedagogy for the demands of the 21st century.

ASSUMPTIONS TOWARDS LEARNER AND LEARNING

The position paper team has certain assumptions towards learning which are shared here.

- **Children have curiosity and desire to learn:** Children observe what happens, talk, discuss and reflect on their findings, stretch their imagination for possibilities, ask questions, and formulate answers. While exploring and learning young children construct their knowledge and understanding of the world.

- **Happiness:** Numerous researches suggest that the primary purpose of education is to create confident, mindful, responsible and happy individuals who collectively build a happy and harmonious society. In today's world all of us are striving hard to attain happiness and everything we do in life is just a presumed step towards happiness

Following are some of the main features of NEP 2020 concerning school education:

- Universal Access at All Levels of schooling from pre-primary school to Grade 12

- Quality early childhood care and education for all children between 3-6 years;

- New 5+3+3+4 academic structure

- No hard separations between arts and sciences, between curricular and extra-curricular activities, and between vocational and academic streams

- National Mission on Foundational Literacy and Numeracy

- Promotion of multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and

beyond, will be the home language/mother tongue/local language/ regional language.

- Assessment reforms – Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired

- Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)

- Equitable and inclusive education – Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs)

- A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups

- Robust and transparent processes for recruitment of teachers and merit-based performance

- Ensuring availability of all resources through school complexes and clusters

- Setting up of State School Standards Authority (SSSA)

- Exposure of vocational education in school and higher education system

- Increasing GER in higher education to 50%

- Holistic and Multidisciplinary Education with multiple entry/exit options

CONCLUSION

The National Education Policy 2020 is the great initiative in our educational system from the foundation level to higher level and lifelong education, focuses on every field of life. NEP 2020 is marching towards achieving such goals by creating various innovative policies to improve the quality, affordability, attractiveness and enhancing the supply by opening up the school and higher education for the Govt. and private sectors. School education is the main base of every country's education, where from students learn their basic education and get permit for admission in higher education. "Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery oriented, learner-centered, discussion based, flexible, enjoyable" NEP,2020 Vision of Education Holistic development-cognitive, affective, psycho

Competency based – knowledge, skills, attitudes, behaviours. School curricular and pedagogical restructuring • Continuum from anganwadis/playschools (ECCE) to formal schooling • Developmentally sensitive as it takes into cognizance the child's cognitive developmental stages 00 • Highlighting age appropriate curriculum, learning goals, and pedagogy • Empowering learners by flexibility in course choices.

Educational policies are framed once in several decades and so as position papers. This focus group on curriculum and pedagogy invested efforts to have position paper for several decades. Having robust curriculum which encompasses future changes and expands on its own for the need of the time is thought of. It recommends from right to get dirty to development of inclusive language, Areas of interaction in curriculum with integrated approach, Artificial intelligence, robotics and humanoids. There are general recommendations of curriculum and pedagogy and also specific stage wise recommendations. No curriculum works unless human beings work for their conscience.

REFERENCES

- Balagangadhara S N (1994) The heathen in his blindness, Brill, Leiden (The Netherlands)
- NCERT (1988) National curriculum for elementary and secondary education: A Frame work (Revised Version) 'NCERT'
- NCERT (2006) Position paper, National Focus Group on Curriculum, Syllabus and Textbooks 'NCERT'
- NCERT (2005) National curriculum Frame work 'NCERT'
- Moore Alex (2015) – Understanding the school curriculum – Theory, politics and principles, Routledge Taylor and Francis Group, London and New York
- Westbrook J et al (2013) Pedagogy, Curriculum, Teaching practices and Teacher education in Developing Countries. University of Sussex, Brighton, UK

9

Researching Integration to Inclusion from the PWD Act 1995 to NEP 2020

Mrs. Saba Patel*

ABSTRACT

One of the goals of the Indian education system is to ensuring that no child is denied the chance to learn and achieve greatness as a result of their birth or upbringing.

As our children with labels enter the education system, we often hear the words "integrated" or "included" to describe the classroom setting they will experience. In some cases, the terms are used interchangeably, referring to children being "integrated into a regular classroom" and "included into a regular classroom." There are, however, significant differences between the two. Knowing these differences can help us advocate for an inclusive environment that will help all children learn.

As an educator we must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background.

The study helps us achieve a radical shift in attitude through focusing on the ability of the school itself accommodate and diversity of needs.

The study's focus on a paradigm shift with regard to 21 disabilities through the PWD Act of 1995, RPWD 2016, Serva Shiksha Abhiyan, which is now Samagra Shiksha Abhiyan, and

*Headmistress, Anjuman-I-Islam's Dr. MIJ Girl's, High School & Jr. College.

NEP 2020 is intended to satisfy a range of needs in the school's potential to bring about a fundamental change in mind-set.

Keywords: PWD act 1995, Integrate, History of inclusion, RPWD 2016, 21 Disabilities, Equitable & Inclusive education, Paradigm Change

INTRODUCTION

About 25 years after the theoretical approach to special education changed from inclusion to integration, we raise two questions: what do inclusion and integration actually mean?

And perhaps most importantly, how practically do they vary?

To understand it, we need to know what is inclusion and integration. The practise or policy of providing equal access to opportunities and resources for individuals who may otherwise be excluded or marginalized, such as those with physical or intellectual disabilities and members of other minority groups is known as inclusion. It is the process of educating the children in a way that it benefits all the students whereas Integration is the process in which children with special needs are absorbed into the mainstream of education system.

The transition from "integration" to "inclusion" represents a fundamental shift in attitude rather than merely a change in word intended for political correctness. It suggests a change from a "developmental" paradigm, where challenges are seen to originate in the child, to a "social" model, where learning obstacles are thought to originate in both the physical structures of schools and, more widely, in the attitudes and structures of society. The premise that each kid has a right to partake in the experience provided in the mainstream classroom forms the basis of the "inclusionary" approach.

Daniels and Garner (1999) comment that while the concept of inclusion is not new, it has been given fresh impetus by increasingly 'rights-based' arguments that go beyond classrooms:

PURPOSE OF THE STUDY

In order to comprehend the paradigms change from integration to inclusion.

OBJECTIVES

- To review the policy to integration to inclusion from PWD act 1995 to NEP 2020.
- To develop and understanding of inclusion and equitable education in light of NEP 2020.
- To highlight the SDEG's in the schooling system in certain area.
- To reflect on history of inclusive education
- To develop an understanding of deferent types of disability which are described in NEP 2020.

OUTCOMES OF THE PROGRAMME

- First Basic Improvement for the Children with special need will be observed.
- Secondly the teacher will follow the Language development and accept the School environment with SEDG's.
- Third the teacher will sensitize towards the SEDG's in the schooling system.

HISTORY OF INTEGRATION TO INCLUSION TO NEP 2020

Beginning in the 1970s there was a new policy adopted for assuring the education of these young people. It was decided to **integrate** them in ordinary schools, to "mainstream" them in subjects where they were able to follow the subjects and then to add special education classes to respond to their added needs. But this plan had its limits. It was asking the child to adapt to the school rather than having the school adapt to the child so that, when the child couldn't follow what was being taught in the class, he or she was taken out of the class, and this had significant negative effects. (Will, 1985)

Inclusive education', then, goes beyond 'integration' – a term which, until the late 1990s, was generally used to describe the process of repositioning a child or groups of children in mainstream schools. 'Integration' was a term used by organisations such as CSIE (originally called the Centre for Studies in Integration in Education) when seeking neighbourhood placements for all students, and implied the need for a student to adapt to the school, rather than for the school to transform its own practices. The onus for change appeared to be on those seeking to

enter mainstream schools, rather than on mainstream schools adapting and changing themselves in order to include a greater diversity of pupils.

According to the PWD Act of 1995, which took effect on February 7th, 1995, in which Person with Disabilities are provided with Equal Opportunities, Protection of Rights and Full Participation.

The Government of India's main programme for achieving the universalization of elementary education is called Sarva Shiksha Abhiyan (SSA). SSA began operating in 2000 or 2001.

One of its goals is to support the education of children with disabilities or special needs. Under SSA, since 2006, special educator or mobile teachers were provided for Children with special needs (CWSN). This scheme remains the same but the support of special education has reduced gradually.

According to RTE Act RPWD, 2016 (Right of Persons with Disabilities Act). Inclusion was introduced.

Few key points of Chp 3. Education is as follow:

Admission without discrimination

Building, campus and other facilities accessible

Academic and Social Development

Detect learning disabilities

Appropriate means of Communication

Monitor participation and progress

Transportation facilities

Individual Requirements

The Government of India has taken following measures:

• Conducted Survey to detect Disability

• Established teacher-training centres

• Provided books and learning materials.

• Trained and employed teachers, professionals and staff

• Promoted appropriate modes of communication

• Offered various Scholarships

• Modified curriculum and examination system

• Promoted research programmes.

  Children with special needs are considered as regular students.

• In 2018-19, 12 teachers were trained under Teachers training program (Adhyan Shalaye Anushaasan)

- Curriculum transaction are modified as per their learning styles
- Audio learner
- Visual learner
- Multi-learner

There are total 21 disabilities which are described in the NEP in detail.

1. Blindness
2. Low-vision
3. Leprosy Cured persons
4. Hearing Impairment
5. Locomotor Disability
6. Dwarfism
7. Intellectual Disability
8. Mental Illness
9. Autism Spectrum Disorder
10. Cerebral Palsy
11. Muscular Dystrophy
12. Chronic Neurological conditions 13. Specific Learning Disabilities
14. Multiple Sclerosis
15. Speech and Language disability 16. Thalassemia
17. Haemophilia
18. Sickle cell disease
19. Multiple Disabilities including deaf-blindness
20. Acid Attack victims
21. Parkinson's disease
    Children with benchmark disabilities are given freedom
    - To opt for regular or special schooling
    - Resource centres and special educators are provided
    - Home-based education facility
    - Technology based solutions and learning materials to caregivers are also provided.

The equitable and inclusive education that is learning for all is highlighted in Chapter 6 of the NEP 2020.

Following are the provisions for the same:

- Resources for integration of children with disability
- Recruitment of special educators
- Resource centres
- Barrier free access for all
- Accommodation and support to suit their needs
- Assistive devices and technology based tools
- Language appropriate material
- High quality modules to teach Indian Sign language by NIOS
- Safety and security of children with disabilities

NEP 2020: Chapter 6; Equitable and Inclusive Education: Learning for All

6.1. Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes. This Chapter may be read in conjunction with Chapter 14 which discusses analogous issues of Equity and Inclusion in Higher Education.

6.2. While the Indian education system and successive government policies have made steady progress towards bridging gender and social category gaps in all levels of school education, large disparities still remain - especially at the secondary level - particularly for socio-economically disadvantaged groups that have been historically underrepresented in education. Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities),

geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor). While overall enrolments in schools decline steadily from Grade 1 to Grade 12, this decline in enrolments is significantly more pronounced for many of these SEDGs, with even greater declines for female students within each of these SEDGs and often even steeper in higher education. A brief status overview of the SEDGs that come within socio-cultural identities is given in following subsections. National Education Policy 2020 25

6.2.1. According to U-DISE 2016-17 data, about 19.6% of students belong to Scheduled Castes at the primary level, but this fraction falls to 17.3% at the higher secondary level. These enrolment dropoffs are more severe for Scheduled Tribes students (10.6% to 6.8%), and differently-abled children (1.1% to 0.25%), with even greater declines for female students within each of these categories. The decline in enrolment in higher education is even steeper. 6.2.2. A multiplicity of factors, including lack of access to quality schools, poverty, social mores & customs, and language have had a detrimental effect on rates of enrolment and retention among the Scheduled Castes. Bridging these gaps in access, participation, and learning outcomes of children belonging to Scheduled Castes will continue to be one of the major goals. Also, the Other Backward Classes (OBCs) which have been identified on the basis of historically being socially and educationally backward also need special focus. 6.2.3. Tribal communities and children from Scheduled Tribes also face disadvantages at multiple levels due to various historical and geographical factors. Children from tribal communities often find their school education irrelevant and foreign to their lives, both culturally and academically. While several programmatic interventions to uplift children from tribal communities are currently in place, and will continue to be pursued, special mechanisms need to be made to ensure that children belonging to tribal communities receive the benefits of these interventions.

6.2.4. Minorities are also relatively underrepresented in school and higher education. The Policy acknowledges the importance of interventions to promote education of children belonging to all minority

communities, and particularly those communities that are educationally underrepresented.

6.2.5. The Policy also recognizes the importance of creating enabling mechanisms for providing Children with Special Needs (CWSN) or Divyang, the same opportunities of obtaining quality education as any other child.

6.2.6. Separate strategies will be formulated for focused attention on reducing the social category gaps in school education as outlined in the following sub-sections.

6.3. The critical problems and recommendations regarding ECCE, foundational literacy and numeracy, access, enrolment and attendance discussed in Chapters 1–3, are particularly relevant and important for underrepresented and disadvantaged groups. Therefore, the measures from Chapters 1– 3 will be targeted in a concerted way for SEDGs.

6.4. In addition, there have been various successful policies and schemes such as targeted scholarships, conditional cash transfers to incentivize parents to send their children to school, providing bicycles for transport, etc., that have significantly increased participation of SEDGs in the schooling system in certain areas. These successful policies and schemes must be significantly strengthened across the country.

6.5. It will also be essential to take into account research that ascertains which measures are particularly effective for certain SEDGs. For example, providing bicycles and organizing cycling and walking groups to provide access to school have been shown to be particularly powerful methods in increasing participation of female students - even at lesser distances - because of the safety benefits and comfort to parents that they provide. One-on-one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, and suitable technological interventions to ensure access can be particularly effective for certain children with disabilities. Schools providing quality ECCE reap the greatest dividends for children who come from families that are economically disadvantaged. Meanwhile, counsellors and/or well-trained social workers that work with and connect with students, parents, schools, and teachers in order to improve attendance and learning outcomes have been found to be especially effective for children in urban poor areas. National Education Policy 2020 26

6.6. Data shows that certain geographical areas contain significantly larger proportions of SEDGs. Also, there are geographical locations

that have been identified as Aspirational Districts which require special interventions for promoting their educational development. Hence, it is recommended that regions of the country with large populations from educationally-disadvantaged SEDGs should be declared Special Education Zones (SEZs), where all the schemes and policies are implemented to the maximum through additional concerted efforts, in order to truly change their educational landscape.

6.7. It must be noted that women cut across all underrepresented groups, making up about half of all SEDGs. Unfortunately, the exclusion and inequity that SEDGs face is only amplified for the women in these SEDGs. The policy additionally recognizes the special and critical role that women play in society and in shaping social mores; therefore, providing a quality education to girls is the best way to increase the education levels for these SEDGs, not just in the present but also in future generations. The policy thus recommends that the policies and schemes designed to include students from SEDGs should be especially targeted towards girls in these SEDGs.

6.8. In addition, the Government of India will constitute a 'Gender-Inclusion Fund' to build the nation's capacity to provide equitable quality education for all girls as well as transgender students. The fund will be available to States to implement priorities determined by the Central government critical for assisting female and transgender children in gaining access to education (such as the provisions of sanitation and toilets, bicycles, conditional cash transfers, etc.); funds will also enable States to support and scale effective community-based interventions that address local context specific barriers to female and transgender children's access to and participation in education. Similar 'Inclusion Fund' schemes shall also be developed to address analogous access issues for other SEDGs. In essence, this Policy aims to eliminate any remaining disparity in access to education (including vocational education) for children from any gender or other socio-economically disadvantaged group. 6.9. Free boarding facilities will be built - matching the standard of Jawahar Navodaya Vidyalayas - in school locations where students may have to come from far, and particularly for students who from socio-economically disadvantaged backgrounds, with suitable arrangements for the safety of all children, especially girls. Kasturba Gandhi Balika Vidyalayas will be strengthened and expanded to increase the participation in quality schools (up to

Grade 12) of girls from socio-economically disadvantaged backgrounds. Additional Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas will be built around the country, especially in aspirational districts, Special Education Zones, and other disadvantaged areas, to increase high-quality educational opportunities. Pre-school sections covering at least one year of early childhood care and education will be added to Kendriya Vidyalayas and other primary schools around the nation, particularly in disadvantaged areas.

6.10. Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority. Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education. The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a 'system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities'. This Policy is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to school education. While preparing the National Curriculum Framework, NCERT will ensure that consultations are held with expert bodies such as National Institutes of DEPwD.

6.11. To this end, schools/school complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities. Barrier free access for all children with disabilities will be enabled as per the RPWD Act. Different categories of children with disabilities have differing needs. Schools and school complexes will work and be supported for providing all children with disabilities accommodations and support National Education Policy 2020 27 mechanisms tailored to suit their needs and to ensure their full participation and inclusion in the classroom. In particular, assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. This

will apply to all school activities including arts, sports, and vocational education. NIOS will develop high-quality modules to teach Indian Sign Language, and to teach other basic subjects using Indian Sign Language. Adequate attention will be paid to the safety and security of children with disabilities.

6.12. As per the RPWD Act 2016, children with benchmark disabilities shall have the choice of regular or special schooling. Resource centres in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities and will assist parents/guardians in achieving high-quality home schooling and skilling for such students as needed. Home-based education will continue to be a choice available for children with severe and profound disabilities who are unable to go to schools. The children under home-based education must be treated as equal to any other child in the general system. There shall be an audit of home-based education for its efficiency and effectiveness using the principle of equity and equality of opportunity. Guidelines and standards for home-based schooling shall be developed based on this audit in line with the RPWD Act 2016. While it is clear that the education of all children with disabilities is the responsibility of the State, technology-based solutions will be used for the orientation of parents/caregivers along with wide-scale dissemination of learning materials to enable parents/caregivers to actively support their children's learning needs will be accorded priority.

6.13. Most classrooms have children with specific learning disabilities who need continuous support. Research is clear that the earlier such support begins, the better the chances of progress. Teachers must be helped to identify such learning disabilities early and plan specifically for their mitigation. Specific actions will include the use of appropriate technology allowing and enabling children to work at their own pace, with flexible curricula to leverage each child's strengths, and creating an ecosystem for appropriate assessment and certification. Assessment and certification agencies, including the proposed new National Assessment Centre, PARAKH, will formulate guidelines and recommend appropriate tools for conducting such assessment, from the foundational stage to higher education (including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities.

6.14. The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups in order to reverse their underrepresentation.

6.15. Alternative forms of schools will be encouraged to preserve their traditions or alternative pedagogical styles. At the same time, they will be supported to integrate the subject and learning areas prescribed by the NCFSE into their curricula in order to reduce and eventually eliminate the underrepresentation of children from these schools in higher education. In particular, financial assistance will be provided to introduce science, mathematics, social studies, Hindi, English, State languages, or other relevant subjects in the curriculum, as may be desired by these schools. This would enable children studying in these schools to attain the learning outcomes defined for Grades 1– 12. Furthermore, students in such schools would be encouraged to appear for State or other Board examinations and assessments by the NTA, and thereby enroll in higher education institutions. Capacities of teachers in the teaching of science, mathematics, language, and social studies will be developed including orientation to new pedagogical practices. Libraries and laboratories will be strengthened and adequate reading materials like books, journals, etc., and other teaching-learning materials will be made available.

6.16. Within SEDGs, and with respect to all the above policy points, special attention will be given to reduce the disparities in the educational development of Scheduled Castes and Scheduled Tribes. As a part of the efforts to enhance participation in school education, special hostels in dedicated regions, bridge courses, and financial assistance through fee waivers and scholarships will be offered to National Education Policy 2020 28 talented and meritorious students from all SEDGs on a larger scale, especially at the secondary stage of education, to facilitate their entry into higher education.

6.17. Under the aegis of the Ministry of Defence, State Governments may encourage opening NCC wings in their secondary and higher secondary schools, including those located in tribal dominated areas. This will enable harnessing of the natural talent and unique potential of students, which in turn would help them to aspire to a successful career in the defence forces.

6.18. All scholarships and other opportunities and schemes available to students from SEDGs will be coordinated and announced by a single agency and website to ensure that all students are aware of, and may apply in a simplified manner on such a 'single window system', as per eligibility.

6.19. All the above policies and measures are absolutely critical to attaining full inclusion and equity for all SEDGs - but they are not sufficient. What is also required is a change in school culture. All participants in the school education system, including teachers, principals, administrators, counsellors, and students, will be sensitized to the requirements of all students, the notions of inclusion and equity, and the respect, dignity, and privacy of all persons. Such an educational culture will provide the best pathway to help students become empowered individuals who, in turn, will enable society to transform into one that is responsible towards its most vulnerable citizens. Inclusion and equity will become a key aspect of teacher education (and training for all leadership, administrative, and other positions in schools); efforts will be made to recruit more high-quality teachers and leaders from SEDGs in order to bring in excellent role models for all students.

6.20. Students will be sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Any biases and stereotypes in school curriculum will be removed, and more material will be included that is relevant and relatable to all communities.

CONCLUSION

'Inclusive education' implies a radical shift in attitudes and a willingness on the part of schools to transform practices in pupil grouping, assessment and curriculum. The notion of inclusion does not set boundaries around particular kinds of disability or learning difficulty, but instead focuses on the ability of the school itself to accommodate a diversity of needs.

◆

Therefore, identifying and evaluating the educational requirements of students with disabilities at the school level is one of the main goals of the inclusive education programme. To grant CWSN the assistance, equipment, and gadgets they require in exchange for their unrestricted access to education.

In light of this, I'd want to say that inclusive, high-quality education is the cornerstone of vibrant, just societies.

We are in the next stage of inclusion that is Inclusion to education (समावेशनाकडून शिक्षणाकडे).

REFERENCES

1.   National Education Policy 2020 https://www.education.gov.in
2.   3.2 From integration to inclusion - The Open University
3.   https://www.open.edu › mod › content › view
4.   https://lepole.education/en/pedagogical-culture/63-the-inclusive-school. html?start=1
5.   https://legislative.gov.in ›
6.   https://wecapable.com/types-of-disabilities-list/
7.   https://sjsa.maharashtra.gov.in/sites/default/files/pwd-act-1995-eng.pdf PWD Act, 1995 the persons with disabilities

10

Language of Instruction, NEP 2020: An Analysis

Dr. Shireen Asif Patel*

ABSTRACT

Language is the foundation of civilization and progresses the progress of the general population's financial standing in this universe revolves around Language. The main function of Correspondence is what Language is. The development of civilizations, nations and even entire countries depends heavily on Language. A linguistic expert is someone who is fluent in multiple Languages. Language demonstrates that correspondence is a crucial component of progress. Language should be taken to convey the intended importance as a tool to achieve predetermined goals rather than as an end in itself. These predetermined goals would be training, public image, and financial outcomes. The new education policy's framework aims to direct the growth of the new national education policy 2020 promoting Multilingualism and the Power of Language in Teaching and Learning. .That it can improve their intellectual Language. This Paper will investigate the three-Language equation looked to serve three capacities specifically, obliging gathering personality, Confirming public solidarity, and expanding.

Keywords: Languages, Mother tongue, Instruction, formula, policy

*Assistant Professor, Al's Akbar Peerbhoy College of Education
E-mail: dr.shireen79@gmail.com

INTRODUCTION

There are around 6000 varieties grouped under various Language groups that are spoken in the modern world. 200countries'. (Grimes) In order to communicate with one another, people from all over the world use a various Languages, including Arabic, Bengali, English, French, Hindi, Malayalam, Nagamese, Mandarin, Portuguese, Russian, and Spanish.

Since each of this Language was acquired by its speakers as a second, third, fourth, or later Language, their proximity to one another caused multilingualism.

Realizing that communication between discourse networks and individuals required at least two Languages As a result, "multilingualism" is defined as a situation involving a speaker who uses at least two Languages individually or between speakers of two Languages. Fundamentally, emerges because of the need to impart across discourse networks. Multilingualism isn't uncommon however a typical need across the world, because of globalization and more extensive social correspondence practically 25% of the world's around 200 nations perceive at least two authority dialects with some of them perceiving more than two" (Edwards 1994).

Modern India, according to the 2001 Census, has a sum of 122 dialects in India out of which 22 dialects are spoken by more than 1,000,000 individuals, while excess100 dialects are spoken by in excess of 10,000 individuals. Take the case of Nagaland itself. Here all the tribes have

Their own colloquial language. On the other hand, there are dialects that are not recorded on the grounds that they are spoken by fewer than 10,000. Nonetheless, this is a genuine under-detailing of the real number of dialects too in light of the fact that the Census likewise recorded more than 1,500 primary languages" utilized in India. This error can be clarified by the measures utilized that lone dialects with in excess of 10,000 speakers (formally) are given authority acknowledgment. (MHRD, Govt. of India) The 122 dialects are introduced in two sections:

Part A: Languages remembered for the Eighth Schedule to the Constitution of India (Scheduled Languages) containing 22 dialects; and

Part B: Languages excluded from the Eighth Schedule (Non-Scheduled Languages), involving 100 dialects. Language liberty

As a subset of constitutional rights in a region of the world, these rights have been strictly outlined on a theoretical level and using some early accepted approaches. the choice to communicate in one's native language, as well as other official dialects and specific semantic varieties, and to learn, teach, and engage in all social events in that language. Shared liberties according to etymology.

In addition to Marathi, Maharashtra is home to 38 other languages. a group called (PLSI). English, Hindi, and Marathi are the three main languages. Most people in the state can communicate in Hindi and Marathi. On the other hand, each region has its own dialect. Urban settings can use English. The tone and a few words of spoken Marathi change with each change in district, location, or locality. Due to the lack of silent pronunciation in the Marathi alphabet, the language is very phonetic. In some parts of Maharashtra, Konkani is also spoken. The Vidarbha region's Varhadii and the Dangii spoken close to the Maharashtra-Gujarat border are two other significant dialects. Marathi verbs and nouns frequently begin with the letter "L." The letter "y" takes its place in the phrase.

MEANING OF THREE LANGUAGE POLICY

It is generally accepted that the three languages being discussed are Hindi, English, and the native tongue of each State. Even though it had long been a part of the educational system, the government of Indira Gandhi officially formalized Hindi teaching as a policy in the National Policy on Education, 1968. According to this document, regional languages are already used as teaching tools in the basic and secondary grades. Additionally, it stated that State governments should embrace and firmly implement it at the secondary level. The three-language formula calls for the study of a modern Indian language, ideally from the south, in addition to Hindi and English in countries where Hindi is the primary language. Non-Hindi speaking regions.

OBJECTIVES OF THE STUDY

Writing is an expressive art that seeks to elicit a positive reaction or feelings of delight. All things considered, a sense of awareness has become a hallmark of the new ages. The use of inventive language in literature has come to the attention of essayists, etymologists, scholars, and commentators. Development is stimulated by good communication.

The goal of every educational movement is to offer recommended implications to the conversationalist and to everyone who wants to communicate well and have their message understood exactly as they meant. The missionaries put a lot of effort into developing the language in the northeast. With the use of textbooks, sentence structures, and preliminaries, the missionaries helped to mainstream the language. It is important to remember that language serves as a tool of transmitting the desired meaning.

HISTORY OF THREE LANGUAGE FORMULA

Education is the state subject thus the execution of the equation likewise lay with the states. A couple of states embraced the recipe on a basic level. In a few Hindi speaking states, Sanskrit turned into the third Language rather than any advanced Language primarily in the south Indian Language. Therefore the reason for the three Language equations was crushed to advance between state Correspondences. Likewise, a non-Hindi speaking state like Tamil Nadu embraced a two-Language strategy and didn't execute the three-Language equation. What's more, from that point forward, in Tamil Nadu two-Language strategy is working.

THREE LANGUAGE FORMULAS ACCORDING TO NEP 2020

The three-Language recipe has taken numerous structures in India based on states and their own authority and nearby Languages. While Hindi and English stay basic to all, they change from the primary Language to second and third dialects relying upon that specific state's administration. For instance, while West Bengal's nearby tongue Bengali is the nearest to Hindi when contrasted with Malayalam or Tamil, the public authority decided not to show Hindi by any means, as they thought about Bengali as a significantly more socially rich Language. In Kerala, notwithstanding, the learning of Hindi as a Language was had Mandatory despite the extreme effect between it and the nearby Language. Multilingualism, as has been logically demonstrated, expands a youngster's viewpoints as well as is helpful for them getting more inventive and all the more socially lenient.

Three Language Formulas according to the New Education Policy 2020 highlight the following points:-

1. as a medium of instruction: Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond it will be the home Language/mother-tongue/local Language/regional Language.

2. The three-Language formula will continue to be implemented to promote multilingualism as well as promote national unity.

3. NEP states that there will be greater flexibility in the three-Language formula. But no Language will be imposed on any State.

4. To learn three Languages will be the choice of States, regions, and students themselves.

Recommendations for the efficient application of the three-language formula

The NEP, 2020 has placed an emphasis on using mother tongue or local language as the medium of instruction up until Class 5, while also suggesting that it be kept up until Class 8 and beyond.

According to the formula, it is advised that every kid learn three languages in their school. The three languages that children will learn will depend on the states, regions, and pupils themselves, of course. But at least two of the three languages should be indigenous to India, with one of them probably being the local or regional tongue.

The regulation will be enforced at both public and private schools.

Home language versions of top-notch textbooks, including those for science, will be made available.

When a textbook in the home language.

CONCLUSION

In an effort to strengthen students' cognitive language skills, the new National Education Policy 2020 promotes Indian Languages as the medium of instruction in schools. Following approval from the Cabinet on July 29, 2020, the long-awaited National Education Policy (NEP) 2020 was announced by the Government of India. It suggests reform and rebuilding of all parts of the educational structure in order to "make India a worldwide information superpower" and lays out a plan for changing the Indian Education System.

REFERENCES

• National Curriculum Framework for Teacher Education.
• National Council of Education Research and Training (NCERT) 2005.
•] National Education Policy 2020.Ministry of Human Resource Development. Government of India.
• Neelameghan, S.K., Uberoi, N.K. Professional Competency in higher Education. University of Delhi, 2000.

- Parankimalil, John. "Salient Features of National Curriculum Framework 2005". Posted on November 9. 2015.
- Pattanayak, D.P. "Multilingualism and Development. British Council. ISBN 978-0-86355- 840-5.
- Pattanayak, D.P. "Multilingualism and Mother Tongue Education". Journal of modern literature, vol.33, no.1/2, 184, pp.136-140.JSTOR, www.jstor.org/stable/23620103.
- The Constitution of India. Government of India Ministry of Law and Justice Legislative Department, As on 9th December, 2020.UNESCO. 2016.
- Linguistic Diversity and Multilingualism on TMES OF INDIA
- https://journalsofindia.com/3-language-formula-of-nep-2020/

11

SDGs, NEP 2020 and Minority Institutions.

Dr. Fouzia Khanam*

ABSTRACT

This research paper is focusing on sustainable development goals and the new national education policy 2020 and its relation to minority institutions. SDGs have been so highlighted and expanded in the present era that it has seeped in every area of the discussion. Thus, the present paper will make an effort to find the importance of SDGs and inclusion of minorities institutes in policy document of NEP 2020. There by, understanding the significance of the new drafted policy and anticipating its accomplishment.

Keywords: minorities, quality education, equality, equity, inclusion, sustainability

INTRODUCTION

The year 2020, has been a roller coaster ride for whole of the world. It started with pandemic, hurricanes, cyclones, floods, locust attack and many others. In all, the world was fighting hard to exist. Specifically, India as a country with such a large population who was trying day and night to meet everybody needs; medically, financially and emotionally. The present government made all of its effort to insure that every Indian was safe and has at least one-day a meal. In midst of all this, on 29th July the new national education policy was announced.

*Assistant Professor, AI' Akbar Peerbhoy College of Education,
E-mail: fauzia.ahmad19@gmail.com

Though, the policy had been drafted much before in 2019 and suggestions from all over India was taken to draft the policy. The policy was not only the reformation in earlier policies but actually the replacement of them. So, the stakeholder of education needs to address the relevance of the policy as early as possible.

Sustainable Development, sustainability and education for sustainable development are prerequisite of the present era. The relevance of these cannot be overlooked, World Commission on Environment and Development (WCED) -1987 gave the most famous definition of Sustainable Development; **"Sustainable Development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs"**.

Education and Sustainability has long roots which originated from Agenda 21 of China which states that education is a means to attain Sustainable Development. It raised the campaign for 'Promoting Education, Public Awareness and Training'. In 2015, from the month of September SDGs were adopted, the seventeen goals were as follows; 1) No Poverty, 2) Zero hunger, 3) Good health and well-being, 4) Quality Education, 5) Gender Equality, 6) Clean Water Sanitization, 7) Affordable and Clean Energy, 8) Decent Work and economic growth, 9) Industry, Innovation and Infrastructure, 10) Sustainable cities and communities 11)Responsible Consumption and production, 12) Climate Action, 13) Life Below Water, 14) Life on Land, 15) Peace, Justice and Strong Institutions, 16) Partnership for goals. These goals were set to achieved until 2030. It is not a co-incidence that the target of the new NEP 2020 is also the same. That marks the strong relation between the accomplishment of both.

In the present study, we are focusing on only some of the goals of sustainable development to delimit our research paper. We will concentrate on Goal 4; Quality Education, Goal 8; Decent Work and economic growth and Goal 15) Peace, Justice and Strong Institutions. These goals were chosen in the light of present conditions of minorities and minority institutions, Muslims in particular.

Article 30(i) clearly states that the minorities have the right to establish educational institutions to cater the needs of their community. Sachar committee and various other communities had kept on reminding the government of backlog of the muslim communities in the field of education.

The General Body, Maulana Azad Education Foundation (MAEF) working under Minority Affairs, Government of India, in its 52nd meeting held on 29th December, 2016 constituted a Committee which states that "If we consider literacy rate, enrollment rates, mean years of schooling and differentials in higher education of all minorities, we find that the Muslims are the most disadvantaged. The literacy rate among Muslims in 2001 was 59.1% and in 2011 it was 68.53% which is against the national average of 64.8% and 72.98% respectively. The difference in enrollment rate between Muslims (74%) and the remaining population (83%) is also sharp". In light of the above knowledge we shall set up the conceptual framework for the present research paper. That the objective of foundational literacy and quality education of NEP will not be able to achieve unless minority and their institution are taken into account.

In this study the researcher has done the content analysis of the NEP 2020, policy document with the keywords related to SDGs and minorities. After devising the framework, the researcher concluded following keywords for content analysis; sustainable development, sustainable development goals, SDG(SDGs), quality education, equitable, inclusive, opportunities for all, Article 30(i), madrasas, minority institution, minority scholarship, education for all.

Nevertheless, we can now frame our objectives.

OBJECTIVES OF THE STUDY

1. To find the significance of sustainable development goals in NEP 2020 policy document
2. To find the inclusion of minorities in NEP 2020 policy document.

METHODOLOGY

In the present study we are going to use content analysis to find the keyword related to SDGs and minority institutions in NEP 2020 policy document.

DATA PRESENTATION AND INTERPRETATION

The National Education Policy 2020 was drafted under Government of India (Ministry of Human Resource Development). It is 61page document, with 2,684 lines and 39,717 words.

1. To find the significance of sustainable development goals in NEP 2020 policy document

   To achieve the objective one, we searched these keywords in the policy document; sustainable development, sustainable development goals, SDG(SDGs), quality education, equitable, inclusive, opportunities for all.

   We found the following;

S.No	Keywords on Objective 1	Occurrence
1	Sustainable development	8
2	Sustainable development goals	3
3	SDG	6
4	SDGs	1
5	quality education	24
6	equitable	24
7	inclusive	14
8	opportunities for all	2

As we can observe that, Sustainable development and its goals have been discussed 18 times in total, quality education which is goal number 4 of SDGs has occurred 24 times, and equitable, inclusive and opportunities for all came 24, 14 and times respectively. We can infer that sustainable development goals have been

2. To find the inclusion of minorities in NEP 2020 policy document.

   To achieve the objective two, we calculated the following keywords; minorities, Article 30(i), madrasa, minority institution, minority scholarship, education for all.

S.No	Keywords on Objective 2	Occurrence
1	Minority and minorities	1+2
2	Article 30(i)	0
3	Minority institution	0
4	Madrasas	0
5	Minority scholarship	0
6	Education for all	7

We can observe that keywords minority and minorities have occurred 3 times in all, the Article 30(i), Madrasas, minority institution, minority scholarship did not even occurred once in the whole document. The term 'education for all' occurred 7 times.

CONCLUSION AND DISCUSSION

We can conclude that, though the keywords related to sustainable development were included in good numbers. The total words in the document was 39,717 and the terms related to sustainable development occurred nearly 82 times. The words related to minority institution came for only 10 times. The National education policy 2020 has tried its best to be at par with the Sustainable Development Goals, but the Goal 4; Quality Education, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The words inclusive, equitable, quality education occurred number of times, but it is an irony that opportunities for all came occurred only two times. When we confirmed from perspective of minorities, we found that though the term education for all occurred had occurred 7 times, the other keywords didn't occur once. Thus, we can deduce that the new education policy is silent over minorities and minority institution. An age old muslim religious institutions 'Madrasas' have not been discussed even once in the whole policy. That has put the researcher in urge to find the significance of this policy to minority institution. Does it really provide opportunities for all or education for all or it only focuses on standardization of curriculum? It has put the future of minority institution at stake. We all need to go again and again to the policy document to make amendments according to the need of the masses.

Article 30(i) and minority scholarship has not been discussed even once in whole of the document. This is alarming, it needs to be put forward again and again that education for all can only be achieved by providing opportunities for all. Establishing and maintaining minority institutes, providing scholarship to minority group students, increasing funds to minority institution will bring opportunities for all and there by sustainable development goal of quality education NEP's foundational literacy can be achieved. As our honorable prime minister says- Sabka sath sabka vikas.

◆

REFERENCES

- https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1847066
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- https://www.sdg4education2030.org/the-goal
- https://www.minorityaffairs.gov.in/sites/default/files/MAEF636355611465111833_Reprot_Committee.pdf

12

Education in the Local Language/ Mother Tongue and the Multilingualism is the Power of Language, NEP 2020

Asmita Wewhare*

ABSTRACT

In the 21st century, education helps us to grow personally, professionally, and socially. Education developed our ability to think, analyse, and process the world around us. It also teaches us to face problems, and it gives us techniques to deal with challenges in a logical way. The researcher presents a conceptual paper on the perception of towards the language policy of NEP 2020. The objectives are to identify the perception of instruction medium toward the language Policy of NEP 2020. To identify the perception of using instructional materials in teaching in different boards. The study has explained a brief and descriptive design language policy of NEP 2020.

Restructuring school curriculum and pedagogy in a new 5+3+3+4 design: The curricular and pedagogical structure of school education will be reconfigured to make them responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively.

The objectives of this study to focus issues regarding language which is most fundamental to education and The science of child development and language acquisition.

Oriental College of Education, E-mail: Asmita.wewhare@oce.edu.in

National Education Policy 2020 Since children learn languages most quickly between 2-8 years, and multilingualism has great cognitive benefits for students, children will be immersed in three languages early on, from the Foundational Stage.

Thus, there is a strong need for classes in early years to be conducted in students' local languages

Keywords: Education, Environment, Curriculum, Pedagogy, Home language, mother tongue Multilingualism

INTRODUCTION

> *"Education is the most powerful weapon you can use to change the world."*
>
> *Nelson Mandela*

National Education Policy 2020 envisions an education system focused on India that, by offering high quality education to everyone, directly contributes to our country's sustainable transformation into a just and thriving knowledge society.

A tool for communication, language also serves as a means of expression for the individual, society, and cultural continuity as a whole. Each and every cognitive and social ability, including the creation and acquisition of knowledge, is directly influenced by language. The study of child development and language acquisition contends that young children learn best in their "local language," or the language they hear at home, and become literate in it (as a language). In addition to the well-known cognitive advantages of multilingualism, children between the ages of 2 and 8 also have a very flexible potential to acquire many languages.

The 2020 National Education Policy Children will be immersed in three languages from the Foundational Stage onwards since they learn languages most quickly between the ages of 2 and 8 and because multilingualism has significant cognitive advantages for students. education in one's mother tongue or native speech It is commonly known that young infants acquire and comprehend nontrivial topics the fastest in their native language. The Policy also acknowledges the vast number of students who attend lessons in a language they do not understand, which causes them to lag behind before they ever begin to study.

IMPORTANT FEATURES OF LANGUAGE POLICY OF NEP 2020.

Education in the local language/ mother tongue

- multilingualism and the power of language The issues regarding language are most fundamental to education. Language is a medium of expression of the individual, society and its collective continuity in culture, in addition to being a tool for communication.

- The study of child development and language acquisition contends that young children learn best in their "local language," or the language they hear at home, and become literate in it (as a language).

- In addition to the well-known cognitive advantages of multilingualism, children between the ages of 2 and 8 also have a very flexible potential to acquire many languages, which is a critical social capacity that must be utilised. The Policy also acknowledges the vast number of students who attend lessons in a language they do not understand, which causes them to lag behind before they ever begin to study. Thus, it is imperative that early-years programmes be taught to students in their native tongues.

- Thus, there is a strong need for classes in early years to be conducted in students' local languages.

Text books should be in mother tongue

- Currently, the quality of textbooks (particularly science textbooks) produced in Indian vernaculars is generally not even close to that of English-authored textbooks. Respect for local languages, particularly tribal languages, is crucial. When it is practicable, quality textbooks should be written in local languages, and competent teachers should be hired to teach in those languages. native tongue or home language as the medium of instruction: When possible, the home language, mother tongue, or local language will be used as the medium of instruction, at least until Grade 5 but ideally until Grade 8. The home/local language will then continue to be taught as a language in all circumstances. When necessary and practical, high-quality textbooks, especially those for science, will be made available in home languages, such as through the Indian language will be used as the medium of instruction, at least until Grade 5 but ideally until Grade 8.

Learning science bilingually-

- where necessary and practical, science will be made available in home languages, such as through the Indian Translation and Interpreting Mission or its State counterparts. Students whose home language is their primary language of instruction will start learning science bilingually in Grade 8 or earlier so that by the end of Grade 10, they will be able to discuss science in both their native tongue and English.

- As a result, students will be able to consider scientific ideas from a variety of perspectives. Future scientists will also be better able to inspire the next generation of scientists by discussing their work with youngsters in their home States and towns, local news outlets, and families.

Being science-bilingual in this way is indeed a boon

- In fact, the majority of Nobel laureates in science claim to be able to think and communicate about science in more than one language.

- Many scientists in the current Indian system have expressed dissatisfaction with their inability to think and speak about their fields in their mother tongue and how this has limited both their own thinking and their community outreach abilities.

Flexibility in the three-language formula

- In keeping with the principle of flexibility, students who wish to change one or more of the three languages they are studying may do so in Grade 6 or Grade 7, so long as they are able to still demonstrate proficiency in three languages (one language at the literature level) in their modular Board Examinations some time during secondary school Since the modular Board Examinations for language proficiency will indeed test only for basic proficiency in each language, such a change in language choice in Grade 6 would certainly be feasible if the student so desires and would in such cases be supported by teachers and the schooling system.

- Additional choices of languages would therefore be offered in middle school for this purpose of choice and flexibility.

Multilinguist is a necessity of India

- Multilingualism and the power of language Multilinguist is a necessity of India (as of much of the developed world), and must be considered a boon and an opportunity for learning and expanding one's horizons rather than a burden.

- Children learn languages extremely quickly when immersed early, and multilingual children in studies around the world have also been found to learn faster and be placed better later in life than those who are unilingual.

- It enriches them intellectually and culturally, and allows them, throughout their lives, to think in more than one way, by being equipped with the structures of expression, vocabulary, idioms, and literature of more than one language.

LANGUAGE POLICY WOULD HELP RAISE THE STATUS OF ALL INDIAN LANGUAGES

- Language teachers around the nation would have more job openings and opportunities thanks to the literature of those languages and their teachers.

- Graduating students would also have more opportunities and their horizons would be truly expanded. Both the Central and State governments will make a significant effort to fund numerous language teachers in all Schedule 8 languages as well as all regional languages across the nation.

- States, particularly States from various parts of India, may enter into bilateral agreements to hire instructors from each other in significant numbers in order to fulfil the three-language formula in their respective States and to promote the study of Indian languages throughout the nation.

Recruitment of teachers for language teaching

- Specific efforts will be made, and special programmes will be implemented, to recruit teachers (including retired teachers) who speak that language to those localities where there is a lack of such teachers.

- The development of teachers of Indian languages will be the focus of a significant national effort and endeavour.

Approach to language learning and teaching

- Languages will be taught in a fun, interactive manner during the Foundational stage of education (pre-primary school to Grade 2), with a focus on functionality and interaction (Samskrita Bharati and Alliance Francaise, which are organisations in India that teach Sanskrit and French, respectively, may serve as excellent models for such language teaching, and which may be adapted to other languages if desired). In the Foundational stage, language instruction would mostly consist of conversation (with a working grasp of alphabets and basic word reading).

- In the Preparatory stage, it would progress to more complex reading and fundamental writing skills in each language's script.

CONCLUSION

- In education there are many milestone have to make the journey towards the national Inclusion designing of language formula in NEP 20220 is very helpful towards **child centric** curriculum development and social, cognitive, emotional development through the language development.

- designing of language formula in NEP 20220 is concerns for all levels of education and social context (family, school, workplace, community) it allows learners to acquire skills, capacities values and knowledge required To fosters responsible citizen to promote democracy and harmony.

- Thus, this paper is focusing on imperative that early-years programmes be taught to students in their native tongues

REFERENCES

- Kothari, C.R. (2004). Research Methodology-Methods and Techniques. (2nd ed.). New Delhi: New Age International Publishers.
- Panda, M., & Mohanty, A. (2011). From mother tongue to other tongue: Multilingual education of 443 tribal children in India. New Delhi: ZHCESBvLF Project Report, Jawaharlal Nehru University

- M. M., et al. (2014). MLE policy and implementation guidelines for Odisha. Bhubaneswar: 437 Odisha Primary Education Programme Authority
- Rahman, T. (2010). A multilingual language-in-education policy for indigenous minorities in 454 Bangladesh: Challenges and possibilities. Current Issues in Language Planning
- NCERT (National Council of Educational Research and Training). 2007. Seventh All India School Education Survey: Media of Instruction and Languages Taught. New Delhi: NCERT.

SURVEYS OF RESEARCH IN EDUCATION

M.B. (1991) Fourth survey of research in education: Volume (1983-88), New Delhi: NCERT.

Buch, M.B. (1995) Fifth survey of research in education: Volume (1988-92), New Delhi: NCERT

DICTIONARIES

Good, C.V. (1945) Dictionary in Education (3rd edition.) New York: Mc Graw Volume 1. New Delhi: Sarup and Sons. 1997

13

Sub Theme- Domain of Child Development
Title -Life Skill's: Trailblazer for Peacebuilding

Upasna Roy*

ABSTRACT

Man has made progress in several fields. He is able to reach to space through his intellect and curiosity. He is blessed to have wisdom, E.Q, P.Q as well, and all this is possible due to his inner thrust of educating themselves. It is like musk, which spreads life everywhere and means of life. NEP2020 is the one such policy which has several hands like "HYDRA", ready to facilitate the well-being of educational reforms in India so that the education system can be robust. It can meet the standard of global platform. NEP2020, talks about the "Samagra Siksha" which promotes the holistic development of the student. All development is possible when a child is ready to accept the challenges of life in peaceful ways.

Even if the giant strides man has made in science and technology but failed to engender peace of mind in individuals, harmony in society, and peace among nations, nor have they helped in liquidating poverty, ignorance, and exploitation. Global warming and climate change, a direct consequence of destructive use of nature, threatens the very survival of the biosphere. Man has become a victim of his own creation.

Keywords: Peacebuilding, Life skill, NEP2020

INTRODUCTION

Peacebuilding is need of this hour. The whole world is on the verge of the next world war. War between Russia and Ukraine, tension

*Research Scholar, Department of Education, University of Mumbai.
E mail: upasnasanjivroy@gmail.com

between China and Taiwan, Afghanistan and Pakistan on the verge of destruction through giving shelter to terrorism, Sri Lanka is under economic turmoil, Nepal is under pressure from China…. is not the last things country is undergoing through tough times, but the imposed several bans by the moral police of Iran on women, ban on abortion in the so-called most developed countries like America are a matter of shame?

Then the question arises that, what is education done so far? Only big degrees to get the 8 digit payslip or it is able to make a true human which is not just a mask laden humans. Introspection is needed in education to see the right implement of it. NEP2020 is the right measure taken by the government to reform tine 2020 gives boost to several features in cognitive development as well as exclamation for the aesthetic and affective domain. Life skills are essential in the present time and this can create harmony in society. The PEACEBUILDING weaves ideas and ideals from ethical values, ways of knowing, internal dynamics of local communities, external environmental trends together with principles of the appreciative inquiry theory for sustainable conflict resolution. The brain is mold-able. we can learn, unlearn, and grow. We are all capable of change. So, this is where forming lasting habits becomes essential – but first, we must overcome procrastination! Being aware of roadblocks is one thing, but making changes from unhealthy behaviors to new and positive ones is not always easy. It requires commitment and perseverance. There are several steps need to follow and they are as below, which will help the child to learn beyond the textbook:

1. Creating good habits: Sustainable change often requires a new set of habits (Clear, 2018).

2. Undoing Bad Habits: This approach aims to stop harmful, negative, or unhelpful habits.

3. Motivation and Resilience to change: Motivation is needed to initiate change and is a factor in overcoming resistance and apathy (Ryan & Deci, 2018).

Lifeskill develops the positive psychology, which makes life most worth living. It makes life full of human strength and virtue. Hedonic adaptation is an adaptation-level phenomenon, which is a term that describes how humans become insensitive to new stimuli, and quickly readjust to an emotional baseline. Therefore, the stimulus needed to

create an emotion—like happiness or excitement—needs to be more intense than the last stimulus in order for someone to feel its effects, yields peacebuilding.

LITRATURE REVIEW

Claroa, Pauneskub & Dweckb (2016) studied about the correlation between Growth mindset tempers the effects of poverty on academic achievement as is influenced by structural factors, such as socioeconomic background, and psychological factors, such as students' beliefs about their abilities. In this research, researcher used a nationwide sample of high school students from Chile to investigate how these factors interact on a systemic level.

Apostolia Barbouta (2020) researched about Growth Mindset and Grit: How Do University Students' Mindsets and Grit Affect their Academic Achievement? For the purposes of this study, electronic questionnaire was developed. Mindset and Grit are two relatively new research fields, but conducted studies clearly demonstrate that they have a positive effect on academic achievement.

RAZAVI (2022) explored through this research about the Bahá'í concept of peace in the context of discussions about the nature and focus of peace education, in particular the role of moral education as an element of peace education. It introduces the notions of human nobility and the oneness of humanity as the moral basis for holistic peace within a framework of the collective social evolution of humanity, and explores the idea of identifying, understanding, and removing barriers to unity, specifically in the form of inequalities and prejudices, as the foundation of an approach to peace education.

NEED FOR THIS STUDY

Researcher felt that it is important to work on the all round development of the student and they are doing it mechanically. Attitude towards learning needs to change. Their peace quotient is very low so a survey was conducted to understand the interest and challenges faced by the students.

RESEARCH QUESTIONS

1. Do life skills are important?
2. Do peacebuliding can be taught?

3. Is positive peace more visible in successful learners?

METHODS AND PROCEDURES

STEPS:

- Survey and data analysis done
- Workshop conducted
- Interview was taken post session to understand its impact.

POPULATION

In order to gain learners' perspective of the value of learning life skills and gain a better understanding of how leaning this skill set may or may not add to their preparedness for personal and professional, it was necessary to concentrate on B.Ed 1st and 2nd year students.The survey consisted of a set of open-ended questions, designed to determine the importance of life skills in instilling peace.

METHODS OF DATA COLLECTION

The intent of the study was to determine if a relationship existed between learning life skills to foster peace, its effect on personal & social well-being. This relationship became of interest to the researcher observations through this workshop.

STATISTICAL ANALYSIS

The data collected from the surveys were analyzed for the purpose of evaluating the effects of learning life skills to foster peace, its effect on personal & social well-being. The researcher used the means of the forced choice open ended questions results to:

- Identify patterns and trends in the learners view and attitude of their understanding and value of life skills.
- Review the number and frequency of response answers to questions to further clarify the learners' view and feeling of their preparedness for life.

The methods used to gather data for the study were selected to obtain the most accurate data possible and determine the effectiveness of life skills learning to foster peace, its effect on personal & social well-being. Surveys with a open ended answer were chosen as the method of collecting the data because of the nature of the environment and the people.

FINDINGS

Pre-Session Questions

Findings

Pre-Session Questions

Peacebuilding through life skill

* Required

1. Name *

2. Email-address *

3. Phone number *

4. You are student of B.Ed .... year. *
   Mark only one oval.
   - ⬭ 1st year
   - ⬭ 2nd year

5. 1. What is Peace according to you? *
   Mark only one oval.
   - ⬭ Managing Inner Peace
   - ⬭ Managing Outer Peace
   - ⬭ Both
   - ⬭ None

6. 2. Peace can help .... to become a better version. *
   Mark only one oval.
   - ⬭ an individual
   - ⬭ a community
   - ⬭ a nation
   - ⬭ the world
   - ⬭ above all
   - ⬭ none

7. 3. Explain Peace in your own word: *

8. 4. Relate an object which is symbolic to peace as per you and state its reason. *

9. 5. Life skill is: *
   Check all that apply.
   - ☐ Soft skill
   - ☐ Survival skill
   - ☐ Non-essential skill
   - ☐ Futuristic Skill

Like this set of 21 questions were asked.

RESPONSE

Timestamp	Name	Email-address	Phone number
1/5/2023 23:06:25	Shraddha Tiwari	st757000@gmail.com	9137811545
1/5/2023 23:09:44	Priya Paradkar	Priyaparadkar0517@gma	9967418908
1/6/2023 1:44:41	Insiya Sidhpurwala	insiyasidhpurwala@gmai	9870051728
1/7/2023 22:26:34	Afrah	Afrahshaikh237@gmail.c	7900111140
1/7/2023 22:32:56	MUSKAN SHAIKH	MUSKAN130628@GMAI	9869130628
1/7/2023 22:34:52	Mabel Fernandes	mabel2000fds@gmail.co	9757229869
1/7/2023 22:38:36	jaya jain	jayajaind@gmail.com	08689873868
1/7/2023 22:41:29	Sonali Sinha	sonalisinha197@gmail.co	9987740902
1/7/2023 22:43:19	Snehal Patil	snehal0210patil@gmail.c	+919167327981
1/7/2023 22:49:26	Saraswati sharma	saniyasharma1999.ss@g	8652817309
1/7/2023 22:53:39	Glory	gloryfernandes88@gmail	8104833136
1/7/2023 22:58:52	Idrisi khushboo	khushbooidrisi864@gma	9653423351
1/7/2023 23:01:16	Pooja shah	poojashah151995@gmai	8850397453
1/7/2023 23:17:30	Anita payal	annupayaal97@gmail.co	8169937765
1/7/2023 23:19:06	Samantha D'Souza	samanthadsouza216@gr	8355957373
1/7/2023 23:41:03	Khan sana	Khansana3695@gmail.co	8291890621
1/7/2023 23:41:31	Khan Sumaiya Sirajuddin	khansumaiya2502@gma	7738276629
1/7/2023 23:50:38	Pratima muliya	Pratimabangera115@gm	8693881611
1/7/2023 23:58:45	Nuzhat Dadan	nuzhatdadan68@gmail.c	7208560342
1/8/2023 0:03:32	Shaikh muntaha arif	Shaikhmuntahaarif@gma	9136174571
1/8/2023 0:09:43	Kareena Bamania	kareenabamania555@gr	8828257770
1/8/2023 0:31:31	Jyoti Maurya	jyotika559@gmail.com	08652429631
1/8/2023 0:34:15	Nazneennaaz shaikh	twitee172001@gmail.com	8108286449
1/8/2023 0:39:16	Archana Bhartiya	archanabhartiya1998@g	09819550286
1/8/2023 0:39:33	Akanksha mishra	akanksha.mishra8268@g	9137371566
1/8/2023 0:58:30	Manisha Sahu	manishasahu82001@gm	9324458828
1/8/2023 1:04:09	Vishakha kaustubh soma	vishakhakhand@gmail.cc	9158128840
1/8/2023 1:07:11	Vishkaha kaustubh soma	vishakhakhand@gmail.cc	9158128840
1/8/2023 1:07:56	Janvi Rajesh Soni	janvisoni297@gmail.com	9819098205
1/8/2023 1:23:57	Nidhi Vibhuti	nidhivibhuti18@gmail.cor	9766501879
1/8/2023 1:28:06	Vishakha kaustubh soma	vishakhakhand@gmail.cc	9158128840
1/8/2023 1:32:20	Viahakha kaustubh soma	vishakhakhand@gmail.cc	9158128840
1/8/2023 10:18:22	Megha Chandu Harpale	meghaharpale19@gmail.	7045447330
1/8/2023 12:31:52	Khan Nida Fatima	fateemakhan11901@gma	8828448195
1/8/2023 12:37:20	Pooja Purohit	poojapurohit12344@gma	7021335677
1/8/2023 13:07:42	Renita Gonsalves	renigonsalves14@gmail.	7387925160
1/8/2023 16:34:32	Maria madalaina	mariamadalina55071@gr	9879203237

You are student of B.Ed	1. What is Peace accordi	2. Peace can help	3. Explain Peace in your
	Managing Inner Peace	an individual	Understanding self and f
	Managing Inner Peace	above all	Peace is something whic understanding. A person
	Both	above all	Peace is calming your me
1st year	Both	above all	Peace is something that
1st year	Both	above all	Peace is keeping one sel
1st year	Managing Inner Peace	above all	To find calm when there's
1st year	Both	above all	Calmness in your though
1st year	Both	above all	Peace is something whic
1st year	Both	above all	Peace is really important
1st year	Both	a community	Self control
1st year	Managing Inner Peace	an individual	A state of Untroubled and
1st year	Both	the world	Build strength, increase t
1st year	Both	an individual	Calm and quiet
1st year	Both	an individual	Inner peace and outer pe
1st year	Managing Inner Peace	an individual	if you are able to keep pe
1st year	Managing Inner Peace	above all	Peace means no worries
1st year	Both	above all	Peace it does not mean t
1st year	Managing Inner Peace	above all	To state being clam and c
1st year	Both	above all	Peace is a feeling of satis
1st year	Both	an individual	Peace means living our li
1st year	Both	an individual	Having peace in the sens
1st year	Both	above all	Peace is a concept of soc
1st year	Both	above all	Holding back yourselves
1st year	Managing Inner Peace	above all	For me peace is being wi
1st year	Both	above all	Peace to me is freedom a
1st year	Both	none	Peace is a stress-free sta
1st year	Managing Inner Peace	a community	The ethnic
1st year	Managing Inner Peace	a community	Ethnic
1st year	Both	the world	Peace is a state of being
1st year	Both	an individual	Calm and quite mind wha
1st year	Managing Inner Peace	an individual	Essential
1st year	Managing Inner Peace	an individual	Essential
1st year	Both	an individual	Stress free state or being
1st year	Both	an individual	Peace is a relationship of
1st year	Both	above all	Peace can bring the best
1st year	Both	above all	Peace means to be nego
1st year	Both	above all	In the absence of anger a

4. Relate an object which	5. Life skill is:	6. Life skill will enhance	7. Which life skill is esser
Meditation and prayer	Soft skill	Positive quotient,, emotio	communication skill, self
Can't say	Soft skill, Futuristic Skill	Positive quotient,, emotio	communication skill, neg
😊	Survival skill	emotion quotient	communication skill
-	Survival skill	Positive quotient,, adapti	communication skill, critic
Truthfully and personally	Soft skill, Survival skill, N	Positive quotient,, emotio	communication skill, self
Piano. As whenever i pla	Survival skill	Positive quotient,, emotio	self awareness
Music- soothes my mood	Survival skill	adaptive quotient, social	communication skill, self
Leaf	Survival skill	adaptive quotient, social	communication skill, neg
Maharashtra	Survival skill	adaptive quotient	communication skill, self
Human	Survival skill	adaptive quotient	communication skill
The colour white, Dove	Soft skill	adaptive quotient	communication skill
😊 the olive branch us	Survival skill	Positive quotient,, adapti	communication skill, neg
River as it flows calmly	Soft skill	Positive quotient,	self awareness
Maharashtra	Survival skill, Futuristic S	Positive quotient,, emotio	communication skill, self
calmness	Survival skill	social quotient	communication skill, self
Peace is very important i	Survival skill	emotion quotient	communication skill
For me Peace is Nature.	Soft skill, Survival skill	Positive quotient,, emotio	communication skill, neg
😊 keep face always smil	Survival skill	adaptive quotient, Intellig	communication skill
White color	Soft skill, Survival skill	Positive quotient,, emotio	communication skill, neg
Don't know	Futuristic Skill	Positive quotient,	communication skill
The dove. The dove has	Survival skill	Positive quotient,, Intellig	self awareness
Sun set because it brings	Survival skill	Positive quotient,, emotio	communication skill, self
Every object of nature m	Soft skill	Positive quotient,, emotio	communication skill
Money..everyone wants r	Survival skill	Positive quotient,, emotio	communication skill, self
Being kind to strangers, r	Survival skill	Positive quotient,, emotio	communication skill, neg
A number of peace symb	Soft skill	emotion quotient	self awareness
No idea	Survival skill	Positive quotient,	communication skill
No idea	Survival skill	Positive quotient,	communication skill
White dove which has re	Survival skill	Positive quotient,	self awareness
For me when i observe n	Survival skill	Positive quotient,, social	communication skill, self
No idea	Soft skill	Positive quotient,	communication skill, neg
No idea	Survival skill	adaptive quotient	communication skill
Monk statue which define	Soft skill	Positive quotient,, emotio	communication skill, neg
😊	Soft skill, Survival skill	emotion quotient, adaptiv	self awareness
Yoga. Coz yoga and med	Survival skill	Positive quotient,, adapti	self awareness
A butterfly : It's very tiny	Soft skill	emotion quotient, adaptiv	self awareness
Dove , Olive are the sym	Survival skill	Positive quotient,	communication skill, self

8. Are you in peace ?	9. Peacebuilding is not e	10. What you do, when y	11. Peaceful coexistence
Yes	FALSE	Blame yourself, Blame ot	TRUE
Yes	FALSE	Blame yourself, Accept y	Flase
Maybe	FALSE	Accept yourself	Flase
Yes	FALSE	Accept yourself, Become	Flase
No	May be	Blame yourself, Blame ot	TRUE
Maybe	May be	Become quite	TRUE
Yes	FALSE	Accept yourself, Become	Flase
Yes	FALSE	Accept yourself	Flase
Maybe	FALSE	Accept yourself	TRUE
Yes	FALSE	Become quite	TRUE
Maybe	FALSE	Become quite	TRUE
Yes	FALSE	Become quite	Flase
Maybe	FALSE	Become quite	TRUE
Maybe	FALSE	Accept yourself	Flase
Maybe	FALSE	Become quite	TRUE
Yes	Don't know	Blame yourself	TRUE
Maybe	FALSE	Become quite	Flase
Yes	FALSE	Become quite	Flase
Maybe	FALSE	Become quite	TRUE
Maybe	Don't know	Become quite	Flase
Maybe	FALSE	Blame yourself	TRUE
Yes	FALSE	Accept yourself, Become	TRUE
Maybe	FALSE	Become quite	TRUE
No	FALSE	Blame yourself, Accept y	TRUE
Maybe	FALSE	Become quite	TRUE
Yes	FALSE	Accept yourself	TRUE
Yes	TRUE	Accept yourself	Flase
Maybe	FALSE	Accept yourself	TRUE
Yes	FALSE	Become quite	TRUE
Yes	FALSE	Become quite	TRUE
Maybe	FALSE	Accept yourself	TRUE
Maybe	Don't know	Accept yourself	Flase
No	FALSE	Become quite	Flase
Yes	May be	Accept yourself, Become	Flase
Maybe	FALSE	Accept yourself	Flase
Maybe	FALSE	Accept yourself	TRUE
Maybe	May be	Accept yourself	TRUE

12. Life skill help in devel	13. Can anyone learn po	14. Is life skill essential to	15. What is Life skill in yo
Social skill, soft skill, grov	yes	yes	Self awareness, understa
Social skill, soft skill, grov	may be	yes	According to me I feel life us in making correct choi
growth mindset	yes	yes	Life skill is what you learn
Social skill, soft skill, grov	yes	yes	-
Social skill, soft skill, grov	may be	yes	Life skills are skills neede
Social skill, growth minds	may be	yes	Something that helps you
Social skill, growth minds	yes	yes	Managing your daily life
Social skill, growth minds	yes	yes	Life skill is something u n
growth mindset	yes	maybe	Life skill will help to live li
positive quotient	yes	yes	To tackle every situation
growth mindset	yes	yes	A skill that has qualities o

16. State the relationship	17. Peace can be achiev	18. Life skill will help a p	19. Conflict can be
interrealted	can try new things to und	manage emotion in a bet	avoidable
Don't know	can try new things to und	manage emotion in a bet	managable
Don't know	can try new things to und	have an adaptibility skill	managable
interrealted	can try new things to und	manage emotion in a bet	suppressed
Don't know	can try new things to und	manage emotion in a bet	managable
interrealted	can try new things to und	have resilience	managable
interrealted	can try new things to und	have an adaptibility skill	negotiatable
interrealted	can try new things to und	manage emotion in a bet	negotiatable
interrealted	not experienced	manage emotion in a bet	avoidable
isolated	can try new things to und	have an adaptibility skill	avoidable
interrealted	can try new things to und	manage emotion in a bet	managable

soft skill, growth mindset,	may be	yes	The ability to manage yo
positive quotient	yes	yes	Life skill is a skill which is
Social skill, growth minds	can't say	yes	Life skill helps to deal wit
growth mindset, positive	yes	yes	Life skill word problem so
Social skill	can't say	yes	Any skills that is useful i
Social skill, soft skill, grov	may be	yes	Life skills is basically a d
Social skill, growth minds	No	yes	That help make informed
Social skill, soft skill, grov	yes	yes	Life skills are skills which
positive quotient	can't say	maybe	Be positive
growth mindset	may be	yes	a skill that helps a persor
Social skill, growth minds	yes	yes	Skills which makes your l
Social skill, soft skill, grov	yes	yes	Knowing to handle every
Social skill, soft skill, grov	yes	yes	Having good manner with
Social skill, soft skill, grov	yes	yes	Life skill is skill used for s
Social skill	yes	yes	Life skills can include the
positive quotient	can't say	yes	Life skill is essential
Social skill	can't say	can't say	Essentially
growth mindset	may be	yes	It is a skill which is essen
Social skill, growth minds	yes	yes	Skill that helps one surviv
Social skill	No	no	Ethnic
positive quotient	may be	can't say	Ethnic
Social skill, soft skill, grov	can't say	yes	Any skill that you need to That will give a positive ir
Social skill, growth minds	may be	maybe	The term life skills refers
Social skill	yes	yes	It helps in living better life
Social skill, soft skill, grov	yes	yes	Life skill is a way you dw
Social skill, soft skill, grov	may be	yes	The phrase "life skills" rel

interrealted	not sure	manage emotion in a bet	managable
interrealted	can try new things to und	manage emotion in a bet	managable
interrealted	can try new things to und	manage emotion in a bet	managable
interrealted	can try new things to und	manage emotion in a bet	suppressed
Don't know	Don't know	manage emotion in a bet	managable
interrealted	can try new things to und	manage emotion in a bet	avoidable
isolated	can try new things to und	have an adaptibility skill	avoidable
Overlapping	can try new things to und	manage emotion in a bet	negotiatable
Don't know	can try new things to und	manage emotion in a bet	managable
interrealted	can try new things to und	manage emotion in a bet	avoidable
interrealted	can try new things to und	manage emotion in a bet	avoidable
Overlapping	can try new things to und	manage emotion in a bet	managable
interrealted	can try new things to und	manage emotion in a bet	managable
interrealted	can try new things to und	manage emotion in a bet	managable
Don't know	Don't know	manage emotion in a bet	managable
isolated	not experienced	have an adaptibility skill	managable
interrealted	not experienced	manage emotion in a bet	managable
interrealted	can try new things to und	have an adaptibility skill	avoidable
interrealted	can try new things to und	have an adaptibility skill	avoidable
interrealted	not experienced	have an adaptibility skill	managable
interrealted	not experienced	have an adaptibility skill	negotiatable
interrealted	not sure	have an adaptibility skill	avoidable
interrealted	not experienced	manage emotion in a bet	managable
interrealted	can try new things to und	have an adaptibility skill	avoidable
interrealted	can try new things to und	manage emotion in a bet	negotiatable
isolated	can try new things to und	manage emotion in a bet	managable

20. What is the importanc	21. We should accept
Life	self
Peace mean living together without violence and development of the r and the loss of lives. Pea getting inner satisfaction. equally. There must be pr the nation. Peace also pr unity among people. And people they can live happ	both
Accept yourself and othe	both
-	self
Donno	both
It would keep us calm an	both
Better living and smooth	self
I keep my inner peace fi	both
Peace leads to better live	both
Peace help one an Indivi	both
A state of stability that h	both
Peace is commonly used	both
Peace is important for the	both
For me peace is importan	self
According to me importar	both
Peace is a stree-free stat	both
Peace is very important i	both
Necessary to survive	both
Peace is important to hav	both
Became a part of Happy	both
Without peace, it will not	others
Peace indicates absence	both
Peace can help people th	both

As per my opinion peace	self
If we are not at peace ev	self
Without peace, it will not	self
Society ,vilonce	self
Vilonce of the society	others
It helps to develop harmc	self
If one person is at peace	both
Vilonce	others
Violnce of society	others
To avoid conflict and for t	both
The importance of peace	self
All environmental creatur	both
Peace can bring the hum	both
Our money remains in the	
In the name of seeking w	
We ought to have what is	both

ANALYSIS

Date received from the survey were strongly advocated the session for the up-skill the lifeskill and it will be helpful the student teacher to become a better person. All students agreed upon the lack of inter-personal skill among them.
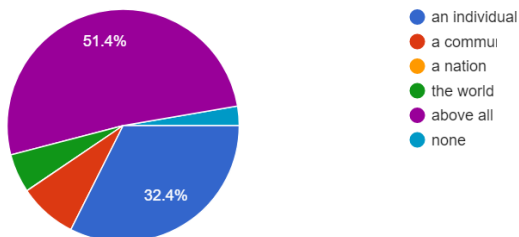
1. What is Peace according to you?

37 responses

- Managing Inner Peace
- Managing Outer Peace
- Both
- None

67.6%

32.4%
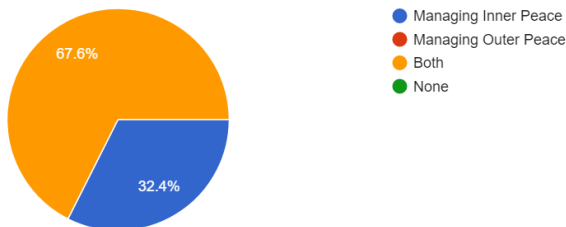
2. Peace can help .... to become a better version.

37 responses

- an individual
- a commu
- a nation
- the world
- above all
- none

51.4%

32.4%

6. Life skill will enhance the following :

37 responses

Category	Value
Positive quotient,	24 (64.9%)
emotion quotient	17 (45.9%)
adaptive quotient	21 (56.8%)
social quotient	18 (48.6%)
Intelligence quotient	17 (45.9%)
Negative quotient	1 (2.7%)
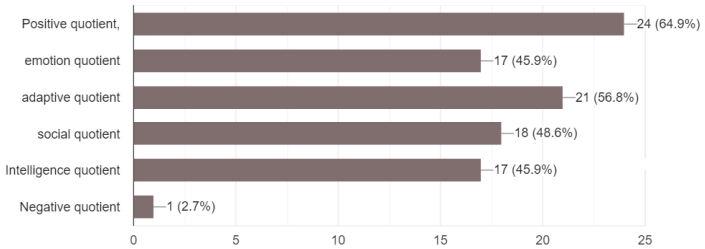
9. Peacebuilding is not essential.

37 responses

- True
- False
- May be
- Don't know

78.4% 8.1%
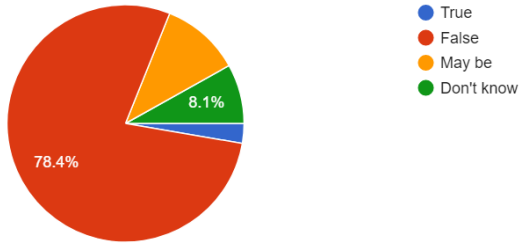
7. Peace can be achieved through having better life-skill.

37 responses

- Don't know
- not experienced
- can try new things to understand
- not sure

73% 16.2%
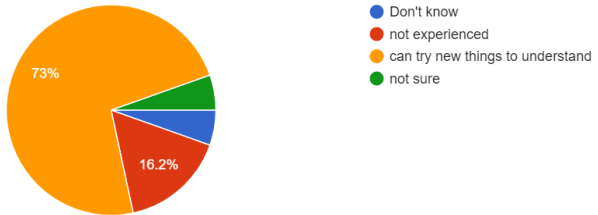
WORKSHOP

On 4th of Jan-2023, a 3 - hour workshop was conducted, where guided mindful meditation was take. To break the ice, play method was applied and through the game, students were able to show empathy towards others. A short film: Peace is within" was shown and post the

movie discussion followed. Students were given an article about the G20 summit which was recently held in Mumbai and students were divided into teams from different countries and they were presented with their viewpoint and expectations from it- it was called PBMOOC (Peacebuilding MOOC).

Wheel of life activity followed, where students were writing about their perspective, challenges and ways to overcome.

It was a fruitful session.

The Researcher randomly selected 10 respondents by lottery method and asked a few questions to understand their intake, expectations In education system. What discourse they take to get the inputs from NEP202 for all round of the learners.

WHAT IS PEACE QUESTION RESPONSE:

Essential

if you are able to keep peace in your life you'll be able to ignore negativity,anger etc

Peace to me is freedom and kindness

A state of Untroubled and quiet of both mind and body.

Having peace in the sense meana knowing your worth better than anyone else .

Calmness in your thoughts and in your mind

WHAT IS LIFE SKILL AS PER YOU?

Life skill word problem solving, communication

Life skill is skill used for survival

A skill that has qualities of adaptive behaviour and knowledge of primary needs which include decision-making, problem-solving, guiding and working towards maintaining an environment.

a skill that helps a person to function well in adult life, especially in social or emotional situations.

Managing your daily life

Life skill is a way you dwell yourself with inner values to live in the universe.

WHAT IS ROLE OF PEACE FOR A SOCIETY?

According to me importance of having peace in my life is avoiding all unwanted things having peace in my life is liking having happiness

If we are not at peace everything we have is a waste because we can not enjoy them.

A state of stability that helps in decision-making and problem-solving, and a wider view on determining methods that can be used to make uncovering different routes of life and it's the true meaning.

Without peace, it will not be possible to achieve the levels of trust, cooperation and inclusiveness needed for societies to be resilient to shocks, manage disputes and adapt to changes in their environments

Better living and smooth surrounding

CONCLUSION

Life skills are important to have for sustainability purpose.It makes the person equipped to meet the challenges of life. It creates harmony and uplifts the learning curve.Peacebuilding is necessary for all.

REFERENCES

- Yadav P, Iqbal N (2009). The Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents. Journal of the Indian Academy of Applied Psychology, (35) Special Issue, 61-70. Retrieved from http://medind.nic.in/jak/t09/s1/jakt09s1p61.pdf
- https://askeducareer.com/blog/10-essential-life-skills-you-must-learn/
- https://www.unicef.org/mena/media/7011/file/Measuring%20life%20 skills_web.pdf.pdf
- https://cdn.sida.se/publications/files/sida62134en-skills-development.pdf
- https://www.unicef.org/azerbaijan/media/1541/file/basic%20life%20skills. pdf
- https://www.playworks.org/wp-content/uploads/2019/01/Life-Skills-Game-Guide.pdf
- © United Nations Children's Fund (UNICEF) and International Bank for Reconstruction and Development/The World Bank, 2019

14

A Study of Attitude of School Teachers Towards National Education Policy (NEP-2020) Recommendations for Inclusive Education

Ms. Kulsum Shahzad* and Dr. Manisha Tyagi**

ABSTRACT

NEP in India focuses on equitable and inclusive education. Policy implementation under NEP has comprehensive objective, however, teacher is vital factor for inclusiveness, that depends upon the skills, and positive attitude. This study attempts to understand the role of the teachers' attitude towards inclusive education, particularly in Mumbai. This study is designed to explore various domains of inclusion as mentioned in NEP which affects, general teacher's attitude. Considering the results, implications and recommendations are proposed that can be important for the implementation of Inclusive Education in Secondary Schools. It will also help teachers to cope up positively in inclusive classrooms. The framework of inclusive teaching activities outlined in this study can be utilized in schools in India.

Keywords: NEP, Education Policy, Secondary school Teacher's Attitude, Inclusive Classroom.

*Research Scholar, Bombay Teachers' Training College.
E-mail: kulsumshahzad@bttc.edu
**Assistant Professor, Bombay Teachers' Training College.

INTRODUCTION

India's New Education Policy (2020) is a great initiative towards changing the existing education system. This is India's third policy, after thirty-four years under the regime of Prime Minister Narendra Modi. The objective of NEP-2020 framework is to guide and reform the Education system of India. It aims to transform India the global knowledge superpower with prime motto of ensuring equity and inclusion.

The aim of equity and inclusion is now in hearts and blood of new NEP. It ensures to provide wide range of educational opportunities. To incorporate inclusion in schools restructuring the whole system to avoid segregation and isolation of ethnic, linguistic, those with disabilities and are at risk of educational exclusion.

NEP-2020 provides highest priority to inclusion and equal opportunities and participation of children with disabilities and enable regular schooling from foundational stage to higher education. This new policy line up with promises of 2030 Agenda for Sustainable Development Goals (SDG) that is "leave no child behind". The goal 4 of SDG "ensures inclusive and equitable quality education and promotes life-long learning.

Teachers attitude is thought to be one of most important elements for successful implementation of any policy. Teachers are going to be real hero to incorporate inclusion classrooms and facilitate learning in inclusive classroom. This quantitative study is to examine the attitude of teachers towards inclusion of all students with reference to NEP-2020. It will help to examine different dimensions of inclusion with reference to NEP-2020. In given study following five dimensions are taken into considerations -

1. **Inclusive Classroom Environment**

   The National Education Policy 2020 envisages an inclusive and structural change in the educational system. It focuses on 'Equitable and Inclusive Education' which reverberates the idea that no child should be left behind in terms of educational opportunity because of their background and socio-cultural identities.

2. **Resources**

   Resources for inclusive practices, it indicates all such common resources besides some additional resources which are required to provide equal opportunity and quality education to all students including those with diverse needs.

3. Teacher's training for inclusive classroom

Inclusive education requires that teachers have additional skills support from there to be able to design inclusive lessons with a variety teacher in order to of activities that cater to diverse student needs. E.g. Organize training workshops for educators, skill training programs etc.

4. Enrollment

Inclusive education means different and **diverse** students learning side by side in the same classroom. So varied enrollments may affect teachers and students positively and negatively.

5. Curriculum

The same curriculum can be taught to mixed-ability learners – The diversification of modes of instruction and learning materials should be promoted within a common and shared national education policy and curricular vision.

RATIONALE OF THE STUDY

The researcher lives in metro city of Mumbai have found that many secondary schools have adopted NEP recommendations of Inclusive educations. School authority have started enrollment without considering gender, language or disability of any child. The data clearly shows teachers attitude is still not much favorable, because teachers are one most important in picture for implementing any policy in classroom. They face challenges in teaching, barrier of resources, flexibility in curriculum and lack of training in handling inclusive classroom which make implementation very cumbersome.

Therefore, taking into considerations all these factors, researchers felt it was important to take up this study on inclusion and its implementation in schools. The researcher also felt need to remove barriers on teachers' side, how teachers can create positive learning environment in inclusive classroom**.**

AIM AND OBJECTIVES OF THE STUDY

Aim- "***To study the attitude of secondary school teachers towards inclusive classroom in the context of NEP-2020"***

OBJECTIVES

1. To assess the secondary school teacher's attitude towards the: Inclusive classroom environment, resources, teacher's skill training, enrollments and curriculum.

2. To suggest measures towards the teacher's attitude for meeting the agenda of NEP.

RESEARCH METHODOLOGY

This study is carried to understand the attitudes of the secondary school teachers towards inclusive classroom under the preview of NEP-2020. Therefore, this study only explores the attitude of the teachers and hence research design of this study is exploratory.

DATA COLLECTION

The survey of the study was conducted in the schools of Mumbai where the respondents were approached by emails and what's app. A total of 70 secondary school teachers were approached and out of which 37 had responded successfully. The respondents were selected by convenience sampling technique based on the author's connection and colleague circles. The questionnaire was prepared by researcher after studying various literatures based on selected dimensions of the Inclusive Education recommended by NEP-2020 namely, inclusive environment, resources, enrollment, curriculum and teachers 'training. The questions were based on 5-point Likert scale to evaluate the attitudes of the teachers for their agreement towards each statement. The responses ranged from strongly agree to strongly disagree.

FINDINGS OF THE STUDY

Below are findings from all 5 dimensions of Inclusive Education considered in study with reference to NEP-2020

1. Inclusive Classroom Environment

Inclusive Education System will provide Equity & Social Justice to children.

Nearly, 79% of teachers strongly agree that inclusion of all types of children in general classroom as mentioned in NEP-2020 will provide equity and social justice while 21% of teachers do not agree for the same.

Learning Ability disable children will boost up

Approximately, 62% of teachers strongly agree to the point that inclusive classroom will boost the learning ability of disabled students and 38% of teachers do not agree their attitude toward inclusion is negative.

Individual Difference will decrease among students

Nearly, 45% of teachers strongly agree that inclusion is step toward removing individual difference among students in class room and 55% of teachers do not agree that individual difference can be minimized.

Cooperative learning in classrooms will be enhanced

Approximately, 40% of teachers strongly agree that inclusive classrooms are going to enhance cooperation and group work among students where as 60% of teachers agrees that inclusive education will reduce cooperative learning.

2. Resources

Resources at Schools are available for Inclusive Education

Nearly, 32% of teachers strongly agree that there are enough resources available in schools to implement inclusion of all students in school and 68% of teachers agree that schools have enough resources for inclusion.

Need of primary health workers, special educators and counsellors for Inclusive Education

Approximately, 60% of teachers strongly agrees that for inclusive classrooms special teachers and health workers are required while 40% of teachers do not agree for the same.

Overall Resources

Nearly, 70% of teachers strongly agree to the point that NEP-2020 recommendations for inclusion is just on paper, policy does not define anything to overcome the barrier in its implementation and 30% of teachers do not agree for the same.

3. Teacher's skill training for inclusive classroom

Teacher's skill and training is required to manage inclusive classroom

Approximately, 60% of teachers strongly agree that teacher's skill and training should be organized for awareness for management of inclusive classroom 40% of teachers agree for skill training of teachers.

Regular Teacher is not sufficient for inclusive classroom

Approximately, 65% of teachers strongly agree that for inclusion regular teacher is not sufficient that means it requires joint efforts of

resource teacher and 35% of teachers agree that regular teacher can manage inclusive classroom.

4. **Enrollment**

Varied enrollments put negligence on high achievers

Approximately, 90% of teachers strongly agree that enrollment of varied category of students will result into negligence in class for high achievers in the class and 10% of teachers agrees that varied enrollments will not affect high achievers in classroom.

Varied enrollments are difficulty for Regular teacher

Nearly, 80% of teachers strongly agree that adoption of inclusive approach as per recommendations of NEP-2020 is going to be a cumbersome task for regular teacher to bear burden of varied enrollments along with task of course completion.

5. **Curriculum**

Existing Curriculum of secondary schools is helpful for inclusive classroom

70% of teachers strongly agrees that existing curriculum is helpful to meet the needs of students in classroom and 30% of teachers agrees that curriculum need to be modified according to level and interest of child.

Curriculum flexibility in NEP-2020

80% of teachers strongly agree that NEP-2020 talks of inclusive education but for its implementation in classroom, curriculum flexibility aspect is very unclear and 20% teachers agree that teachers are aware of flexibility in curriculum and different teaching methods to adopt in inclusive classrooms.

CONCLUSION AND RECOMMENDATIONS

From above findings following points can be concluded-

- The data shows that teachers have positive attitude towards Inclusive Education, and they perceive that its great initiative from government in providing social justice and equity to all children in India.

- With regards to resources available teachers' attitude is unfavorable as making policy is not enough in words but its implementation requires enough resources. Government should take appropriate steps in providing funds and resources in every school for its proper implementation.

- With regards to teacher's skill and training it is found that trained post-graduate teachers teaching in secondary schools have positive attitude towards Inclusive Education recommended by NEP-2020 whereas graduate teachers have unfavorable response for Inclusive. This means that more awareness and orientation programs should be organized by school administrators and government towards inclusive education.

- Above study concludes in terms of enrollment that varied enrolment may neglect high achievers in the classroom as it becomes a challenging task for regular teacher to control inclusive classroom.

- As far as curriculum flexibility in NEP-2020 is concerned it is not defined therefore teachers are not clear about different teaching methods to be adopted in inclusive classroom.

- To conclude we can say that the recommendations of NEP-2020 towards inclusive education highly depends on the attitude of the teachers. Therefore, policy makers should find out ways to inculcate positive attitudes among teachers for better learning of all children in inclusive classrooms.

Therefore, following measures are suggested in order to improve the attitude of secondary school teachers towards inclusive education Government should put effort in improving attitudes of teachers which depends on following factors:

- Special training of teachers
- Control on Class size
- Collaborative planning of resource teacher and regular teacher
- Curriculum flexibility according to learners' interest
- Appropriate resources should be provided in schools

If above suggestions are implemented by policy makers and school authorities, then teachers will be able to manage inclusive classrooms with much more satisfaction and positivity. If all suggestions and recommendations are followed religiously, it won't be far when inclusive education flourishes in Indian academic institutes.

REFERENCES

Asha Jyothi, C. A study on the attitudes of secondary school teachers towards issues and

strategies in inclusive education in Visakhapatnam district.

- Avramidis, E., Bayliss, P., & Burden, R. (2002). Inclusion in action: an in-depth case study of an effective inclusive secondary school in the south-west of England. International Journal of
- Inclusive Education, 6(2), 143-163.
- Joshi, A. D. A Comparative Study of Attitude of Special School Teachers and Inclusive School
- Teachers toward Inclusive Education of Students with Visual Impairment.
- Lingard, B., Mills, M., & Hayes, D. (2000). Teachers, school reform and social justice:
- Challenging research and practice. The Australian Educational Researcher, 27(3), 101-115.
- Mamgai, R. (2017). In Service school teachers' attitudes and self-efficacy towards inclusion of children with disabilities.

15

NEP 2020- A Step Towards Impactful Higher Education Through Equity and Inclusion

Mrs. Vaishali B. Kamble*

ABSTRACT

Inclusion in Indian higher education means to provide access and opportunity to all groups of people irrespective of their social class, caste, gender, ethnicity to participate in higher education. Enrolment of girls or socially and economically backward learners, special learners in higher education is low till dates due to various reasons. NEP 2020 has made an inclusion more real by making appropriate provisions in the policy. The NEP 2020 recognises that certain groups are grossly underrepresented in the existing educational systems. To specially address their educational needs, the NEP has clubbed gender identities, sociocultural identities, geographical identities, disabilities, and socio-economic conditions to create a new social group called SEDGs. The policy bases most of its objectives on creating inclusivity around these groups. Thus, by catering to the problems of disadvantageous group, the NEP2020 turns out to be a successful step towards making the higher education more meaningful.

Keywords: NEP 2020, Inclusion, Equity, Higher Education, Gross enrolment ratio (GER), SEDGs

*Assistant Professor, Sarada Kurup College of Education and Research,
E-mail: vsshirsat@gmail.com

INTRODUCTION

Inclusion in education refers to all students being able to access and gain equal opportunities to education and learning. Inclusion in Indian higher education means to provide access and opportunity to all groups of people irrespective of their social class, caste, gender, ethnicity to participate in higher education. In higher education, inclusion is the ongoing and transformative process of improving education systems to meet everyone's needs, especially those in marginalised groups. Enrolment of girls or socially and economically backward learners in higher education is low till dates due to various reasons. Such an exclusion leads to increase in economically incapable youth and can also lead to wastage of capacities which could be utilised to optimum level for economic growth of the country. The inclusion should be strengthened through strong measures in higher education. One of the major reasons for disinterest in higher education amongst students is the lack of assured vocational opportunities for future. Recognising their special needs, the NEP 2020 recommends a series of policies and schemes such as targeted scholarships, conditional cash transfers, providing bicycles for transport that have worked in the past to increase enrolment, to create more representation.

STATUS OF HIGHER EDUCATION IN TERMS OF ENROLMENT

The higher education has important role in national development and it also promotes many dimensions of development of nations with respect to social progress, human development, political stability, and various other facets of development. Though the enrolment in the higher education has increased to great extent after independence there is still disparity found in terms of gender, socio economic status. According to AISHE 19-20, Gross Enrolment Ratio (GER) in Higher education in India is 27.1, which is calculated for 18-23 years of age group. GER for male population is 26.9 and for female, it is 27.3. For Scheduled Castes, it is 23.4 and for Scheduled Tribes, it is 18.0 as compared to the national GER of 27.1. Share of female students is lowest in Institutions of National Importance followed by Deemed University-Government, State Private University The participation in higher education (measured in terms of gross enrolment ratio) of women in urban areas is four times higher than those in rural areas. Women in rural areas have remained doubly deprived; being women

and living in rural areas. The status of women belonging to different disadvantaged social groups such as scheduled castes and scheduled tribes in higher education appeared to be worse than that of those belonging to forward castes. For example, the gross enrolment ratio for scheduled tribe women is 12.9 per cent, as compared to the overall gross enrolment ratio among women of 23.5 per cent (MHRD 2016). Similarly, the participation of Muslim females in higher education was six per cent as compared to nine per cent for Hindu females, 13 per cent for Sikh females and 16 per cent for Christian females in 2005. The study by Hasan and Mehta (2006) shows that enrolment ratio in higher education among scheduled castes and scheduled tribes in urban areas are slightly above their respective shares in total population, but it is not so in case of rural areas.

Reasons for exclusion of schedule castes and schedule tribes:

1. The traditional deprivation kept schedule castes and schedule tribes at a lower rung and denied them access to education as main stream.

2. Lack of accessibility to institutions of higher learning especially for ST, s who experience geographical isolation from the main stream society.

3. Economic backwardness of SC's and ST's is also an obstacle that denies them access to higher education.

4. Lack of proper financial assistance and awareness among SC"s and ST"s also acts as a source of exclusion.
   Causes for low Gross Enrolment Ratio (GER) of women.

1. Negligence of female education due to gender inequality.

2. Imposition of domestic responsibilities on girls.

3. Lack of educational facilities especially in rural areas.

4. Historical and traditional factors; for centuries together, female education was neglected and hence tradition bound people came to believe that education of women is not worthy of any serious consideration.

5. Economic factors especially in terms of grinding poverty and hunger is probably the most influential in adversely affecting female participation in higher education.

6. Orthodox attitude of parents to send their girls for attaining higher education.

NEP 2020-EQUITY AND INCLUSION IN HIGHER EDUCATION

Entry into quality higher education can open a vast array of possibilities that can lift both individuals as well as communities out of the cycles of disadvantage. For this reason, making quality higher education opportunities available to all individuals must be among the highest priorities. The National Education Policy 2020 envisages an inclusive and structural change in the educational system. It focuses on 'Equitable and Inclusive Education' which reverberates the idea that no child should be left behind in terms of educational opportunity because of their background and socio-cultural identities. Creation of Special Educational Zones One of the standout recommendations of the NEP is the proposal to set up Special Educational Zones (SEZs) in regions with significant population belonging to Socio Economically Disadvantaged Groups and in those aspirational districts. The key purpose is to spread education in the remotest and farthest places in India. This will be done by pumping extra resources and aligning multiple schemes and programmes of Centre and states to transform these backward regions.

This Policy envisions ensuring equitable access to quality education to all students, with a special emphasis on SEDGs (Socio-Economically Disadvantaged Groups). The dynamics and many of the reasons for exclusion of SEDGs from the education system are common across school and higher education sectors. Therefore, the approach to equity and inclusion must be common across school and higher education. Furthermore, there must be continuity across the stages to ensure sustainable reform. Thus, the policy initiatives required to meet the goals of equity and inclusion in higher education must be read in conjunction with those for school education.

There are certain facets of exclusion, that are particular to or substantially more intense in higher education. These must be addressed specifically, and include lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, admission processes, geographical and language barriers, poor employability potential of many higher education programmes, and lack of appropriate student support mechanisms.

For this purpose, additional actions that are specific to higher education shall be adopted by all Governments and higher education institutions (HEIs):

Steps to be taken by Governments

a. Earmark suitable Government funds for the education of SEDGs

b. Set clear targets for higher GER for SEDGs

c. Enhance gender balance in admissions to HEIs

d. Enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones containing larger numbers of SEDGs

e. Develop and support high-quality HEIs that teach in local/Indian languages or bilingually

f. Provide more financial assistance and scholarships to SEDGs in both public and private HEIs

g. Conduct outreach programmes on higher education opportunities and scholarships among SEDGs

h. Develop and support technology tools for better participation and learning outcomes.

CONCLUSION

New Education Policy looks at the students not as 'citizens of tomorrow' but as 'citizens of today' who are an equal stakeholder in the policies related to the development of the country. National Education Policy 2020 makes it clear that an inclusive higher education is not merely a tool of individual and community empowerment; rather it is also a necessary condition for the success of democracy. Therefore, an inclusive higher education is necessary to fulfil the promises enshrined in the Constitution of India. And at the same time, this is also a prerequisite for a more prosperous and developed India.

REFERENCES

- Paper prepared for the 36th IARIW Virtual General Conference by Jandhyala BG,Tilak Council for Social Development, New Delhi and Pradeep Kumar Choudhury Assistant Professor of Economics Zakir Husain Centre for Educational Studies School of Social Sciences Jawaharlal Nehru University, New Delhi. https://iariw.org/wpcontent/uploads/2021/07/Pradeep_Paper.pdf
- Aggarwal, P. (2009).Indian Higher Education: Envisioning the future, New Delhi: Sage Publications India Ltd.

- All India survey On Higher Education (2015-16).Ministry of Human Resource Development of Higher Education, New Delhi.
- Deshpande, S. &Usha, Z. (2013).Beyond Inclusion: The Practice of Equal Access in Indian higher education, India: Routledge.
- Dr.Mohan Kumar H.S faculty in sociology, University evening college, UOM,Mysuru
- Nandini, ed. (29 July 2020). "New Education Policy 2020 Highlights: School and higher education to see major changes"
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/aishe_eng.pdf

16

Learner Centered Curriculum and Pedagogy, Need of the Hour

*Chitra Nair**

ABSTRACT

A learner centered curriculum is a powerful lever for changing student performance and wellbeing and for preparing students to thrive in shape for the future. It can help to ensure consistent levels of quality across types of education provisions and age groups contributing to a more equitable system.

A Learner centered pedagogy creates an environment that speaks the heart of learning. It encourages students to deeply engage with the material, develop a dialogue and reflect on the progress. It represents a shift away from the sage on stage mentality and puts the student learning at center stage

Therefore, learners succeed when what they learn matters to them. This is the juncture, where there is need, for student centered learning that gives pupil an opportunity to decide two things: what they learn and how they learn it, which is also the need of the hour.

Keywords: Learner Centered, Curriculum, Pedagogy, Performance, Learner, Powerful lever, Equitable system

The NEP 2020 says, "Education thus, must move towards less content, and more towards about how to think critically and solve

---

*Asst Professor, Sarada Kurup College of Education & Research.
E-mail: Chitranair512@gmail.com

problems, how to be creative and multidisciplinary, and how to innovate, adapt and absorb new material in novel and changing fields."

Addressing pedagogy, the policy says, it must "evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner centered, discussion-based, flexible, and, of course, enjoyable". It must do everything to empower teachers and help them to do their job as effectively as possible. The policy recognizes that the teacher must be at the center of the fundamental reforms in the education system".

From the above statements we can conclude that the NEP policy talks about revamping the entire curricular and pedagogical structures with reference to the existing status.

DRAWBACKS OF INDIAN EDUCATION SYSTEM WITH REFERENCE TO CURRICULUM AND PEDAGOGY

Poor grading system

The Indian Education system judge students on the basis of their academic performance and not on their overall performance. The focus is only on the theory subjects, which doesn't allow a student to look beyond the main subjects, which he or she chooses.

Less attention to practical knowledge

While theoretical understanding of any subject is important, it does not play a major role when it comes to implementing these ideas in the real world. This practice makes them perplexed when the student goes out in the real world due to the lack of practical knowledge.

Mugging up

It is often seen that students just mug up the formulas and theories without actually understanding them. Logical and analytical thinking is not promoted, and also students are not encouraged to develop opinions. This is also because, the Indian education systems focuses more on scoring good percentage other than actual comprehensive evaluation.

Not able to choose a variety of subjects

Students in India do not get the chance to choose different subjects form different streams, for example, a commerce student cannot take

biology even if he is really interested. This is because the education system has segregated the stream on the basis of subjects. Also, there are not enough subjects to choose according to students' choice. This is the reason that students fail to get admission into colleges and they trying only in one direction, as they do not have much knowledge about the other fields.

Quality of teachers

Though India has a lot of experienced teachers, schools in rural areas still face scarcity when it comes to quality of these teachers. A lot of these teachers are not experienced and qualified enough to teach the students. Teachers in government schools are getting salaries, but only a few take the profession seriously. This results in poor education for the students.

Low overall development

In India, we give more importance to marks and not to overall development. Less focus on extra-curricular activities is also reason why students going to colleges are not ready to face the realities. This is also the reason, that why after college, when students sit for the placements, they are not corporate ready to face the world.

Therefore, there is a need for a' learner centered curriculum and Pedagogy'

For each of these drawbacks the NEP 2020 recommends:

Restructuring school curriculum and pedagogy in a new 5+3+3+4 design.

The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interest of learners at different stages of their development corresponding to the age ranges of 3-8, 8-11,11-14,14-18 years respectively. The curricular and pedagogical structure and the curricular frame work for school education will therefore be guided by a 5+3+3+4 design consisting of the foundational stage (in two parts, that is, 3 years of Anganwadi/preschool + two years in primary school in grades 1- 2: both covering ages 3-8), Preparatory stages (grades 3-5 covering ages 8-11), Middle stage (grades 6-8 covering ages 11-14), and secondary

stage (grades 9-12 in two phases that is 9 and 10 in the first and 11 and 12 in the second covering ages 14-18.

The foundational stage will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy (ECCE). The preparatory stage will comprise three years of education building on the play, discovery and activity based pedagogical and curricular style of the foundational stage and will also begin to incorporate some light textbooks as well as aspects of more formal but interactive classroom learning.

The Middle stage will comprise three years of education, building on the pedagogical and curricular style of the preparatory stage, but with the introduction of subject teachers for learning and discussion of the more abstract concepts in each subject that students will be ready for, at this stage across the sciences, mathematics, arts, social sciences, and humanities.

Experiential learning within each subject, and exploration of relation among different subjects will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers.

The secondary stage will comprise of four years of multidisciplinary studies, building on the subject oriented pedagogical and curricular style of the middle stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and students' choice of subjects.

Holistic Development of Learners

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn – and away form the culture of rote learning as is largely present today. The aim of education will not only be cognitive development but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills.

Reduce curriculum content to enhance essential learning and critical thinking

Curriculum content will be reduced in each subject to its core essentials to make space for critical thinking and more holistic enquiry

based, discovery based, discussion based, and analysis-based learning. The mandatory content will focus on the key concepts ideas applications and problem solving. Teaching and learning will be conducted in a more interactive manner, questions will be encouraged and class room session will regularly contain more fun, creative, collaborative and exploratory activities for students for deeper and experiential learning.

Experiential learning

In all stages, experiential learning will be adopted including hands on learning, arts- integrated and sports integrated educational, storytelling-based pedagogy, among others, as standard pedagogy within each subject and with exploration of relations among different subject.

Art integration is a cross curricular pedagogy approach that utilizes various aspect and forms of art and culture as the basis for learning of concepts across subjects.

Sports- integration is another cross culture pedagogical approach that utilizes physical activities and indigenous sports.

Curricular Integration of Essential Subjects, skills, and capacities

While students must have large amount of flexibility in choosing their individual curricula certain subjects, skills and capacities should be learned by all students to become good successful, innovative, adaptable, and productive human beings in today's rapidly changing world. In addition to proficiency in language, theses skills include: scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills, digital literacy, coding, and computational thinking; ethical and moral reasoning; knowledge and practice of human and constitutional values; knowledge of India; environmental awareness including water and resource conservation, sanitation and hygiene and current affairs and knowledge of critical issues facing local communities, states, the country and the world.

Concerted curricular and pedagogical initiatives, including the introduction and contemporary subjects such as Artificial Intelligence, Design thinking, Holistic Health, organic living, Environmental

Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels.

It is recognized that mathematics and mathematical thinking will be very important for India's future and India's leadership role in the numerous upcoming fields and professions that will involve artificial intelligence, machine learning and data science etc. Thus, emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging. Activities involving coding will be introduced in Middle stage.

Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational arts such as carpentry, electric work, metal work, gardening, pottery making etc.

TEACHERS

To ensure the outstanding students enter the teaching profession – especially from rural area - a large number of merit-based scholarships shall be instituted across the country for studying quality four-year integrated B.Ed. program.

IMPLICATIONS OF THE NEP 2020

This policy includes a seemingly exhaustive list of pedagogies, values, skills and methods are 'all good to have'. Many of these are already present the National Curriculum Framework 2005 and there are challenges that have been documented in translating them into teacher practices or student behavior.

The policy ask's educators to integrate 'Indian knowledge systems' covering subjects like yoga, Indian philosophy and Adivasi/ indigenous ways of learning, in the syllabus. However, upskilling educators, who presently struggle even to teach the basic syllabus, to integrate these complex ideas in a[1]secular and inclusive manner, is definitely a challenge.

Teachers could become confused about prescribed classroom practices, due to the lengthy list of approaches that have been listed. This could also lead to a lack of focus as well as limited success an any single approach.

REFERENCES

- https://www.idronline.org/nep2020/progressupdate
- Pros & Cons: Education Policy A review of NEP 2020
- https://shikshan.org/nep-2020/curriculum-pedagogy
- NEP 2020 Indian National Education Policy
- https://pscnotes.in/drawbacks-of-indian-education-system
- Drawbacks of Indian Education System
- Dr. Babita Chaudhary -A Burden-Free Approach towards Changing School Curriculum – Edutracks, Neelkamal publication, Hyderabad September-2018, vol.18, No 1 PP10-11
- Dr. Soti Shivendra Chandra, Dr. Prabhat Shukla &Dr. Amit Sharma - Expectations from New Education Policy – Edutracks, Neelkamal publication, Hyderabad February – 2018, vol. 17 No 6 PP 7- 10

17

Action Research Paper on Curriculum and Pedagogy

*Teena Chanda**

ABSTRACT

This paper aims at discussing two teaching methods which lay emphasis on conceptual understanding rather than rote learning and learning – for-exams. The pedagogies presented are Whole Brain Teaching (WBT) and Project -based learning (PBL). The effectiveness of both the pedagogies was observed on Grade 3 students. While WBT is an instructional approach that keeps children actively engaged and involved, Project -based learning is student- centered pedagogy that helps children to develop deep content knowledge. The research investigates the problem faced by teachers of short attention span and how to ensure continuous participation and involvement from children. The study showcases how implementation of the techniques help children grasp concepts and develop life skills such as communication, cooperation, and teamwork. Both the teaching methods when weaved into the curriculum will help nurture learners with authentic and lifelong love for learning.

Keywords: learning, teaching, engaged

*Teacher, Avalon Heights International School.
E-mail: v_chanda@rediffmail.com

INTRODUCTION

21st century education focuses on character and skill development in order to help students succeed in life. As a facilitator of new age education, I choose to present the below mentioned teaching strategies as they lay emphasis on collaboration and peer learning. The children can apply their learnings to face challenges not only in school, their communities but also in their lives.

AIM

Through this paper I aim at discussing two teaching methodologies which ensure that children become continuous learners who can use information efficiently, think critically and behave intelligently in response to problems.

METHODOLOGY

What is Whole Brain Teaching?

In the words of [1]Holly D. Elmore 'Whole brain teaching is an instructional approach that is gaining momentum through the integration of social-emotional learning into a highly energetic, authentically engaged learning process. There is a basic lesson structure that each learning moment follows, giving students ownership of their learning through mimicry.'

Purpose of choosing this method?

This strategy maximizes student engagement and makes learning fun and enjoyable.

How it was practiced in Grade 3:

The first step is gaining children's attention using an Attention-**Getter** (class-yes).

When I say class, the children respond with yes. Students repeated words exactly as I say. For example, if I say class, class children respond with yes, yes. If I say [2]'Classity class class', children respond with 'Yes Yes Yes!' In addition, I also use a scoreboard game with rewards, motivating students to pay attention so they can win points. Every time the children follow all the rules, they earn a happy smile and celebrate by clapping and saying 'oh ya!' and when they do not

follow instructions smartly, they earn a sad smile and children shrug their shoulders and say 'huhh!'

Secondly to deliver content **Brain Engager** (Mirror Words) was practiced where students mirror my gestures.

To mirror actions, I say mirror. Children copy what I am doing. For example, if I tap my head, children tap their head. Mirror with words is also done, where children not only copy actions but also repeat the words. For example, I pat my back and say good job done, children pat their back and say good job done! To end the lesson, I say, 'Mirrors Off' and students repeat 'Mirrors off.'

To introduce a new point, **Direct Instruction** was used**.** For example, to teach them rules of the class, I started with rule no 1, putting my pointer finger out I called out the first rule 'follow directions properly' and also showed actions for the same. Children copied my gestures and repeated the rule. Then for the 2nd rule, 'raise your hand for permission to speak', raising two fingers, I called out the rule and showed actions for the same. The third rule was' Raise your hand for permission to leave your seat', fourth rule was 'make smart choices', fifth rule was 'Keep your learning community happy', the children repeated the rules along with doing the gestures for all the five rules.

The final step is **Collaborative Learning** (Teach-Okay). Clapping twice I call out 'Teach!' kids clap twice and exclaimed, 'Okay!' and start. One child sits while the others stand, the child who stand says the rule along with the gestures and the child who is sitting imitates the gestures. Then they say switch and change positions and reverse their roles. It is easy to spot off-task kids as they are unable to participate. WBT can be used for almost everything in class.

To teach punctuation effectively, to add a full stop at the end of the sentence, students apply brakes and say 'eeeet', for comma, they draw comma in the air and say 'swoooop'. Even in Maths, to teach fractions, hold one fist on top of the other, waggle the top fist and say 'numerator', waggle the bottom fist and say 'denominator'. WBT is also used in making children remember and understand the essential question of the theme chosen for the month.

WBT proved to be an effective methodology in Grade 3, as students were visibly able to perform better in Formative and summative assessments as their grasp of concepts was better.

BENEFITS OBSERVED AFTER IT WAS PRACTICED IN CLASS

- Engages the whole body and mind of a child and children are attentive and engaged.
- No special equipment or materials needed to start WBT.
- Easy to spot off task kids.
- This type of learning increases a student's ability to remember information for longer periods of time.
- Formative assessment happens every moment as the teacher teaches in class.

LIMITATIONS

- Shy students or those who are more reserved may be uncomfortable with so many hand and body gestures and the need to interact so often with the classmates.
- It might be hard for everyone to keep up their energy levels the whole day.
- WBT classrooms are constructively noisy compared to traditional classrooms.

PROJECT -BASED LEARNING

[3]It is student-centered pedagogy that helps children acquire a deeper knowledge through active exploration of real word challenges and problems. It creates contagious creative energy among students and teachers, leading to increased student engagement and improved learning outcomes for all.

PURPOSE OF CHOOSING THIS METHOD?

This strategy involves communication, collaboration and hands on learning which ignites young minds to explore and deepen their content knowledge.

HOW IT WAS DONE IN CLASS:

Project based learning was experimented on the theme planet. The first step was watching a video of 'Our Place in the Universe'. The children made observations using the thinking routine -See-Think-Wonder in collaborative structure of Think-pair-share. Once they had ticked

off the common points and collated all, they were invited for a whole class sharing in their respective groups and writing their observations, thoughts and questions on the flip chart laid out in front of the class.

The children were then introduced to the essential question which the children had to keep in mind while exploring the theme, the next step was taking them through the culminating task which was to make a scrap album that had to include facts about sun, moon, planets, universe, and mosaic of lifeforms which they would do in the class as the theme progresses.

The children started their scrap album with the first activity which was 'my place in space' by cutting concentric circles and drawing me, my house, my city, my country, my universe on each circle respectively. While the children wondered all about space, they read a story 'Herschel and the Stars' which emphasized on how when you wonder and wonder, you develop your curiosity, create new knowledge, discover and invent new thing. The children did the literary analysis of the chapter along with vocabulary words and question answers.

The next step was that children had to get into groups and list down points about the sun and then present it in front of the class. It was followed by introducing the chapter Sun and the Star which they read like an interview and solved the question-and-answer worksheet. Children also got a glimpse of mythology when they compared two mythological stories, Hanuman Ji and the orange ball from Indian mythology and Wings of Icarus from Greek mythology. They wrote facts about each planet by watching videos, referring to handouts, discussing in groups. They not only drew the planets but also stuck actual pictures of the planet. They also made their own story on the family of the sun. Making mosaics of different life forms was a fun activity. The theme culminated with a viva.

The effectiveness of the technique was observed as the children were able to answer questions with such promptness and ease. They submitted their scrap albums by designing a cover page and filling up the index. The children did well in their assessment as well.

SCOPE

- [4]Boosts student engagement and achievement and helps them develop critical thinking, communication, collaboration, and creativity.

- Provides plenty of opportunities for feedback and revision of the plan and the project.
- Encourages students to make meaningful connections across content areas, rather than thinking about each subject area in isolation.
- Engages students in real-world learning, giving them a deeper understanding of concepts through relevant and authentic experiences.

LIMITATIONS

- Working in groups: As a teacher plans for the instruction, it is essential to figure out how to hold each student accountable through the process and planned activities.
- Covering up missed content: If the child is absent for a regular interval, getting the missed content covered can be quite cumbersome for the child and the facilitator.

As an active facilitator of the above two pedagogies, I strongly recommend that these strategies should be adapted in class so that children have fun exploring, igniting their creative imagination and critical thinking thereby creating a lifelong love for learning.

REFERENCES

- Holly D. Elmore/ June 13, 2017/Professional Development/ What is whole Brain Teaching https://www.teachhub.com/professional-development/2017/06/all-about-whole-brain-teaching-strategies/
- Learning Liftoff/September 11, 2018//Whole Brain Teaching/ how it works https://www.learningliftoff.com/what-is-whole-brain-teaching-and-does-it-work/
- Resource Library/June 12, 2021/Power school/What is Project-Based learning https://www.powerschool.com/blog/project-based-learning-benefits-examples-and-resources/#:~:text=Project%2Dbased%20learning%20helps%20students,progressive%20schools%20around%20the%20world.
- True Education Partnerships/11 July, 2022/Benefits of Project-Based Learning https://www.trueeducationpartnerships.com/schools/a-guide-to-using-project-based-learning-in-the-classroom/

18

The Impact of Train the Trainer Model for Fostering Teacher Professional Development: *Case Study*

Sudipa Mukherjee Mondal*

ABSTRACT

Teacher Professional Development, a mandatory part of the NEP, plays a pivotal role in refreshing the teacher's content and pedagogical knowledge. During the pandemic, teachers battled through the need of Edutech assets and skills, lack of attendance, apprehension like "I can't learn technology" impacting students' learning outcome**. Kotak Education Foundation's (KEF) Digital Learning solution** intervention mitigated this challenge through **Train the Trainer** model where the cascading effect of knowledge sharing was a successful pilot in **Milind Vidyalaya, Mumbai.** One Master Trainer (Grade 10) upskilled through KEF's Capacity Building course disseminated the learning to two teachers cum trainers from the Middle & Primary school.He could turn the wheel of learning for forty three faculties including Pre Primary.The model's success lies in larger reach, saving time, allowing the establishment of PLC where colleagues being their trainer, supports learning in the language of comfort and pace,safe challenge sharing in their common cultural setup.

*Profession: Subject Matter Expert, Asst Manager Academics & Training, Organization: Kotak Education Foundation, E-mail: sudipabibi@gmail.com

Keywords: Train the trainer model, Competency of teachers, Sustainability, Pilot, Edutech, Kotak Education Foundation, Master Trainer, society, education, professional development, cascade, implementation

INTRODUCTION

"Education is the basic tool for the development of consciousness and the reconstitution of society"- Mahatma Gandhi. Education and society are sacrosanct elements of a civilization. Also the two are intertwined symbiotically. Variables pertaining to education and society evolve and change with the passage of time, but the only factor that keeps on turning the wheel incessantly are the teachers. Hence rightly states the Kothari Commission, 1966: 'Of all the different factors which influence the quality of education and its contribution to national development, the ***quality, competence and character*** of teachers are undoubtedly the most significant.' Since the teachers' contribution towards the society is unfathomable, hence there is a continuous focus on how the process of teaching and learning should be refined and teachers should benefit the support at ease. Hence the NEP 2020 talks about the need of the teacher Professional development: Professional development opportunities are needed for both experienced and novice (beginner) teachers. Professional development not only provides opportunities for new learning, exploration, growth and development, but also promotes the recognition of hard work that experienced teachers do under demanding conditions. Thus, professional development of teachers can be understood as a lifelong learning process, which starts with the pre-service education of teachers, but continues until teachers retire from their service. The ultimate aim of the process is to support the future of the country that is our students in the best way possible. Resonating with the same thought, Kotak Education foundation helps -To support children and youth from underprivileged families through different Education-based interventions and livelihood programmes to empower them to rise above poverty line and lead a life with dignity through sustainable processes. Various interventions of Kotak Education Foundation stretches its wings to uplift the society for a better and empowered tomorrow. One such is the Digital Learning Solution which

focuses on improving the student Learning Outcome by upskilling the teachers and bringing about a sustainable professional growth. A pilot on the Train the Trainer model was conducted during the pandemic span in one of the partner schools which was cascaded efficiently in the school ecosystem and proved to be a great learning scope for the challenges and mitigation to actually implement it with our other partner schools. It will be noteworthy to mention in this forum that, Kotak Education Foundation has been working with multiple schools of Anjuman Islam Group across Mumbai region to support different stakeholders.

PURPOSE OF STUDY

- **Aim:** Effectively implement the Train the Trainer model to cascade learning and enable sustainability
- **Objective:** To implement the Master Trainer led Train the Trainer model for cascading the learning on integrating technology in pedagogical skill, gained during self-up skilling session, establish an uniformity and sustainability in the school ecosystem in the Edutech domain.
- **Outcomes: The** learner will be able to
- understand the role of pilot to establish the train the trainer model
- organize the Train the Trainer model in any operating system
- Understand the role of the school leader/organizational leader in implementing train the trainer model in the institution /organization
- Value the foresight and support required for implementing Train the Trainer model for upskilling employees

REVIEW OF RELATED STUDIES

The train the trainer model has been evaluated as a highly effective technique to cascade learning mainly due to these pertinent reasons:

- The process reduces the repeated hiring of trainers for training similar audience on a particular content hence makes it **cost effective**
- It takes time and a similar mindset to understand the type of target audience and cater to meet with the best learning outcomes. The **rapport and familiarity** is always a trump card with in-house trainers.

- It fits well in situations where **fast dissemination of information** is needed. There is a great relaxation of time when it is in house. Also the pace can be tailored as per the individual trainee

- Teaching someone is the best way to **refine one's mentoring skills.** It allows a trainer to understand the challenges and devise the mitigation as per the need of the hour.

- The process brings everyone on the same page and brings about a development in the school ecosystem.

- The process of training and **content delivery gets completed** with follow-ups, which may not be the case for external trainers. Here the factor of accountability for own school environment plays an important role.

- Train-the-Trainer has a ripple effect **making the enterprise an appealing employer** and progressive workplace for attracting talents.

EXPLANATION OF TARGET GROUP

In the academic year 2021-22, the grade 10 teachers of Kotak Education foundation partner schools were the target beneficiaries. They were upskilled in the domain of integrating technology in the pedagogical skills through the **OTeach** course procured from IIT Bombay. The teachers were categorized as Masters, Proficient and learners based on certain criteria of regularity in the sessions of the course, creation and submission of the artifacts as a part of asynchronous learning. Expectation from these masters or Master Trainers was that they will be the torch bearers to take the training ahead, allowing Kotak Education Foundation to establish a sustainability even after it exits the schools. The Case Study discussed here is of one such partner schools, **Milind Vidyalaya, Powai, Mumbai Maharashtra.** The grade ten Master Trainer could successfully cascade it to Forty three teachers, thirtyone(31) from secondary and middle school, nine(9) from primary and three(3) teachers from pre-primary. The master trainer teaches Mathematics and science, however the benefitting teachers are across all the subjects, thereby upgrading the school ecosystem.

METHODOLOGY

To conduct a training for the stakeholders we need to follow a process of coordination with the school Headmaster through the school coordination intervention of KEF. This was a pilot to check the glows and

glows of the process, we required a dedicated time of the beneficiaries. The same was done through telephonic communication. After the go ahead from the school we formally followed the process:

- KEF OTeach training on integration of Technology in pedagogical skills
- Identification of Master Trainer
- Master Trainer trains the selected trainers from the secondary and primary clusters with an urge to learn and display leadership and team bonding skills
- The trainers take the training ahead with their respective cluster
- Training included the dissemination of content, pedagogy as well as the hands on support on the creation of tools
- Mentionable highlights: Three (3) preprimary teachers voluntarily participated in this training
  Diagram: The process in the school

DISCUSSION

The process could be successful because of the following

- The competent leadership of the headmaster to bring the cohesiveness among the different sections of his school team and bring in safe space for peer coaching
- The positive approach of the school SPOC to be a bridge between KEF needs and the school management
- The futuristic attitude to accept EduTech training and up skill themselves
- The competency of the trainers and the trainee to absorb and show the output
- The seamless transition of the virtual to the physical session, which was benefitting to the

Trainees to summarize an able school leader with a foresight and a growth mindset will certainly be supportive to roll the stone of new learning and bring momentum in the school ecosystem.

CONCLUSION

The training of the master trainers started in the period when the education system was striving hard to cater to the students, more than

50% of whom were completely out of the radar of education. It was not only sensible to up skill the teachers through the OTeach training but also cascade it at remarkable speed to the school ecosystem through train the trainer model. Kotak Education Foundation had a great learning of the grows and the glows so that we are at the position of taking it ahead in our schools as a process. Also, it will be supportive with schools where the number of teaching staff is less and are not in a position to have dedicated time for the training sessions.

SUGGESTIONS

The Head of the school should be absolutely in favor of the process and its benefits, also about the fact that it may be self-paced for some teachers, hence the outputs and definitely the outcomes may not be within stringently set timelines. The trainers must be able facilitators and be patient enough to cater to colleagues at different levels. Following are the recommendations to the implementing partner /individual

- Conduct a need analysis survey done before setting the process
- A proper timeline must be shared as an expectation with the SPOC for the activity
- Share a plan of action with IOOI (Input, output, outcome, impact) with the Master trainer and the trainers
- Conduct Pre & Post Test that will definitely help both the trainers and the implementing head
- **Plan of action**: 5% of the budgeted schools will be supported through this model by KEF facilitators through the Master Trainers so that the school ecosystem can be upgraded in the digital platform of Edu tech learning.

REFERENCES

- Teachers | UNESCO
- NEP 2020: Empowering the teacher
- National Education Policy 2020
- guidelines for 50 hours of continuous professional development
- Writing outcome statements "Outcomes - are specific, measurable statements that let you
- know when you have reached your goa
- https://www.sessionlab.com/blog/train-the-trainer-model/

19

Quality Education is Foundation for Achieving Every Goal of Sustainable Development 2030

Ayesha Ansari Abshar Ahmed*

ABSTRACT

One of the most important and needed task to do in today's world is to ensure the sustainability of the resources the planet has and at the same time to ensure the well-being of humans living on this planet. There is clear need which can be seen is to make the education more effective and efficient in schools. And for this, every stakeholder of the school community has to be sensitized towards sustainability and should understand how their role is vital in today's time. One need to understand that education in the key to sustainable development and just talking about the "Sustainable Development concept in schools and institutions will not take us anywhere. We all have to get up and start working on this, not alone but together.

There is a need to re-look and re-visit each and every aspect of the education being taught in schools. Schools curriculum have been designed over the years from the perspective of sustainable education but it has to be implemented in an effective manner.

This article will focus on the UN Sustainable Development Goals (SDGs), particularly, the SDG 4. Ensuring Inclusive and equitable Quality Education. The author had reviewed the existing literatures on aspects revolving around Sustainable Development

*Asst. Teacher, AI's Saif Tyabji Girls High School,
E-mail: ansariayesha777.aa@gmail.com

and Education, shared his own experiences in the paper along with existing theories/models and had tried to mention the challenges faced by schools and good practices that schools, universities and educational institutions can adopt for Education for Sustainable development.

Keyword: SDG 4, Quality Education, Activities, Life Long Learning.

INTRODUCTION

Education is fundamental human right which provides Knowledge and Skill to people to increase employment prospects, reduce poverty and improve health and wellbeing. Quality education is the backbone for great of any society.

It Is truly said by Rabindranath Tagore, that "the highest education is that Which does not merely give us information but makes our life in harmony with all existence"

Education is one of the most vital mechanisms in a country's progress and it is very important to keep improving our education system and program with the frequently changing times. It is best tool for achieving economic and social mobility.

(The new national education policy 2020 and sustainable development Goal 4 Shares the goals of universal quality education and lifelong learning) Sarva Shiksha Abhiyan, the government's flagship program, aims to provide all Indians with a high quality education and is supplemented with specific programs for nutritional assistance, higher education and teacher training. It is meant for the improvement of people's lives, Standard of living and for proper use of natural resources. NEP 2020 is heart of Sustainable development goals which is equally important for Society's growth. The effects of human society on the environment gives rise to the idea of sustainable development. Sustainable development goals which is equally important for Society's growth. The effects of human society on the environment gives rise to the idea of sustainable development. Sustainable development is the idea that human societies must live and meet their needs without comprising the ability of future generations to meet their own needs.

(Education for sustainable development is a lifelong learning process and very important aspect of quality education. The development of information Skill, values and behavior essential to build a sustainable world) It provides leaners, Knowledge, Skills, values of all ages and also an agency to address interconnected global challenges including Climate Change loss of biodiversity, unsustainable use of resources and inequality. It improves learners of all ages to make informed decisions a the planet. It develops the intellectual, socio emotional and behavioral dimensions of learning & covers learning outcomes) pedagogy & the learning environment itself.

We are extremely lucky to work under Anjuman Islam Which act as a roadmap towards the journey of sustainable the new education development) After studying the new education policy Anjuman Islam in support of its vision). The prime focus Anjuman today to achieve quality education and its implication of action plan. The motto of Anjuman is to develop the students all round personality mentally, socially and spiritually.

As the sustainable development and environment and global Citizenships key point of 'NEP 2020. The objectives of are my research is

1. To enhance the development of intellectual, trilingual, Psychomotor and healthy individuals, who are ready to make contribution to country and the world.

2. To make the drastic changes that an urgently required to move the planet towards sustainable course.

3. To change the world in right direction for the improvements of people's lives, Standard of living and for proper use of natural resources.

4. To determine the impact of NEP 2020.

5. To develop good human beings capable of rational thoughts and actions, possessing compassion and empathy, courage and scientific temper and creative imaginations with sound ethical values.

6. To develop knowledge, skills, values, disposition that support responsible commitment to human rights, Sustainable development and living and global well being, thereby reflecting a truly global citizen.

7. 'light but tight' regulatory framework to ensure integrity. Transparency, resource efficiency of the educational system through innovation and out of the box ideas.

8. To transfer India into a vibrant knowledge society and global Knowledge superpower by making school education more holistic, flexible, multidisciplinary suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

EXPLANATION OF TARGET GROUP

Step 1:- Meeting held with in charge teachers, parents in the beginning of academic year to plan the various activities and days celebration These programs develop Scientific temper. Love and care for environment psychomotor, cognitive, social, moral domains developed. Child becomes rational, Critical thinker, problem solver and active learner by learning by doing methods.

Step 2:- It's is necessary for in charge teachers that they should engage community members in their meeting and plans. There should be particular on how local community can be involved in school activities and contribute towards sustainability.

Step 3:- Every year Anjuman Islam Organizes Workshop/ Expert talk/ Conference/ Seminar by inviting renowned experienced resource person for professional development.

Step 4:- Environmental problems are discussed with students. The activities and solutions are given by student and teachers. Students who are competent problem solver approach problem with curiosity, ready to embrace the challenge before them. Students study the situations and ask questions to identify the root cause of a problem collaboratively brainstorm potential solutions once the cause is verified, experiment test solutions on a small scale, review the outcomes of those tests, scale up the best solution keep monitory the solution to ensure that it's a truly solving the problem. Along the way, Students build & rely upon the building block of problem solving, creativity team work, co-operation & data- analysis etc.

Days are celebrated like Van Mahotsav, Environment week, world Water Week, Ozone day, wild life Week Energy conservation day, biodiversity day world day. Earth day were organized. Importance of these days are discussed in assembly by in charge teachers a student. Activities are conducted related to day and rally, nukkad nataks, street play, drama, are organized for society Here I have enlist the some important activation regarding environment conservation, and sustainable development.

1. Deforestation is main pollution, global warming and climate change plantation is prime solution of these issues. With a motto Forward and onward gardening is daily activity of student under Scheme. "Ek baccha ek pauda plantation drive is done in school premises Asked them to nurture, take care of these plants on daily basis Slogan & poster making competition essay writing, elocution, was organ We suggest our students to become a member of a community garden to provide sustainable living.

2. Action speaks louder than words based on this saying project making model making competition are held on various days. Students exhibits their innovative ideas in science fair exhibition. Students learn a lot by this practical method. They explore the solution of every environment issue and are inspired by the idea of making the world a better place and become environmental Stewards a global citizen.

3. Clean up activity is done on daily basis, which can have a big impact on environment. We explain the important of 3R is reduce, reuse, recycle, repair, rebuild, resold, compost being environmentally conscious. With our students" We practice minimum cutout anything unnecessary, useless recycle more We developed the habit to separate their garbage into wet dry waste and put them dustbin accordingly. Wet & degradable garbage is used to use to make compost or organic fertilizer. We have our own biogas plant to make compost from our waste & use this in our garden. So, we can reduce our garbage by converting them into high quality compost From non degradable waste like plastic, glass, rubber we can make decorative useful articles. For this we conduct a workshop, organize a competition like best out of waste". Hence Waste "managed completely. We also conduct a workshop on recycling of old paper and making cloth bag from old clothes we ask students to practice minimum use things for max purpose and cutout unnecessary.

4. We share success stories of environmental policies movement have reduced pollution ex Chipko movement. We share examples of how young environment have made a difference. We share examples from the green Schools to inspire our students to designs complete an action project to transform our own school in green school by using less paper using, conserving energy source.

5. On theme "pani hi toh jeevan hai". We ask our student to converse reuse and recycle water. Don't pollute natural resources in our terrace garden. We have rainwater harvesting plant which can use for cleaning watery plants. We used drip irrigation system in our garden to conserve water and soil.

6. We asked or students to calculate their carbon footprint which is a concrete way to help understand the resources they use on daily basis. They identify the ways to use fewer resources, altering methods of transfer ultimately live more sustainably.

7. We asked our students to use public transportations like riding bike or walk if possible, reduce energy consumption and is more ecofriendly and eco efficient. It makes the planet a clean and safe place". Improve health Students spread the word through rally and poster makings and get their community involved. Where this means cleaning up local park with neighbor or starting a carpool to cut down on emissions. This can have a big impact.

8. Students are asked to conserve energy by changing the traditional light bulbs to CFI Which not only reduce demand for energy resource but also reduces the amount of Waste going into landfills. We develop a habit of unplug devices When not in use Which save energy and reduce monthly Electric bill. We developed the habits of use day light as much as possible to save fossil fuels and bulbs. Quiz competitions are held on energy conservation day.

9. We asked our students to choose renewable energy Like Solar, Wind, Biofuel etc. over fossil fuel to stop Climate Change. Asked them to prepare working project or model works on renewable resources competition are held. Project with innovative ideas got selected a awarded them prize.

10. We inculcate Scientific temper in our students by practicing Keeping budget that has a zero-energy balance which means that What you take in you also return them. Always buy products with less packaging. Ditch the plastic and asked your mom and people to switch to reusable bags. Skip single use items and replace all possible disposables.

11. We took eco Sabbath with our students like Main ek pauda laga kar uski dekhbhal karugi, Main paper ke dono side likhugi, Main renewable resources ka use karugi. Ask them for some time in a week we don't use any resources and gadgets.

12. As a part of pedagogy, Case study/ Field visit/ Nature walks were arranged monthly to develop a spirit of enquiry, explorations and aesthetic intelligence.

CONCLUSION

Education for sustainable development or high -quality education through effective education policy is the Key to finding a balance between economic growth environmental preservation. Education, no doubt is a key to bring sustainable devpt and is game changer tool Education can bring required charges in the attitude, behavior and skills among the school community who can become ultimate future. If the school, institutions can bring in theme of sustainability as a central part of the education in a practical manner, then this would be one of the greatest contributions to sustainable development. The reviews article tries to elaborate action a steps needed around sustainability and focus on Education for sustainable development.

OUTCOMES

1. Parents, teacher trainer, students will be encouraged! Motivated, sensitized.

2. The students become powerful in respect of maximum use of their IQ, they becomes a good perfect citizen of country.

3. Awareness among people society developed to generate less waste, conserve natural resources and be a part of responsible of global citizen.

4. Students understood how individual lifestyle choices influences social, economic & environmental development.

5. Students got engaged in sustainable produces regarding consumption production.

6. Students learnt the values of resources and the concept of Reduce, Reuse and Recycle.

7. Students were able to promote sustainable production pattern Kay sentence

Hence, we as a teacher our management Anjuman Islam implement & support to the Government Education policy.

REFERENCES

1. "Sustainable Development". UNESCO. 3 August 2015. Retrieved 20 January 2022.

2. UNEP (2021). "Making Peace with Nature". UNEP - UN Environment Program. Retrieved 30 March 2022.

3. World Conservation Strategy: Living Resource Conservation for Sustainable Development. International Union for Conservation of Nature and Natural Resources. 1980.

4. United Nations (2015) Resolution adopted by the General Assembly on 25 September 2015, Transforming our world: the 2030 Agenda for Sustainable Development. (A/RES/70/1 Archived 28 November 2020)

5. United Nations (2017) Resolution adopted by the General Assembly on 6 July 2017, Work of the Statistical Commission pertaining to the 2030 Agenda for Sustainable Development (A/RES/71/313 Archived 28 November 2020)

20

Teachers' Perspective of Infrastructure Excellence at Secondary School Level

Ms. Subiya Ansari* and Dr. Shefali Pandya**

Abstract

The purpose of this research study was to understand the secondary school teachers' perspective on leading to achieve infrastructure excellence. The research was designed as a qualitative phenomenological study. The sample selected was 32 secondary school teachers of different school boards from greater Mumbai, India. The participants of the study were selected using non-probability sampling method. Based on the criterion that the participants are secondary school teachers with minimum 5 years of teaching experience participated in this research study. The participants were required to write in detail their views on the theme under study. The research findings represent the teachers' perspectives about the factors which lead to achieve excellence in physical infrastructure are clean and well organised school premises and funds & grants. And the factors which lead to achieve excellence in academic infrastructure are curriculum, instructions & evaluation and safe learning environment. In the present paper, an attempt has been made to highlight the factors that are expected to improve infrastructural conditions in the secondary school education system and result in excellence in overall institution level.

*Junior Research Fellow Department of Education.
E-mail: subiyaansari93@gmail.com
**Retd. Sr. Professor & Former Head Department of Education University of Mumbai University of Mumbai.

Keywords: Educational Excellence, Infrastructure Excellence, Physical Infrastructure, Academic Infrastructure Excellence.

BACKGROUND

Educational institution is the place where we educate the heart of the children with the purpose of making them responsible member of the institution and ultimately of the society. This indicates that preparing good citizens depends largely on all those who work in educational institutes and their level of effectiveness.

Effectiveness of any system is dependent on both quantity and quality aspects, same is applicable for education. Globalization has caused competition among education providers within the country and all over the world. Quality has become more important concern these days. Due to quantitative expansion of education at the primary, secondary and tertiary levels in the past few decades, the concern for quality is being expressed by all the stakeholders. Moreover, quality in education at all the levels is being encouraged in the country because of the academic, social, political and economic advantages.

At different levels of education, the government has given different basic norms and guidelines to make the quality education universal, accessible and affordable to all the students. If we want to succeed in or get recognition nationally and internationally, we have to improve and sustain the quality of our education system. With quantitative development/expansion, quality parameters have to be strictly adhered to achieve educational excellence. This, of course, would require change in curricula, improvement in infrastructure, use of innovative teaching learning methods, utilization of ICTs potential and development of favourable attitude in stakeholders for educational excellence. In Rashtriya Madhyamik Shiksha Abhiyan infrastructure development is one of the major concerns for secondary school education.

School infrastructure is a comprehensive term including physical infrastructure like school building, boundary wall, ramp facility, separate washroom facilities for boys and girls, library, laboratories, computer labs along with required equipment and academic infrastructure like

school curriculum, year plans, teaching learning strategies, incorporating innovation in education, students' evaluation system, school learning environment etc. Several research findings are having the opinion that high-quality infrastructure facilitates and appropriate instructional strategies, improves student outcomes, and reduces dropout rates, among other benefits. Hence, infrastructural excellence is considered as the need of the hour.

As NEP, 2020 states, a good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution.

In addition to this, para 17.4. of NEP, 2020 highlights, the societal challenges that India needs to address today, such as access for all its citizens to clean drinking water and sanitation, quality education and healthcare, improved transportation, air quality, energy, and infrastructure, will require the implementation of approaches and solutions that are not only informed by top-notch science and technology but are also rooted in a deep understanding of the social sciences and humanities and the various socio-cultural and environmental dimensions of the nation.

LITERATURE REVIEW

Cuyvers & Weerd (2011)[2] conducted a study on the impact of school infrastructure on the well-being of students in Flemish secondary schools. The research aimed to find the impact of educational spaces on their users and set out to identify the importance of school infrastructure on the well-being of students in secondary schools. The data was collected through questionnaire from a sample of 2032 students aged 14 and 15 from 14 Flemish secondary schools. The research used a survey design the research finding reveal that differences in students' well-being can be linked to the quality of the infrastructure of the schools they attend for both male and female students. In addition, female students are more sensitive to school infrastructure than their male colleagues and that 9th grade students are more sensitive than 10th grade students. Lastly, vocational education students are much more

sensitive to well-integrated information communication technology compared with other students.

Hasbullah & et al (2011)[3] investigated about framework on measuring the performance of school facilities in public primary school in Batubara district in Indonesia. The sample was collected in the form of structured questionnaire spread over Batubara district in order to find the level of school facilities performance from stakeholder perspective, from people working these schools. The level of school performance was ranged from poor to excellent. The research findings can be used in future as a guide for school to improve school facilities in public primary school in Indonesia leading to the improvement of the quality of education in Indonesia.

Zakayo (2018)[4] conducted research on infrastructure and culture as competitive advantage in enhancing secondary school's performance in Kenya. The aim of the study was to examine school infrastructure and culture as competitive advantage that would enhance school's performance in Kenya certificate of secondary examination. The sample of the research was collected using stratified random sampling from 84 principals, 118 school board members and 115 Parent and Teachers Association (PTA) members. The research used descriptive survey method and used questionnaire as tool for the data collection. The results of the study showed that well established school culture and infrastructure enhanced school's performance in examination whereas ICT did not showed any significant contribution to school's performance.

Aithal & Aithal (2019)[5] conducted research on building world class universities. The objective of the study was to determine the primary focus of various infrastructures along with their essential objectives in detail and discuss various generic strategies to be followed for making these infrastructures. This research was based on focus group predictive analysis from a group of experts in the field. The research predicted that the following six essential assets are to be developed by a university for the accelerated growth and prosper as world-class university namely, physical infrastructure, digital infrastructure, innovative academic & training infrastructure for confidence building, intellectual property infrastructure, emotional infrastructure, and networked infrastructure.

Fouad & Sailer (2019)[6] conducted research on the design of school buildings with respect to potentiality of informal learning spaces for self-directed learning. The research used mixed method design. The data was collected from two school buildings in London to explore the key design features that could impact the students' learning. The data was in the form of interviews with architects and a detailed space syntax analysis to highlights the potential of various school spaces to afford the students' activity patterns. The design process and analysis indicate that both schools show differential potentialities for self-directed learning. School A seemed to show a horizontal grid distribution of activities along the main spine and the central arcade. Whereas, School B seemed to show vertical organisation scheme around five circulation networks and five house assembly spaces. The designs of both the school are opposite. On one hand school A is argued to represent weak classification & strong framing and on the hands school B argued of strong classification but weak framing.

Josephant (2019)[7] conducted a case study on assessment of the effect of educational infrastructure to students' academic performance in secondary schools in Bukoba Municipality, Kagera region, Tanzania. The research objectives were to assess the availability and condition of educational infrastructure in secondary schools, to assess the contributions of school educational infrastructure and to establish recommendations to the educational stakeholders. The Data of the research was collected in the form of questionnaires, interview and observation. The data analysis was done using mixed method. The research finding revealed that infrastructure available in schools is insufficient and in poor condition. In addition, the study revealed that there is great relationship between infrastructure and academic performance, self-worthiness, confidence and sense of belongingness. The finding further states that there is no proper rehabilitation due to shortage of fund and monitoring and evaluation system. Research suggests the educational key actors to allocate reasonable and reliable fund, invest in monitoring and evaluation of infrastructure, ensure land is enough for expansion prior to enrolment, preview school demands, and culminate the culture of care and maintenance.

Mahapatra & Goowalla (2019)[8] conducted a comparative study on educational infrastructure facility provided by government and private schools in Dimapur district, Nagaland.The aim of the study was to make a comparative study between the physical infrastructure facilities provided by government and private schools in Dimapur district of Nagaland. The study was explorative type research and data was collected survey method using questionnaire from school principals or administrators t. A stratified sampling method was used for the selection of sample from 16 government schools, 64 private schools from all 5 educational clusters under Dimapur district. The results of the study revealed that the infrastructure facilities in state government run schools is very poor in comparison of private schools as well as the central government run schools. It can't satisfy the basic need for the teaching-learning process. Also, lacks of proper infrastructures affect negatively the motivation of the students and teachers as well as their performance. Research suggests the government should think wisely, plan accurately and act quickly to improve the infrastructure facility of government schools it can attract and retain brighter students and they can compete with private schools.

Mogaka (2019)[9] conducted research on availability of school facilities and their influence on students' academic achievement in public day secondary schools in Kisii county, Kenya. The study aimed to investigate availability of essential school facilities and their influence on students' academic achievement in public day secondary schools. The research used a correlational research design and collected data from 350 students and 50 teachers of 246 public day secondary schools in Kisii County. Data was collected by questionnaire from students and by interview from teachers. Data collected were both quantitative and qualitative. Research findings of the study showed that most facilities needed for teaching and learning was available in most public day secondary school in Kisii County. These facilities include recommended course books and set books, basic laboratory equipment, classrooms and libraries.The study concluded that availability of school facilities alone did not influence students' academic achievement.

Das (2022)[10] conducted research on infrastructural status of the secondary school in the light of RMSA. The objective of the research was to evaluate the present infrastructural status of secondary schools

among selected districts of West Bengal in the light of RMSA. The data for the present research was collected from the websites of 4 secondary schools in West Bengal using qualitative research design. The findings of the present study clearly show thatthe secondary schools have no fully proper infrastructure according to the guidelines of Rashtriya Madhyamik Shiksha Abhiyan in all schools of both districts. It further adds that in both rural and urban areas schoolshave lack of infrastructure facilities. The researcher has given constructive suggestions for fully implementing the recommendations of RMSA in secondary school.

Mgimba & Mwila (2022)[11] conducted research to investigate influence of infrastructural challenges on students' academic performance. This study used a mixed approach and convergent parallel research design. Research sample was collected from 151 respondents including 48 teachers, 97 students, 5 heads of schools, and 1 District Education Officer. The study used a combination simple random sampling and purposive sampling techniques and the data was collected through questionnaires, interviews and observation. The research findings revealed that students' performance in rural public secondary schools in Iringa district, Tanzania was unsatisfactory due to inadequate school infrastructures like libraries, laboratories, classes, dormitories, and instructional materials. It also showed that school infrastructure is very essential to develop and provide quality education, which leads to growth and excellence.The study suggested that the government, with other stakeholders, should increase funding for schools to provide and support adequate teaching and learning materials besides standard infrastructure in secondary schools.

Despite the numerous researches conducted on educational institute's infrastructure, it was noticed that the areas researched has taken place mainly on the impact of infrastructure on school or students' performance. Majority of the references in the literature review are conducted outside India. Furthermore, most of the research done has been done using quantitative method, some are mixed method and very few researches are qualitative method in nature. There are several researches conducted at secondary school level but there is dearth of research available on the infrastructural excellence in India. The researcher could not locate any study to understand teachers' perspective at secondary school level on factors that leads

to infrastructure excellence in Mumbai. Hence, to fill the gap in the knowledge the researcher has conducted a study on teachers' perspective on factors leading to infrastructure excellence at secondary school level.

RESEARCH QUESTION

Following was the research question that guided the study: What factors make infrastructure of educational institutions excellent?

METHODOLOGY

This study used phenomenology as the method under the qualitative approach. Qualitative research allows attaining insight into people's behaviours, attitudes, experiences and preconceived assumptions of the research question. Phenomenological research is used to probe into the various unexplored dimensions and describe structures of experiences gained in order to arrive at a deeper understanding of any given phenomena. Hence, the researcher chose phenomenological method to understand the perspectives of teachers on infrastructure excellence at secondary school level.

PARTICIPANTS OF THE STUDY

The goal of qualitative research is to provide in-depth understanding and therefore, targets a specific group, type of individuals, event or process. To accomplish this goal, qualitative research focuses on criterion-based sampling, a non-probability sampling techniques to reach the target group.

In the present study, the researcher has selected a combination of criterion and convenience sampling techniques. These techniques allow the researcher to pick all cases that meet same criterion, useful for quality assurance and also save time, money and effort.

The participants were selected to get the perspectives of male and female teachers of Mumbai representing different boards of school. The participants were from different boards of schools namely S.S.C. (state board), C.B.S.E., I.C.S.E., I.B. and I.G.C.S.E. to gain an overall understanding of infrastructure excellence at secondary school level. The research setting was the natural settings of the school. Teachers were given open-ended questionnaire to answer as per their convenience. In the present research, the participants selected were 32 teachers teaching

at secondary school level in schools of different boards which includes 2 male and 30 female teachers.

The following tables show the composition of the sample and list the boards of school.

Table-1: Gender Wise Distribution of Research Participants

Boards	Female	Male	Total
S.S.C.	21	02	23
C.B.S.E.	01	00	01
I.C.S.E.	05	00	05
I.G.C.S.E.	01	00	01
I.B.	02	00	02
TOTAL	30	02	32

Table-2: Subject Wise Distribution

Boards	Art & Craft	Business Studies	Eco-nomics	English & Social Studies	Hindi	Mathe-matics & Science
S.S.C.	01	–	01	11	01	09
C.B.S.E.	–	–	–	01	–	–
I.C.S.E.	–	–	–	03	–	02
I.G.C.S.E.	–	01	–	–	–	–
I.B.	–	–	–	01	–	01
TOTAL	01	01	01	16	01	12

INSTRUMENTATION AND DATA COLLECTION

Qualitative data consist of words and narratives. The qualitative data can be analysed in many forms including highlighting key words, extracting themes and elaborating on concepts. In qualitative method the researcher aims to gather an in-depth understanding of human behaviour and the reasons that govern such behaviour. The qualitative method explores the 'why' and 'how' of decision making, not just what, where, when.

The data in this research are presented in the form of words, quotes from transcripts and analysed by extracting theme. The research is idiographic and thus aims to understand the factors leading to achieve infrastructure excellence. For the purpose of present study, open-ended questionnaire was used and data was collected in the form of essays/ write ups (unstructured) from the respondents. It gives freedom to the participants for presenting their views, thoughts and opinions. In addition, the researcher also prepared personal data sheet for the purpose of data collection.

RESULTS

In the present study analysis was done both manually and with the help of computer. The researcher labelled the hand written essays under the codes and analysed. Data analysis started immediately as and when the essays were received. The essays were read carefully and segregated into different codes on individual level. The analysis of the codes was done minutely for formation of' different categories. MS Excel and MS word were used for storing and analysing the data. Option like highlighting tabulation arrange off codes made the task possible. The theme emerged from the participants' responses was "infrastructure excellence". The theme with participants' statements is illustrated in the following paragraph.

Categories	Sub-theme	Theme
A. Clean and Well Organised School Premises • Infrastructure as per Government Norms • Infrastructure Meet the Needs of Stud all • Inclusive Classrooms • Good Infrastructure Facilities • Attractive Campus **B. Funds and Grants** • Scholarship Programmes • Reasonable Fees	**Physical Infrastructure Excellence**	**Infrastructure Excellence**

C. Curriculum, Instructions and Evaluation • Child Centred Lesson Plans • Educational Content and Curriculum • Effective and Timely Evaluation • Age-Appropriate Teaching • Institutional Autonomy • Instructional Method to Improve Quality of Learning • Wide Range of Course Offering • Lesson Planning • Holistic Learning and Development • Physical Activities and Exercises • Flexible Curriculum and Choice of Subjects • Equal Importance to All Subjects • Integration of Vocational and Academic Streams	**Academic Infrastructure Excellence**	
D. Safe Learning Environment • Open Source of Knowledge and Learning • Healthy Atmosphere • Integrating Environment • Motivated Students • Student-Centred Learning • Admission and Equal Opportunity to Under Privileged Children • Learner Friendly Environment • Respect Diversity of People • Inclusive Education • Meeting Individual and Institutional Needs		

Evidence in Participant's Statements

While writing the unstructured essays, research participants rigorously described their perspectives about infrastructure excellence. The research participants contributed different amounts of information to the theme that comprise the narrative. Every participant expressed their perspectives on the phenomenon discussed freely. Thus, the participants' views are represented in this study.

"Infrastructure of schools should meet government building guidelines. It should also meet the health requirement, minimal functional requirements for classrooms, toilets, electricity, services and storage of textbooks along with basic teaching aids."

"The infrastructure of educational institution has to fulfil the needs of the students, teachers, non-teaching staff, administrators and community."

"An optimum secondary school will meet the minimum conditions such as: adequately sized classrooms, specialized teaching spaces, staffroom, an administration room, multipurpose classroom, a hall for assembly and other functions, a library and laboratories for science practical keeping in mind the need of differently abled."

"Good classroom space, labs and sports facility, computer labs with internet access for each child."

"Institutions should set up attractive campus, equipment and generous scholarship to deserving students for institutional excellence."

"Schools must operate with reasonable rates of tuition in relation to quality of courses/faculty."

"Using child centred lesson plans to help students with their learning needs contribute to institutional excellence."

"The educational content and curriculum are the factors which have positive impact on educational excellence."

"Effective and fruitful evaluation process require regular screening of students' performance and development. Schools should use assessment data for comparing their students with others from across the country."

"A student is the primarily person enrolled in a school who attends classes in a course to attain the age-appropriate level of mastery of subject under the guidance of an instructor."

"Institutions that have complete autonomy are also more agile because they aren't bound by clunky bureaucracies and externally imposed standards."

"Proper use of any type of instructional methods which can improve the quality of learning that occurs in the classroom. I feel that there are 4 features that improves quality of learning (i) engaged learners, (ii) great teaching, (iii) vibrant community and (iv) successful outcomes."

"A wide range of course offerings (including courses that are consistently offered and up to date with current research and events)."

"Teachers should plan their lessons well in advance. The lessons should be such that all type of students feels involved."

"Schools are working with many organisations to bring about holistic development and providing real life experience to the students."

"Along with empowered learning, physical activities and exercises, good teachers/ instructors, amenities and availability of learning resources can also prove to be useful in making an institution excellent."

"Students should have increased flexibility and choice of subject so that they choose their own paths according to their talents and interests. there should be no rigid separations between arts and science, between curricular and extracurricular activities, between vocational and academic streams."

"The objective is to give equal emphasis on all subjects- science, social science, arts, languages, sports and mathematics with the integration of vocational and academic streams in school."

"There are many people and establishments dependent on educational institutions. Hence schools should be open sources of knowledge & learning that run without external influences but the driving motivation should come from the society."

"The atmosphere must bloom on either end - the teacher and the students."

"It is necessarily important for an institution to allow integration rather than treating them as separate members of society."

"The students must be motivated to learn more effectively."

"The students must understand what has been taught in the class and they shall be well trained in Academic Excellence."

"During a meet of some well-known schools of Kolkata which was attended by the Heads of institutions, while speaking of the achievements of their schools, the principals spoke about their respective institutions in glorifying terms which included the high percentage of marks secured by students of their school.Among them was a principal who said the students of her school had done very well. She said what was most

gratifying was the fact that the students in her school, included some street children who were allowed to attend school for free along with those who paid the school fees. These students had cleared the exams and a few of them had excelled too. She felt the real achievement of their educational institution lay in the fact that they could make a difference to the lives of these underprivileged students and were very proud of it. Such practices make an educational institution excellent."

"One excellent way to support better learning in school is to provide the students with a clean and well-organised environment where they can develop their skills and increase their knowledge. Clean and comfortable school premises help in enhancing the teaching and learning experience."

"Institutional excellence would entail an institution which provides a liberating environment for students and workers to grow. Teach fearlessly, accommodate diversity and promote respect for individual choices."

"Excellence is certainly not bringing out best in 20 students across divisions and grades and leaves 2000 neglected."

"Institutions are the structure of society that fulfils the needs of the society to develop future empowering learners."

CONCLUSION

Based on data analysis, the emerged theme answers the research question representing secondary school teachers' perspectives on factors leading to achieve infrastructure excellence. The teachers have given their perspectives about infrastructure excellence in educational institution. In the present research, the infrastructure excellence is further classified as**:**

a. Physical Infrastructure Excellence

b. Academic Infrastructure Excellence

(a) **Physical Infrastructure Excellence:** The physical infrastructure includes the school premises and resources available. Following are the factors that might lead to achieve physical infrastructure excellence:

CLEAN AND WELL ORGANISED SCHOOL PREMISES

For the overall development of students, an educational institution must have good infrastructural facilities like libraries, laboratories and

sports grounds etc. Infrastructure of the school shall meet the need of all the people including students, teachers, non-teaching staffs and management. The campus of educational institute must be designed in attractive manner to develop willingness among students to attend regularly. The educational institution shall work on developing infrastructure to meet the need of every individual including students, teachers, non-teaching staff, principles and management. To maintain the quality, the government has set certain basic norms and guidelines for infrastructure at different levels of education. Educational institutions must adhere to these guidelines of inclusive infrastructure for all types of people like: adequately sized classrooms, specialized teaching spaces, staffroom, an administration room, multipurpose classroom, a hall for assembly and other functions, clean and hygienic toilets& rest rooms for staff and students, a library and laboratories for science practice which are accessible to differently-able people.

FUNDS AND GRANTS

The education institutions shall receive adequate grants and subsidies from the government to transform the students into skilled and employable citizens. The funds and grants should be used by the school with the sole purpose of betterment and welfare of students. The responsibility of the same shall be fulfilled by the school and its' management.

(b) Academic Infrastructure Excellence: The academic infrastructure includes the school's instructional framework and learning environment. Following are the factors that might lead to achieve academic infrastructure excellence:

CURRICULUM, INSTRUCTIONS AND EVALUATION

An effective and efficient curricular system makes a positive impact on institutional image. Curriculum acts as a framework which enables schools to maintain uniformity in delivering the content for each subject and standard. The curriculum has to be flexible enough to give institutions autonomy to adapt as per the need of students and school. Educational institutions shall have sufficient choices to allow students to select the subjects as per their interest and ability. All the subjects shall get equal weightage and importance in the school. In addition, educational institutions shall include a variety of vocational courses to develop employable skills among the students as per their

career preference. Along with the curriculum it is also necessary how it is communicated to the students. Hence, instructional methods and lesson plans are considered as vital part of academic infrastructure. The lesson planning has to be according to the children's previous knowledge, needs, age, abilities, learning style and experiences in context of the content to be taught. The educational institution shall provide students the infrastructure for holistic development i.e. development in sports, art, skills etc. Students shall be provided with proper amenities, availability of learning resources and qualified instructors. There has to be efficient and timely evaluation system to assess the progress and learning of the students.

SAFE LEARNING ENVIRONMENT

Education is the fundamental right of every child; hence children from underprivileged families shall get admission and equal opportunity for education in any educational institution. The schools must function without any external interference and serve as an open source of knowledge & learning irrespective of the socio- economic status of any individual. The atmosphere of any educational institution must be healthy and welcoming this will result in better learning experience. Students learn better in clean and well-organized environment which is focusing on learners' needs. Instead of segregating students based on their differences the educational institution must act as an integrating agent for all the members of society. The educational institutions must take efforts in making the mindset of people inclusive and respect the diversity of everyone. The final result of such efforts may lead to effective and long-term success of an institution.

IMPLICATIONS OF THE FINDINGS

The purpose of the study was to explore and understand the teachers' thoughts, opinions and feelings on the factors leading to achieve infrastructure excellence at secondary school level. There are many factors that might contribute towards making the infrastructure to be excellent. The findings will benefit educationists, academicians, administrators, faculty members and policy makers to recognize factors and work on them to attain infrastructure excellence at secondary school level.

REFERENCES

1.   Katrien Cuyvers, Gio De Weerd, Sanne Dupont, Sophie Mols, & Chantal Nuytten. (2011). Well-Being at School: Does Infrastructure Matter? *Research Papers in Economics*. https:// econpapers.repec.org/ RePEc:oec:eduaac:2011/10-en

2.   Hasbullah, A., Yusoff, W. Z. W., Ismail, M., &Vitasari, P. (2011). A framework study of school facilities performance in public primary school of Batubara district in Indonesia. *Procedia - Social and Behavioral Sciences*, *15*, 3708–3712. https://doi.org/10.1016/j.sbspro.2011.04.360

3.   Zakayo, D. C. M. (2018). Infrastructure and culture as competitive advantage in enhancing secondary school's performance in Kenya Certificate of Secondary Examination in Kenya. A case of Bungoma County. *International Journal of Trend in Scientific Research and Development*, *Volume– 2*(Issue-2), 334–342. https://doi.org/10.31142/ijtsrd9399

4.   Aithal, P. S., &Aithal, S. (2019). Building World-Class Universities: Some Insights & Predictions. *International Journal of Management, Technology, and Social Sciences*, 13–35. https://doi.org/10.47992/ijmts.2581.6012.0067

5.   Fouad, A., &Sailer, K. (2019). The Design of School Buildings. Potentiality of Informal Learning Sapces for Self-Directed Learning. *In: Proceedings of the 12th International Space Syntax Symposium (12 SSS). International Space Syntax Symposium: Beijing, China. (2019)*. https:// www.researchgate.net/publication/334465690_The_Design_of_School_ Buildings_Potentiality_of_Informal_Learning_Sapces_for_Self-Directed_ Learning

6.   Josephant, M., &Shungu, H. (2019). Assessment of the Effect of Educational Infrastructure to Students' Academic Performance in Secondary Schools in Tanzania. A Case of Bukoba Municipality, Kagera Region. http://repository. out.ac.tz/2953/1/MATUNGWA%20 JOSEPHAT-%20MA_M%26E%20 FINAL.pdf

7.   Mahapatra, S. K. (2019). *A Study on Educational Infrastructure Faciliities Provided By Government and Private Schools in Nagaland With Special Reference To Dimapur | International Journal of Logistics & Supply Chain Management Perspectives*. https://lscmp.com/index.php/ lscmp/ article/view/28

10. Mogaka, M. (2019). *Availability of School Facilities and their Influence on Students' Academic Achievement in Public Day Secondary Schools in Kisii County, Kenya*. Research and Scientific Innovation Society (RSIS International). https://www.rsisinternational.org/ virtual-library/papers/ availability-of-school-facilities-and-their-influence-on-students-academic- achievement-in-public-day-secondary-schools-in-kisii-county-kenya/

11. Das, T. (2022). Infrastructural status of the secondary school in the light of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). *International Journal of Multidisciplinary Educational Research*. http://ijmer.s3.amazonaws. com/pdf/ volume11/volume11-issue5(6)/28.pdf

12. Migba, A., &Mwila, P. (2022). *Infrastructural Challenges Influencing Academic Performance in Rural Public Secondary Schools in Iringa District, Tanzania*. Research Gate. https://www.researchgate.net/ publication/360088952_Infrastructural_Challenges_Influencing_ Academic_Performance_in_Rural_Public_Secondary_Schools_in_Iringa_ District_Tanzania

◆   ◆   ◆