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Significant Transformations in Higher Education and its Consequences in the Context of NEP-2020 (उच्च शिक्षा में महत्वपूर्ण परिवर्तन एवं NEP-2020 के परिप्रेक्ष्य में इसके परिणाम)



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Dr. P. K. Varshney

Dr. Tabassum, Dr. Priya Bajaj



Department of Higher Education, Government of Uttar Pradesh



Government Raza P.G. College, Rampur (U.P.)

**Significant Transformations in Higher
Education and its Consequences in
the Context of NEP-2020**

(उच्च शिक्षा में महत्वपूर्ण परिवर्तन एवं NEP-2020
के परिप्रेक्ष्य में इसके परिणाम)

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PREFACE

National conference on “**Significant Transformation in Higher Education and its Consequences in the context of NEP-2020**” उच्च शिक्षा में महत्वपूर्ण परिवर्तन एवं NEP-2020 के परिप्रेक्ष्य में इसके परिणाम, organized by Govt. Raza P G College, Rampur on 20 March 2021 is aimed to discuss the implementation of NEP-2020 in Uttar Pradesh. Govt. Raza PG College is 71 years old prestigious institute of Uttar Pradesh, which has a glorious history of playing key role in state level policy making of higher education. Many Changes have taken place in the last seven decades in the college, Nawab’s Summer Palace became now a prestigious Government post graduate college having the strength of more than six thousand students. However, the vision and mission of the college has largely remained unchanged, which is to be relevant, dynamic and contemporary.

It has been thirty four years since India made any significant change to its education system. However, finally The National Education Policy (NEP) was unveiled on 31st July 2020. The strategy aims to increase public investments in education from 4.4% of India’s GDP to 6% and improve education for nearly 300 million students in the country through a host of reforms. To this end the policy sets out comprehensive reforms that will affect every student from the tiny to his first playschool to an ambitious Master’s degree considering a Ph. D. Programme.

At this moment this is a wonderful platform to understand and talk about every edge of NEP. As NEP offers choice, chance and change in Indian system which is based on universalization of education. Organizing such an event at this point of time reinforces our objective of developing an affable environment for the exchange of ideas regarding implementation of NEP-2020. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century. The annual National conference of Govt. Raza P G College, Rampur is one of the effective reflections of its scientific, academic and social contribution. Not only does it allow us to meet, greet and eat but it also provides an unique forum from exchange of ideas, offers and opportunities. Let us together infuse new enthusiasm to implement NEP-2020 to make Uttar Pradesh pioneer in this regard.

This conference with the theme “Improving access to quality and affordable Higher Education for everyone, everywhere” is the right platform to bring various stakeholders under one roof to discuss the related issues. The conference again offers a wide range of highly interactive sessions with pioneers of NEP-2020 in Uttar Pradesh. It is a wonderful opportunity to not only involve students and young researchers in NEP-2020 but deepen understanding of changing ideas and innovative methods in Higher Education also. I am convinced that for academicians this is an excellent event that will allow them to learn many new things as well as share their experience. Once again we welcome you all to this conference and look forward to your active participation for making this conference a memorable event.

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10 फरवरी, 2021

सन्देश

मुझे यह जानकर अतीव प्रसन्नता हुई कि राजकीय रजा स्नातकोत्तर महाविद्यालय, रामपुर द्वारा 20 फरवरी, 2021 को 'उच्च शिक्षा में महत्वपूर्ण परिवर्तन एवं NEP-2020 के परिप्रेक्ष्य में इसके परिणाम' विषयक एक राष्ट्रीय संगोष्ठी का आयोजन किया जा रहा है। इस अवसर पर एक स्मारिका का प्रकाशन भी किया जायेगा।

उच्च शिक्षा के क्षेत्र में नई शिक्षा नीति एक अच्छी पहल है। राष्ट्रीय शिक्षा नीति 21वीं सदी के भारत के सामाजिक और आर्थिक जीवन को नई दिशा देने वाली है। मुझे पूर्ण विश्वास है कि इस राष्ट्रीय संगोष्ठी में प्रतिभाग करने वाले शिक्षाविदों, प्रबुद्धजनों एवं शोधकर्ताओं के विचार-विमर्श से ऐसे सार्थक परिणाम सामने आयेंगे, जिससे समाज को लाभ प्राप्त होगा।

संगोष्ठी की सफलता के लिये मैं अपनी हार्दिक शुभकामनाएं प्रेषित करती हूँ।

आनंदीबेन
(आनंदीबेन पटेल)

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डॉ० विशेष गुप्ता
Dr. Vishesh Gupta
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संदेश

अत्यन्त इर्ष का विषय है कि राजकीय रजा स्नाकोत्तर महाविद्यालय, रामपुर (उ०प्र०) दिनांक 20 मार्च, 2021 को "उच्च शिक्षा में महत्वपूर्ण परिवर्तन एवं एनईपी 2020 के परिप्रेक्ष्य में इसके परिणाम" (Significant Transformation in Higher Education and its Consequences in the Context of NEP-2020) विषय पर एक राष्ट्रीय संगोष्ठी आयोजित कर रहा है।

कहने की आवश्यकता नहीं है कि तीन दशक के पश्चात राष्ट्र में नयी शिक्षा नीति का आगाज निश्चित ही शिक्षा के क्षेत्र में एक महत्वपूर्ण कदम है। ऐसा विश्वास है कि देश के इतिहास में पहली बार यह नयी राष्ट्रीय शिक्षा नीति-2020 स्वदेशी शिक्षा के दीप को आलोकित करेगी। प्राथमिक शिक्षा से लेकर उच्च शिक्षा तक इस शिक्षा नीति में जो बुनियादी परिवर्तन किये गये हैं, वे सभी इस भारत राष्ट्र को परम वैभव के शिखर तक ले जाने में अपनी महत्वपूर्ण भूमिका अदा करेंगे।

गुझे पूर्ण आशा है कि इस राष्ट्रीय संगोष्ठी में गहन विचार-मथन के पश्चात जो निष्कर्ष सतह पर आयेगे उनके समावेश से निश्चय ही देश और प्रदेश की शिक्षा नीति के क्रियान्वयन में महत्वपूर्ण सहायता मिलेगी।

इस अवसर पर मैं महाविद्यालय के प्राचार्य, संयोजकों, आयोजकों के साथ सभी सहायक प्राध्यापक बंधुओं, सभी छात्र/छात्राओं और इस प्रकाशन में सहयोग प्रदान करने वाले सभी सहयोगी बंधुओं को उ०प्र० राज्य बाल अधिकार संरक्षण आयोग की ओर से अपनी हार्दिक बधाई एवं शुभकामनाएं प्रेषित करता हूँ।

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पत्रांक

संदेश

दिनांक ०५.०३.२०२१

मुझे यह जानकर अत्यंत हर्ष की अनुभूति हो रही है कि राजकीय रज़ा स्नातकोत्तर महाविद्यालय, रामपुर, उ०प्र० द्वारा दिनांक 20 मार्च, 2021 को **“Significant Transformation in Higher Education and its Consequences in the Context of NEP-2020”** (उच्च शिक्षा में महत्वपूर्ण परिवर्तन एवं एन०ई०पी०-2020 के परिप्रेक्ष्य में इसके परिणाम) विषय पर एक राष्ट्रीय संगोष्ठी का आयोजन किया जा रहा है।

समय के अनुसार शिक्षा के तरीकों और पाठ्यक्रमों में परिवर्तन आवश्यक होते हैं। बदलते विश्व और वैश्वीकरण के साथ कदम से कदम मिला के चलने के लिए ऐसे परिवर्तनों और सुधारों की आवश्यकता लंबे समय से महसूस की जा रही थी। 1986 में जारी हुई नई शिक्षा नीति के बाद भारत की शिक्षा नीति में यह पहला नया परिवर्तन है। शिक्षा नीति देश और समाज का आने वाला कल कैसा होगा ये निर्धारित करने में अहम भूमिका निभाती है। यह नीति स्कूली शिक्षा से लेकर उच्च शिक्षा तक के सभी प्रकार के सुधारों पर ध्यान आकर्षित करती है। राष्ट्रीय शिक्षा नीति-2020 में उच्च शिक्षा से संबंधित अनेक परिवर्तनों और सुधारों को सुझाया गया है। नई शिक्षा नीति-2020 में शिक्षकों के प्रशिक्षण पर भी विशेष बल दिया गया है।

मुझे पूर्ण विश्वास है कि इस संगोष्ठी में उच्च शिक्षा में महत्वपूर्ण परिवर्तन एवं एन०ई०पी०-2020 के परिप्रेक्ष्य में इसके परिणामों पर विद्वतजनों के द्वारा व्यापक विचार-विमर्श होगा तथा इसके सार्थक सुझावों से न केवल शैक्षिक जगत वरन् सम्पूर्ण समाज लाभान्वित होगा।

इस संगोष्ठी के सफल आयोजन हेतु मैं पूरे महाविद्यालय परिवार को हृदय से शुभकामनाएं प्रेषित करता हूँ।

डा०(अमित भारद्वाज)

प्राचार्य,
राजकीय रज़ा स्नातकोत्तर महाविद्यालय,
रामपुर, उ०प्र०।

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ನಿರ್ದೇಶಕರು
ಪ್ರೊ. एस.सी. शर्मा
निदेशक
Prof. S.C. Sharma
Director



ರಾಷ್ಟ್ರೀಯ ಮೌಲ್ಯಾಂಕನ ಮತ್ತು ಮಾನ್ಯತಾ ಪರಿಷತ್ತು
ವಿಶ್ವವಿದ್ಯಾಲಯ ಅನುದಾನ ಆಯೋಗದ ಸ್ವಾಯತ್ತ ಸಂಸ್ಥೆ
राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission



दिनांक : 12.02.2021

संदेश

मुझे यह जानकर प्रसन्नता हुई कि राजकीय रजा स्नातकोत्तर महाविद्यालय, रामपुर, उत्तर प्रदेश द्वारा दिनांक 20 मार्च 2021 को "उच्च शिक्षा में महत्वपूर्ण परिवर्तन एवं NEP-2020 के परिप्रेक्ष्य में इसके परिणाम" (Significant Transformation in Higher Education and its Consequences in the context of NEP 2020) विषय पर एक राष्ट्रीय संगोष्ठी का आयोजन किया जा रहा है।

संगोष्ठी का विषय अत्यंत प्रासंगिक है एवं समय-सापेक्ष है। मुझे आशा है कि इससे चर्चा और ज्ञान के प्रचार-प्रसार के लिए एक अवसर प्राप्त होगा।

मैं, इस सुअवसर पर हार्दिक बधाई देता हूँ और आयोजकों, शोधकर्ताओं, शिक्षाविदों, प्रतिभागियों एवं महाविद्यालय के प्राचार्य, संकाय-सदस्यों और छात्रों को अपनी ओर से शुभकामनाएं देता हूँ।

एस.सी. शर्मा

(प्रो.एस.सी.शर्मा)
निदेशक, नैक

*Significant Transformations in Higher Education and its Consequences in the Context of
NEP-2020 : ISBN : 978-93-85270-34-5*

प्रो. के.पी. सिंह
Prof. K.P. Singh
कुलपति
Vice-Chancellor



महात्मा ज्योतिबा फुले रोहिलखण्ड विश्वविद्यालय,
बरेली-243006
MAHATMA JYOTIBA PHULE ROHILKHAND UNIVERSITY,
BAREILLY-243006



दिनांक: 05.02.2021

सन्देश

मुझे यह जानकर प्रसन्नता हुई है कि राजकीय रजा स्नातकोत्तर महाविद्यालय, रामपुर द्वारा दिनांक 20.03.2021 को "उच्च शिक्षा में महत्वपूर्ण परिवर्तन एवं NEP-2020 के परिप्रेक्ष्य में इसके परिणाम (Significant Transformation in Higher Education and its Consequences in the context of NEP-2020)" विषय पर एक राष्ट्रीय संगोष्ठी का आयोजन किया जा रहा है।

मुझे आशा है कि इस संगोष्ठी के माध्यम से देश के शिक्षाविदों, शोधार्थियों के सुझाव नयी शिक्षा नीति-2020 के नीति-निर्माण में सहायक सिद्ध होंगे। इस संगोष्ठी के सफल आयोजन एवं स्मारिका के सफल प्रकाशन हेतु मेरी हार्दिक शुभकामनाएं।

शुभकामनाओं सहित!

(के.पी. सिंह)

डॉ० पी०के० नाथूण्य,
प्राचार्य,
राजकीय रजा स्नातकोत्तर महाविद्यालय,
रामपुर।

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डॉ० हिरेन्द्र प्रताप सिंह
संयुक्त निदेशक (उ०शि०)
उ०प्र०, प्रयागराज ।



उच्च शिक्षा विभाग, उ०प्र०
प्रयागराज ।
0532-2423378 (का०)
0532-2423919 (फैक्स)
मो०-9450408126

दिनांक- 02.03.2021

सन्देश

मुझे यह जानकर अत्यन्त प्रसन्नता हुई कि राजकीय रजा स्नातकोत्तर महाविद्यालय, रामपुर में "उच्च शिक्षा में महत्वपूर्ण परिवर्तन एवं NEP-2020 के परिपेक्ष्य में इसके परिणाम" (Transformation in Higher Education And its Consequences in the context of NEP-2020) विषय पर एक राष्ट्रीय संगोष्ठी दिनांक 20 मार्च, 2021 को आयोजित की जा रही है।

भारत सरकार ने नई शिक्षा नीति को अंतिम रूप दे दिया है। राष्ट्र निर्माण की दिशा में जो महत्वपूर्ण कार्य हो रहे हैं, उनमें नई शिक्षा नीति एक अत्याधिक महत्वपूर्ण कार्य है। यह कार्य आगामी वर्षों में सबसे युवा देश को मही दिशा प्रदान करने वाला एवं नई वैश्विक चुनौतियों पर विजय प्राप्त करने वाला सिद्ध होगा। वस्तुतः राष्ट्र निर्माण की दिशा में क्रांतिकारी कदम है।

मुझे पूर्ण विश्वास है कि इस संगोष्ठी में "उच्च शिक्षा में महत्वपूर्ण परिवर्तन एवं NEP-2020 के परिपेक्ष्य में इसके परिणाम" विषय पर शिक्षाविदों एवं प्रबुद्धजनों के द्वारा व्यापक विचार-विमर्श होगा जो उक्त सेमिनार के उद्देश्यों को सफल बनाने में सिद्ध होगा।

इस संगोष्ठी के सफल आयोजन हेतु मैं पूरे महाविद्यालय परिवार को हृदय से शुभकामनाएँ प्रेषित करता हूँ।

डॉ० एच०पी० सिंह

प्राचार्य,
राजकीय रजा स्नातकोत्तर महाविद्यालय,
रामपुर।

डा०राजीव पाण्डेय
संयुक्त निदेशक(उ०शि०)
उ०प्र०, प्रयागराज ।
0532-2423919(फैक्स)

उच्च शिक्षा निदेशालय, उ०प्र०,
प्रयागराज ।
0532-2423378(का०)

(मो०)7880888080

दिनांक 08.03.2021

सन्देश

मुझे यह जानकर अति हर्ष की अनुभूति हो रही है कि राजकीय रजा स्नातकोत्तर महाविद्यालय रामपुर द्वारा दिनांक 20.03.2021 को "(Significant Transformation in Higher Education and its Consequences in the context of NEP-2020)" विषय पर राष्ट्रीय संगोष्ठी आयोजित की जा रही है तथा स्मारिका का भी प्रकाशन किया जा रहा है।

आशा है कि संगोष्ठी में प्रस्तुत उच्च स्तरीय शोध पत्रों एवं विमर्श से प्राप्त निष्कर्षों से उच्च शिक्षा जगत को नई दिशा मिलेगी।

संगोष्ठी के सफल आयोजन एवं स्मारिका के प्रकाशन हेतु महाविद्यालय प्राचार्य तथा आयोजन समिति को मेरी ओर से हार्दिक शुभकामनाएं।

डा०पी०के०वार्धेय
प्राचार्य
राजकीय रजा स्नातकोत्तर महाविद्यालय,
रामपुर


डा०(राजीव पाण्डेय)

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डॉ० राजेश प्रकाश



आदर्श मन्त्रालय,



क्षेत्रीय उच्च शिक्षा अधिकारी,
वरेली एवं मुरादाबाद मण्डल
वरेली
दूरभाष 0581- 2423799
9412153063
दिनांक 09.02.2021

मुझे यह जानकर अत्यन्त प्रसन्नता हो रही है कि राजकीय रत्ना स्नातकोत्तर महाविद्यालय, रामपुर दिनांक 20.03.2021 को "Significant Transformation in Higher Education and its Consequences in the context of NEP- 2020" विषय पर राष्ट्रीय संगोष्ठी का आयोजन करने जा रहा है एवं इस अवसर पर अपनी स्मारिका का प्रकाशन करने जा रहा है ।

उक्त संगोष्ठी के सफल आयोजन एवं स्मारिका के सफल प्रकाशन के लिए मेरी हार्दिक शुभकामनाएं ।

सादर ।

भवनिष्ठ

(डॉ० राजेश प्रकाश)

प्रतिष्ठा में,

डॉ० पी०के० वार्णेय,
प्राचार्य,
राजकीय रत्ना स्नातकोत्तर महाविद्यालय,
रामपुर ।

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अत्यंत हर्ष का विषय है कि राजकीय रज़ा स्नातकोत्तर महाविद्यालय, रामपुर (उ०प्र०) में दिनांक 20 मार्च 2021 को “उच्च शिक्षा में महत्वपूर्ण परिवर्तन एवं NEP-2020 के परिप्रेक्ष्य में इसके परिणाम” (**Significant Transformation in Higher Education and its Consequences in the context of NEP-2020**) विषय पर एक दिवसीय राष्ट्रीय संगोष्ठी का आयोजन किया जा रहा है। इस सुअवसर पर राष्ट्रीय संगोष्ठी का समन्वयक होने के नाते मैं देशभर से पधारे हुए समस्त अतिथिगणों, विद्वानों, शिक्षाविदों और सम्मानित शोधकर्ताओं का हृदय की गहराइयों से अभिनन्दन करता हूँ।

“युवाओं के लिए संदेश मेरा,
अंधेरे से उभार लाओ सवेरा
सतत् श्रम से समय को तौल डालो
नयन में स्वप्न सुन्दर नित्य पालो
भविष्यत् के सुनहरे बीज हो तुम
बड़े नायाब सुन्दर चीज़ हो तुम”

राष्ट्रीय शिक्षा नीति 2020 का लक्ष्य “भारत को वैश्विक ज्ञान महाशक्ति” बनाना है। नई शिक्षा नीति 2020 के माध्यम से भारत अपने वैभव को पुनः स्थापित करेगा। NEP-2020 गुणवत्ता, पहुंच, जवाबदेही, सामर्थ्य और समानता के आधार बनाया गया है। जहां विद्यार्थियों को कौशल विकास से जोड़ने के साथ लचीला बनाया गया है, ताकि विद्यार्थी अंतर्राष्ट्रीय प्रतिस्पर्धा में सफलतापूर्वक समायोजित हो सकें। राष्ट्रीय शिक्षा नीति 2020 में भारतीय परंपराओं और मूल्यों के आधार पर सभी पहलुओं को पुनरीक्षित कर उसे 21वीं सदी आकांक्षात्मक लक्ष्यों के साथ जोड़ा गया है।

राष्ट्रीय संगोष्ठी के सफल आयोजन एवं स्मारिका के सफल प्रकाशन के लिए मेरी शुभकामनायें तथा सभी आगुन्तकों का एक बार फिर से हार्दिक स्वागत एवं शत् शत् नमन्।

(डॉ० पी० के० वार्ष्णेय)

प्राचार्य

राजकीय रज़ा स्नातकोत्तर महाविद्यालय
रामपुर।

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From the desk of organizing Secretary.....

Dear delegates

Warm greetings!!!

On behalf of Govt. Raza P G College, Rampur and the organizing committee, I would like to cordially welcome you to the national conference on “**Significant Transformation in Higher Education and its Consequences in the context of NEP-2020**” “उच्च शिक्षा में महत्वपूर्ण परिवर्तन एवं NEP–2020 के परिप्रेक्ष्य में इसके परिणाम” on 20 March 2021.



The Govt. Raza PG College is now 71 years old. Many Changes has taken place in the last seven decades in the college, Nawab’s Summer Palace became now a prestigious Government post graduate college having the strength of more than six thousand students. However, the vision and mission of the college has largely remained unchanged, which is to be relevant, dynamic and contemporary.

It has been thirty four years since India made any significant change to its education system. However, finally The National Education Policy (NEP) was unveiled on 31st July 2020. The strategy aims to increase public investments in education from 4.4% of India’s GDP to 6% and improve education for nearly 300 million students in the country through a host of reforms. To this end the policy sets out comprehensive reforms that will affect every student from the tiny to his first playschool to an ambitious Master’s degree considering a Ph. D. Programme.

At this moment this is a wonderful platform to understand and talk about every edge of NEP.As NEP offers choice, chance and change in Indian system which is based on universalization of education. The annual National conference of Govt. Raza P G College, Rampur is one of the effective reflections of its scientific, academic and social contribution. Not only does it allow us to meet, greet and eat but it also provides an unique forum from exchange of ideas, offers and opportunities. Let us together infuse new enthusiasm to implement NEP-2020 to make Uttar Pradesh pioneer in this regard.


Dr. Baby Tabassum
Associate Professor, Zoology
Govt. Raza PG College, Rampur

ABOUT THE EDITORS

Dr. P. K. Varshney (B.Ed. M. Com., Ph. D.) started his service as Lecturer, Commerce in Government College, from 25.11.1991 and continued as Associate Professor in various Government Colleges. In 2016, He had been promoted as Principal, Govt. Raza PG College, then Joint Director, Higher Education Uttar Pradesh in 2018. In 2019, he rejoined as Principal of Govt. Raza PG College, Rampur, which is one of the reputed and oldest colleges of Uttar Pradesh. He is wellknown personality in academics of Uttar Pradesh Higher Education. He has 14 Ph.D. and 23 Dissertation awards under his supervision. He has presented research paper in 74 National/International conferences. He has been author of three books on commerce and one edited book. He has also guided 03 research scholar for RGNF/MANF scholarship scheme funded by UGC. He has been member of several professional and academic bodies.

Dr. Tabassum (M. Sc. Ph. D, PMA, PGDCA) has started her teaching career as lecturer at Bareilly College Bareilly and continued as Guest Faculty at Biosciences Department, Jamia MilliaIslamia, New Delhi. Finally she joined UP Govt. Higher Education services as Assistant Professor in 2007. Currently She is working in the Department of Zoology at Govt. Raza PG College, Rampur. Three students have been registered for Ph. D. under her supervision. Dr. Tabassum is known name in research field .She has a long experience to work in various research Institutes like IARI, New Delhi; SRF in WHO project at LPT Division, IVRI, Izzatnagar and DST WOS-A. She has visited many countries for research purposes and worked in International collaboration. She has won many honors, medal and national and international awards, some important awards among them are “**Best Oral paper presentation**” at **Rajiv Gandhi Science Center, Mauritius for “International conference on Biotechnology for Better tomorrow (BTBT-2013)”** and at **BITS Pilani, Dubai (UAE) Campus for “International Conference on Biotechnology and Bioengineering (ICBB-2014)”**; **Young Achiever of the Society**” by AIJQ, Mumbai.

She is life Member of many Academic and scientific bodies of India like “**Indian Science Congress**” and “**Microbiologist Society of India**”. She is a **Reviewer** of some reputed Journals and has to her credit for more than 50 International peer reviewed **research papers** in International journal and several articles in Newspaper and magazines as well. She has presented **58 papers** in National and International Conferences, attended many workshops and science training programs. She has published more than 50 chapters in edited books and **edited 15 books of various Publishing Houses**. She is social activist and documented in **many TV channels** and recorded few **radio talks** at AIR, Rampur covering the broad life sections.

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Dr. Tabassum has Investigated one UGC funded and one CST, UP funded Major Research Project regarding groundwater cadmium contamination. She has organized more than **08 National Conferences** and also associated with “**Rashtriya Bal Vigyan Congress**” and presented lecture series on waste disposal and Biodiversity awareness among school children.

Dr. Priya Bajaj (M. Sc., M. Phil., Ph. D.) born at Bisauli on 14 Oct 1982, She started her teaching career as **Assistant Professor (Zoology)** at Govt. Raza PG College, Rampur in 2008. She has been awarded with “**Young Scientist Award for Best Oral Presentation**” at “**79th annual session of The National Academy of Sciences, India (NASI), organized at Kolkata**” and “**19th convention of Uttar Pradesh Government Degree Colleges Academic Society, organized at Rampur**.” She is life Member of many Academic and scientific bodies of India like Indian Science Congress. She is Reviewer of some reputed Journals and has to her credit for more than 15 research papers both in International and National journals of repute. She has presented 25 papers in National and International Conferences, attended many workshops and trainings regarding recent techniques in her field; specifically training in advance bio-techniques from NJALMA, ICMR. She has published 04 chapters in edited books and has been the **editor of 03 books**. She has delivered more than **six radio talks** at AIR, Rampur.

She is a distinguished research scholar and worked as team with Dr. Tabassum. She had been Co-Investigator of UGC funded and CST, UP funded Major Research Project regarding groundwater cadmium contamination, co-organizing secretary of 04 national conferences. She is also actively associated with “**Rashtriya Bal Vigyan Congress**”

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TEACHER EDUCATION IN INDIA : NATIONAL EDUCATION POLICY 2020 AND CHALLENGES

Dr. Ahsan Ali

Assistant Professor,
Department of Teacher Education,
Khandelwal College of Management Science and Technology,
Bareilly, U.P., India

Education is the key for development of any nation and it depends on the quality of teachers. Producing such teachers is a major challenge for governments across the globe today. With the ever increasing amount of knowledge today, teacher's job has been more challenging in the light of new pedagogical and psychological theories, philosophy, sociology and globalization. Well planned and imaginative Teacher education programmes are required today. Teacher education programme has to be critiqued, studied, reformed, rethought and reoriented today. It's a challenge for every nation to provide well trained and effective teachers; it is an area of concern for degrading values and questions about purpose and goals of education for society. In India, during the quest of this reforming and restructuring and in the light of various policies, reports and commissions like Kothari commission report (1964-66), Acharya Rammurti Samiti Report (1990), NCF (2005), National knowledge commission report, NCTE regulations 2009, Right to education act 2009, NCFTE (2010) etc., the Teacher education curriculum and regulations have witnessed a paradigm shift in recent years.

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The NEP 2020 recommended that teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible. The new education policy must help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability. This paper deals with some policies, problems and proposed suggestions for teacher education but specially emphasis on recommendation of National Education Policy 2020 for teacher education.

Introduction

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

Man is a social being. He is an integral part of society. The man is product of society where as society also depends upon its individuals for its development. Aims and objectives of any society can achieved through the proper educations of its men. For such an educational system, we require efficient teachers. It is well known saying that teacher is the national builder. To be able to discharge such a high responsibility, it is very necessary that the teacher must become conscious of his role towards society. His behave should indicate his attempt to do his job properly. His personality must reflect characteristics of good citizenship, dignity of the individual, rights and duties etc., so that he may transmit the same to the younger generation. The above said facts express the dire need of teacher-education.

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills they require to perform their tasks effectively in class rooms, school and outside the four walls of the school.

India has the world's third largest educational system and is among the largest systems of teacher education in the world. The educational expansion, universalization of elementary education, vocationalization of secondary education, higher and professional education and quality concerns of education are major drivers for the increased demand and need of good teachers, in such conditions, there is a big need to produce good teachers and today it is on the top of global agenda. Recently Universalization of Elementary Education, and implementation of RTE coupled with sustainable Development Goals (SDGs) have produced a huge requirement of teachers and to meet this new challenge, our country should be able to supply good teachers in large numbers. Today new innovations and experiments are being tried out inside as well as outside the classroom that includes project based learning, development of thinking skills, and discovery learning approaches. Many teachers are not perfectly familiar in implementing the concepts of new curriculum and many are not equipped to properly implement the curriculum. So it is necessary to define the professional

qualifications and skills needed for a good teacher and inculcate them within prospective teachers.

In this line and to improve quality of teachers, certain nations have developed teaching standards. For example Australia, developed standards for teachers in 2010 and finalized 3 domains of teaching and seven standards mentioned in Education Services Australia (2011), which are given below:

Professional Knowledge: (Domain 1)

1. Know students and how they learn;
2. Know the content and how to teach it;

Professional Practice: (Domain 2)

3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning

Professional Engagement: (Domain 3)

6. Engage in professional learning
7. Engage professionally with colleagues, parents / carers and the community

Teacher education is the means for inculcating these professional qualities within future teachers.

Nature of Teacher Education

1) Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopaedia of Teaching and Teacher education (1987), "Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.

2) Teacher education is based on the theory that "Teachers are made, not born in contrary to the assumption, "Teachers are born, not made. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called "tricks of the trade.

3) Teacher education is broad and comprehensive. Besides pre service and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, viz adult education and non-formal education programmes, literacy and development activities of the society.

4) It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.

5) The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.

6) As in other professional education programmes the teacher education curriculum has a knowledge base which is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several cognate disciplines. However the knowledge base in teacher education does not comprise only an admixture of concepts and principles from other disciplines, but a distinct gestalt 'emerging from the conceptual blending', making it sufficiently specified.

7) Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage. 8) It is a system that involves an interdependence of its Inputs, Processes and Outputs.

Scenario of teacher education and its development in post independence India

After independence, several committees, commissions, documents and policy papers were prepared time to time and brought into force to review and suggest progress and achievements in every aspect of education, including teacher education. These were:

University Education Commission (1948-49) was the first education commission set up in Independent India. It critically examined the existing courses in teacher training programme and suggested that these courses must be flexible and adaptable to local circumstances. It recommended that teacher education courses should be remodelled, suitable schools to be taken for practical training and more time to be given to school practice, and replaced the term „teacher training with „teacher education”.

Secondary Education Commission (1952-53) suggested that during one year of training graduate teacher should be trained in methods of teaching in at least two subjects. The practical part of teacher training should consist practice in teaching, observation, demonstration and criticism of lessons; it should also include the construction and administration of scholastic tests, organization of supervised study and “student’s societies , conducting library periods and maintenance of cumulative records.

Ford Foundation Term (1954) was an International team of experts appointed by Government of India, to examine in detail the major recommendations of Secondary Education Commission. It recommended that the teacher training institutions should include demonstration or laboratory schools where experiments are made in curriculum construction and progressive methods of teaching are used.

Pires Committee (1956) recommended that practical aspect should be given more weightage than the theory portion in teacher training. The examination papers

should be reduced to four viz.- 1. Principles of Education and School Organisation
2. Educational Psychology and Health Education 3. Methods of Teaching Two School
Subjects 4. Current Problems in Indian Education.

Education Commission of 1964-66 (Kothari Commission) observed that a sound programme of professional education for teachers was essential for the qualitative improvement in education at all levels of teacher education to meet the requirements of the national education system.

National Policy Statement on Education (1968) emphasised that among all the factors which determine the quality of education and its contribution to national development, teacher is undoubtedly the most important. Teacher, must therefore, be accorded an honoured place in society. Teacher's emoluments and service conditions should be adequate and satisfactory with respect to their qualifications and responsibilities.

First Asian Conference on Teacher Education (1971) held at Bangalore and jointly sponsored by Association of Teacher Educators (IATE) and the International Council on Education for Teaching (ICET) recommended that the programs of school education and teacher education in each country should be modified to meet the new challenges.

Efforts of Indian Association of Teacher Educators (IATE) The Indian Association of Teacher Educators, formerly All India Association of Training Colleges, the only national organization of teachers of training institutions, have been organizing annual conferences beginning with their first meet at Baroda in 1950. IATE constituted a study group popularly known as Baroda Study Group towards revitalizing the B. Ed. Programme.

National Commission on Teachers- I (for school teachers) of 1983-85 suggested a 4 year training course after senior secondary, or preferably a 5 year course leading to graduation and training. For elementary teachers it suggested a two year training course after Class XII. It recommended that an integrated 4 year curriculum of a degree in education should consist of general education and professional preparation. Training curriculum for elementary teachers should emphasize on mastering of language and communication skills. The teacher educators in colleges of education should be from disciplines of various school subjects like psychology, sociology, philosophy etc. The minimum qualification for a teacher educator should be PG degree in the subject and a B.Ed., preferably a M.Ed. degree. The minimum qualification for a teacher educator for the elementary training institutes should be a PG degree with B.Ed. training. This commission also suggested that the practice teaching should be replaced by the word „Internship .

The National Policy of Education (NPE) in 1986 recommended that teacher education is a continuous process and its pre-service and in-service components are inseparable. NPE 1986 and its Programme of Action 1992 advocated for improving

the quality of teacher education as it was the prerequisite to improve the quality of school education. As result, some training schools were upgraded to District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs).

Acharya Ramamurti Committee (1990) observed that an internship model for teacher training should be adopted because "...the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time."

Yashpal Committee (1993) noted that inadequate programme of teacher preparation leads to unsatisfactory quality of learning in school. Therefore, the B.Ed. programme should offer the possibility of specialization in secondary or elementary or nursery education. The duration of the programme should either be one year after graduation or four years after higher secondary. The contents of the programme should be restructured and be relevant to the changing needs of school education. The emphasis should be on enabling the trainees to acquire the ability for self-learning and independent thinking. The statutory NCTE prescribed a Curriculum Framework (1998) to provide guidelines for the content and methodology of teacher education. As a result, many universities and state governments revised the courses of teacher education.

National Knowledge Commission (2007) suggested that there should be adequate monitoring of the teacher education programmes by private institutes, the budgetary allocations should be increased, and the state level training system along with DIETs should be revamped. [

National Curriculum Framework for Teacher Education (NCFTE) 2010 highlighted that the education and training of a prospective teacher will be effective enough be delivered by competent and professionally qualified teacher educators. To improve the quality of teacher education, the National Council for Teacher Education (NCTE) took up several initiatives jointly with National Assessment and Accreditation Council (NAAC) to bring quality.

Teacher Education in different Five Year Plans–Fourth and Fifth 5 year plans provided correspondence courses to thousands of elementary and secondary teachers as in-service programmes. B.Ed. course was started as correspondence mode by Himachal Pradesh University, Jaipur University and several South Indian universities with assistance of NCERT. NCERT Regional Colleges were started at Ajmer, Mysore, Bhubaneswar and Bhopal. NCTE Act was passes in 1993 by the Parliament and NCTE was given the responsibility to look after the Teacher Education of the country.

The Eleventh plan was a boost for education sector. It focussed on-

- Strengthening Teacher Education by
- Augmenting teacher education capacity in SC/ST and minority areas.

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- Professional development of teacher through training programmes.
- Professional development of teacher educators through Refresher Courses and Fellowship programmes.
- Technology in teacher education.
- Integrating elementary teacher education with higher education.

In the Twelfth 5 year plan, the thrust area is to integrate technology in teacher education to promote openness for adaptability to new technology for developing professionalism.

National Education Policy (NEP) 2020 Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

The NEP 2020 is a boost for education sector. It focussed on-

1. Urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.
2. The Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.
3. All multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.
4. The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers.
 - They may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject.
 - A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject.

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- Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.
- 5. Potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc.
- 6. In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency.
- 7. The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued.
- 8. All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period.
 - Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines.
 - Ph.D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be reoriented for this purpose.
- 9. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.
- 10. A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

All these efforts resulted a significant growth of teacher education in the nation but during the last two decades it is felt that the global scenario is presenting new challenges on the sector.

Challenges of Teacher Education

Great expansion of teacher education institutions during the last decade reflects the teacher education scenario of today. Increase in the numbers of schools and enrolment as a result of countrywide primary education programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, has resulted in increased demands for

the teachers. This produced a great demand and increase of teacher education institutions but the quality parameters were ignored in the process. As result, poor quality, lack of responsibility, and lack of desired qualities and dedication is seen among the newly produced pupil teachers. Some of the major challenges of the teacher education system in India are:

Poor Integration of skills Certain skills as life skills, techno-pedagogic skills, info-savvy skills, emotional skills, human developmental skills and spiritual skills need to be integrated in the teacher education programmes. There should be simultaneous focus on the creative thinking, critical thinking, self and social management skills. The present teacher education system of country fails to integrate these skills within learners.

Problem of selection Selection process for teacher education programmes includes some defects which result in deterioration of the quality of teachers. A better selection processes and use of appropriate method is needed to improve the quality of prospective teachers and in turn their training. Including steps like test of General Knowledge, school subjects, language, intelligence, aptitude, interest and attitude by suitable methods coupled with interview of candidates will be a good move.

Incomplete competency development of teachers the present training programme does not provide proper opportunities for pupil teachers to develop their competency as these training programmes are not well concerned with the existing problems of schools. So a close link between the routine work of a school teacher and the programme of teacher training college is a must. The recommendation of increasing the internship period of school is a good step in the direction.

Improper and inadequate practice teaching Generally practice teaching is not taken seriously and professionally by pupil teachers, especially in many private teacher training institutes and there is a lack of sense of duty, and they remain irresponsible, aimless, and indifferent to children, which are hurdles in the development of pedagogical skills.

Lack of subject knowledge The B.Ed. programme does not emphasize the knowledge of the basic subject. It should ensure the development of subject knowledge along with teaching skills. Without it the teaching practice will remain somewhat ineffective with regard to the subject knowledge.

Inappropriate methods of teaching In India teacher educators are neutral towards adopting innovative methods and experimentation in their teaching. Their acquaintance with modern class-room technologies and effective ICT techniques is poor.

Incomplete supervision and feedback The supervision coupled with proper feedback is useful for improving practice teaching and instructional activity of the

pupil teachers. Feedback and support help them in developing confidence to face the classroom. Guidance for planning lessons, learning to organize contents, and developing other classroom skills are its parts but in reality the lesson plans are checked superficially and no meaningful discussion is made by the subject method masters.

Inadequate empirical research In India, educational research conducted is not of satisfactory quality and not at par with global standards. This is a weaker link in the chain of effectiveness of teacher education.

Inadequate professional development and infrastructural facilities Most of the programmes are facing lack of professional and necessary infrastructure. This results in unsatisfactory professional achievements. In India, several teacher education institutions are operated in rented buildings without proper facilities and without an experimental school, library, computers and other ICT equipments which are necessary for operation a good teacher education department. There are no separate hostel facilities for student. Particularly some of the institutes and extension campuses, regional centres of some universities, established during 11th plan, are facing difficulty of materials, infrastructure, equipments and teachers.

Poor motivation and academic background of pupil teachers Most of candidates joining the teaching profession do not come here by choice; instead they come here by chance, when there is no other option. They do not have the requisite level of motivation and an academic background for the noble profession of teaching.

A mismatch in demand and supply Teacher education has become supply driven, instead of demand driven. The state education departments have no plans and accurate data for proper management of their institutions. There is a considerable gap between the demand and supply of teachers. This has created the problems of unemployment and underemployment.

Poor budget allocation Less budgetary allocation is a main reason which in turn makes suffer the institutions for equipments, facilities, arrangement of co-curricular activities and sometime contractual appointment of the staff shortage. It directly affects the quality of outcome

Lack of feedback system a perfect feedback system from institutions, staff, faculty and stakeholders regarding courses and implementation is required at every stage of change and planning. Recently 2 year curriculum of B. Ed. is started by NCTE countrywide, which was recommended time and again in various policy papers and reports. Surprisingly even before completion of the first batch and outcome of results, NCTE has invited suggestions about the duration of course as 1 year or 2 year, which may be a probable rollback. A good planning coupled with proper feedback is required for these types of steps.

Insufficient co-curricular activities in present courses mostly the focus is on completing the syllabus and no place is there for well planned co curricular activities

like NCC, NSS, Community work, adult education, vocational education and educational visits etc., particularly in private institutions.

Regulatory System Empowerment The step by NEP 2020 is good. There were some regulatory systems such as NAAC etc before this which regulated the teacher education. But there is a need for them to do honest work or genuine implementation. Those institutions which are selling degrees at high prices or running courses without fulfilling the demands are simply because the policies of the regulatory system are not strict in behavioural form or there were lack of honesty or may be due to the partnership in this corruption.

Establishment of Department of Teacher Education in multidisciplinary universities and colleges It's good to established teacher education departments in NEP 2020, but the establishment of a department will not serve the purpose. Is there no department or college for teacher education today? Why is there a decrease in quality? The main reason for the decreasing in quality is the lack of qualified teachers and absence of students. Either the teachers are not available in the departments or the students were not present and the important reason for this is that the teachers approved in the departments are different then the teachers who work in practice .Therefore, quality improvement will not be ensured by departmental establishment it's possible only by the teacher and student availability.

Course duration of Teacher Education Programmes Theoretically, extending the course duration and setting standards for it is fine to bring quality in it, but will the extension of the duration is a symbol of quality and improvement? Admittedly, by increasing the training period, teachers will be skillful but the problem is that how many institutes are running this training work? What is its practicality? This training work is limited to ordinance only. The practicality is that by imposing some monetary penalty, today's institutions exempt teacher trainees from training work. Therefore, with increasing the course duration, there is a greater need for its genuine implementation. There is a need to take definite and meaningful steps for this.

Faculty Profile The standard for teacher profiles is already set. It is also right for them to give preference to experience and research. But what is its practicality? Today, different teachers are approved by the institutions and teaching training is being performed by untrained teachers. It can't be said that the teacher who got approval at one institution have so many others institution's approval too. Therefore, there is a need to take concrete and effective steps at the above points along with the teacher profile.

Teaching Experience/Pedagogical Practices for Ph.D. Scholars For PhD researchers, prioritizing teaching experience and practice is a good step. But is the policy familiar with the current behavioral research situation? Familiar with research quality? Today the situation of practical research is that most of the researcher is not familiar with the research problems and the research methods or techniques used.

The research methods or technology they use in their research are sold in the market. Their standardization system is questionable in itself. It is difficult to imagine how meaningful the results achieved by such methods would be. Therefore, instead of putting this extra burden on the researchers, the researchers should be stressed to develop new and effective research methods and techniques through the cooperation of their supervisors so that the quality of research is enhanced.

Technology Platform for online training of teachers keeping in view the current requirements it is advisable to promote online training for teacher training. But doesn't it seem like these are just imaginary things? There is no availability of trained teachers and teacher trainees for actual training, will online training be effective there? In theoretical terms, teacher training is a real performance based activity whose performance can be demonstrated and tested only in real conditions. Therefore, it would be appropriate to confine teacher training in online medium only to adverse circumstances and time demands.

National Mission for Mentoring a great step towards teacher education. Effective improvement in teacher education can be brought under the guidance of qualified and experienced subject matter experts. But its significance will also be proved only if it discharges its functions honestly, self-sacrificing and without any pressure. Otherwise, this too will be a burden on the teacher education budget.

Conclusion

Strategies for developing high quality teachers vary from one nation to another. Efforts get boosted when a nation assures entry of talented individuals to teaching profession. Quality teachers are the key factor for sustainable global development and their training, recruitment, retention, status and working conditions are among global priorities today. In fact, teachers are the single most influential and powerful force for equity, access and quality in education. The 2030 Agenda for Sustainable Development entrusts UNESCO to lead and coordinate Sustainable Development Goal 4: Quality Education through the Education 2030 Framework for Action, which has a target calling for a substantial increase in qualified teachers. Recent national policy guidelines such as the National Curriculum Framework 2005, NCF for Teacher Education 2009, Right to Education Act 2009 and NEP 2020 emphasized on transforming India's elementary, secondary and higher education system. Since, no education system can improve without the quality of its teachers, rigorous efforts will be needed to bring substantial reforms. Although a range of committees and policy documents have made many suggestions and recommendations for urgent reform in teacher education during recent decades, but the majority of these proposals have yet to be implemented.

In terms of teacher education the national education policy highly recommended for a strict or empowered regulatory system, establishment of departments for teacher education in multidisciplinary universities and colleges, talk about the course

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durations of teacher education programmes, participation in curricular, co-curricular and extracurricular activities for students as well as teachers, faculty profiles in terms of teaching and research experiences, teaching experience or pedagogical practices for Ph.D. scholars, technology platform for online training of teachers and national mission for mentoring the universities and colleges. On the basis of vision or recommendation of the National Education Policy 2020 it can be said that 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.

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CHOICE BASED CREDIT SYSTEM (CBCS): A STEP AHEAD TOWARDS ACADEMIC EXCELLENCE

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National knowledge commission and recently NEP2020 proposed academic bank of credit for improvement in present scenario of higher education. Choice based credit system (CBCS) is a boon for education system as it provides flexibility and choices to the students and it is a step ahead towards student centered education. It is internationally acknowledged system and it demands proper implementation aspect. It is a kind of approach which gives autonomy to students in terms of their choices, freedom etc. It is a kind of system which supports harmonious development of students' .if properly implemented then CBCS is definitely going to bring a radical change in the Indian higher education system.

Introduction

Current educational system does not make students employable for future. Our traditional system of education does not offer any flexibility or freedom to students. It is teacher centered system of education .the subjects combination which we offer to the students, are rigid and we do not offer any freedom to students in terms of choices of subjects and other terms. NEP 2020 also supports the student centered education and call for reform in terms of students choices and freedom in current educational system .students are more demanding today than ever before and they ask for selection of choices according to their pace, and choice. CBCS is an instrument which establish uniformity and equality for students in terms of their own choices. CBCS is a way ahead towards the flexible and more freedom based education from rigid and fixed system of education. CBCS system in education is a kind of approach which is based on the philosophy of holistic development or all round development of students. Freedom of choice increases student's personality, their behavioral aspect and other skill based areas because by CBCS they move ahead in education according to their own terms.

Features of CBCS

CBCS is a “cafeteria” type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses, acquire more than the required credits, and adopt an interdisciplinary approach to learning. It provides Transformation from the traditional teacher-centered education to a student-centered education. CBCS provides greater flexibility with multiple exits, multiple pathways, and vertical mobility. The main objectives of CBCS are, To provide broad based education; To provide students with greater flexibility in choice of courses; To provide

students multi-disciplinary curriculum; To enable students to choose courses at basic/ advanced level/inter-disciplinary; To enable students to acquire job oriented skills; To enable students to progress at their own pace; To enable highly motivated students gain extra credits; and To Bridge the gap between professional and social exposure to provide a holistic education.

Advantages of CBCS

Choice enables a learner to pursue any area of knowledge domain depending upon his / her interest. Choice also widens the horizon of learner's intellectual insight. Rigidity of present system does not allow pursuit of areas of interest as well as widening the educational horizon of the learner, and Provision of choice is an essential condition for broad-based learner's profile across areas of knowledge. Credits offer flexibility of learning at one's own pace. Credits can be earned by students at their own pace in a shorter or expanded period depending upon the capacity of the learner. It facilitates internationalization of higher education. CBCS offers a open system to provide quality education. Implementation of CBCS will enhance the capacity of teachers as facilitator, guide and more skilled persons. it encourages continuous and comprehensive system of assessment in education. Represents a much-required shift in focus from teacher-centric to learner-centric education since the workload estimated is based on the investment of time in learning, not in teaching. It provides more autonomy to the students. it is a educational reform which is needed by the present education system. it improves the interdisciplinary approach in education. It facilitates student's mobility across various institutions.

Disadvantages of CBCS

Too many choices for students creates confusion among them because they may not know what to study and what not to choose. Lack of knowledge from the sides of teachers also creates a lot of difficulties in implantation of CBCS system. lack of knowledge among stakeholders regarding usefulness of combination of different subjects creates dilemma for them. in practical way implementation of CBCS is difficult ,problem of inadequate infrastructure and other things can create problems.

Implementation of CBCS has some Practical limitations

It needs more punctuality from the student. There is no betterment system of evaluation in this system. Shortage of infrastructure facilities i.e. building, laboratory facilities, and practical class room affects CBCS.

Suggestions for implementation

Every aspect of CBCS should be explained clearly to the stakeholders for which proper awareness program should be conducted at every level. Betterment system for proper designing of better curricula, better compatible subjects should be included. A rubric system should be implemented to enhance the teacher's proficiency. Each

and every stakeholder should give cooperation collaboration in implantation of this multifaceted system CBCS.

Conclusion

NEP 2020 is also supporting the academic bank of credit along with CBCS as it facilitates the student's choices and autonomy. The education system is continuously changing towards student's centric system. This is why there is the need to understand the importance and utility of each and every aspect of the education system.

CBCS to be student centric which provides student autonomy/freedom and has clarity in evaluation with clear syllabi and adequate college resources providing all round development of students. It is concluded that the significant factors. Thus CBCS will enable the smooth transition from a teacher-centric system to a student-centric regime. This in turn will enable the programme to be industry sensitive and tailor made to meet corporate needs. The prevailing richness in academic tradition must be retained in spirit while allowing the academic framework to cater for a fast paced technology based system. If properly implemented CBCS will be a tool to enhance the capabilities and skills of the 21st century youth.

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NEP-2020: A ROADMAP TO NEW OPPORTUNITIES TOWARDS MINIMISING GENDER GAP

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We all know that gender gap is one of the major problem of India which is able to delay our success and our dream to become 'Vishwa guru', the global knowledge superpower. High-quality Education is the only tool by which we can minimize gender gap and its consequences. Keeping it in mind new National education policy (NEP 2020) is approved by the Union cabinet of India on 29 July 2020. It is a brave and visionary step to improve our education system. Flexibility of courses, language freedom, vocational education and choice based credit system (CBCS) are some of its key features. Its implementation will surely bring some positive change in our society.

Introduction

India is the land of diversities. One can easily witness the variations in cultures, clothes, food, festivals along with linguistic and geographical diversities. We are proud on such diversities which allow us to enjoy almost all types of weather conditions. But not every diversity is enjoyable some are inexplicable contorted such as diversity in gender based acceptance in our society, which already created a deep gender gap. It is truly harmful for social success. Males got all the favoring not only is houses but in society too. However, females were deprived of even essential things, education is one of them. Female literacy rate is 53.7% however country's literacy rate is 74.37%. This indicates that girls are still away from their basic right to education.

These days when education is reaching to the deepest of the village, still the number of girl students is low. There may be three main reasons behind this, (1) the unawareness towards female education, (2) lack of proper hygiene and (3) female foeticides, which consequently lead to the gender inequality. However in urban scenario where females are not only well educated but also serving in different field still they face social and economic discrimination. They were paid low wages in comparison to the male workers in spite of their hard work and contribution in the growth and development. Since our society is too much inclined towards male child, struggle of a girl starts from the womb itself.

May be the new national education policy (NEP-2020) helps in minimizing the gender gap as it recognizing the holistic development of all students, academically as well as non-academically. And this will achieve by sensitizing teachers and parents too.

Salient features of NEP-2020

NEP-2020 offers a ray of hope as it focus on “Free universal access to quality education” (an initiative towards the UN sustainable development Goal 4).

This policy also offers in raising gross enrolment ratio (GER) in basic to higher education. In higher education GER to be raised up to 50% in 2035. Flexibility in curriculum will surely provide an advantage to students to choose their learning topics according to their interest. Its interdisciplinary approach and vocational education will helpful for women in formation of their carrier.

This policy offers an idea to develop Multidisciplinary Education and Research Universities (MERUs). IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.

NEP-2020 gives freedom of language i.e. medium of instruction which may be regional language as well. We all know that if something is taught in mother tongue its effect on learning is long-lasting.It’s not only about learning but it also provide a sense of national pride in terms of language and culture, ultimately it will inculcate self-confidence and self-knowledge.

NEP-2020 will focus on a safe environment for study. This will must ensure hygiene, safety and security of school-girls both inside and outside campus which certainly helped in low drop-out rates.

Institutes are advised to conduct awareness programs on gender issues to break gender stereotyped roles, to sensitized parents and students and ensure harassment-free environment for women.

Digitalization of education is also focused in new education policy which will expand and escalate the learning process.

Conclusion

NEP-2020 include many novel ideas which must increase quality education. It also focus on the positive environment for faculty as well. Curriculum must be gender-neutral and technologically sound. This policy shows no discrimination based on social-class, language and gender, and provide equal opportunity to all. NEP-2020 bring many educational reforms, a way to reconstruct the whole new education system which must be beneficial in its every aspect.Multiple entry and exit points in higher education will allow students to learn more new subjects.Inclusion of gender sensitivity in curriculum will definitely bring change towards acceptance of females as well as transgenders in our society.

Its implementation will be a challenge and also an opportunity for a gender biased society to mold and to make a better tomorrow for everyone.

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EFFECTS OF PRIVATIZATION ON HIGHER EDUCATION

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Higher education is a major instrument for the development of any nation. It makes us able to cope with the new age of information technology concerned with various aspects of life and changes in social-economic environment. Due to increasing population, the educational development in quantitative and qualitative terms is very important to meet the changing demands of the society and nation.

The ever increasing expenditure on higher education has affected the functioning of higher education institutions. Due to the poor ratio of receipt and expenditure of funds the universities are, now-a days, facing financial crises and are unable to fulfil the demands of higher education in the country. The financial management of the universities always worries the administration. There are various sources of funding like Government, social organizations, private agencies, donors and fees etc. These sources not being enough, the concept of privatization in higher education came into existence.

Privatization of higher education was initiated in 1991 with the initiation of the Liberalization, Privatization and Globalization (LPG) Policy. Tilak (1991) defines privatization of higher education on the basis of funding that "Private Universities may generate large amount of resources from private sources." National Policy on Education (1986) has brought about a radical change in the policy of funding higher education and encouraged the proliferation of purely profit oriented institutions as a viable and recognized system of higher education. This opened the floodgate for privatization and commercialization of education as a whole.

Justice Punnayya Committee (1992-93) was appointed to go into the question of resources for higher education in the Central Universities, Deemed Universities and Colleges and suggested measures to improve the financial position. Swaminathan Committee for Technical Education also had the same concern. The report of the high powered committee for mobilization of Additional resources for Technical Education is a serious attempt regarding avenues and sources of funding other than government funding. To overcome the pressure on budgetary resources, the governments have been encouraging private sector participation in providing technical education and the Rao Committee (1988) recommended the same for professional studies in the private sector. The Government of India introduced the Private Universities Establishment and Regulation Bill (1995) to encourage Private Universities in solving the twin problem of resource constraint and academic

flexibility. The financially starved Universities were thrown to the market forces to raise funds. The resultant outcome has been the establishment of private institutions which are founded, funded and run by private agencies with primary motive of earning profit. These institutions meet the ever-rising demand for professional education specially in the field of medicine technology, management, law, teacher education etc. The change in higher education scenario has taken place due to financing problem. Through new emerging system of higher education the industries started promoting of the education with need of industries. The change in the objectives of education from ideals of spiritual development and cultural advancement to an agency of getting jobs has taken place.

Privatization is leading to the commercialization of education which is not a very healthy sign for the education in the developing country like India. With the coming up of private institutions a good deal of talented manpower migrated to the costly private educational institutions and the government run institutions suffered a setback due to growing complacency. Many deserving but poor students got deprived of education due to high fee structure. The students who are paying more fee, get admitted and what they are getting in return is not adequate. Parents are also under immense financial pressure. Private colleges function like a commercial house which employs wage earners who work with their tools and tricks of trade. The rush for obtaining higher certificates is on the rise which results the decrease in the standards of education. We see that current education system is preparing a large number of educated unemployed candidates. These students are frustrated and misguided. Such institutions do not bring all round development of the students. The basic purpose of education is not found. These institutions are not educational solvent, they are educational shops where one can buy education by all means. Lack of research oriented education devalues the quality of education to a large extent. There are very few institutes that really carry out research work which is useful for the masses.

Many industrialists and businessmen entered into the field of imparting education with the motive of making higher profits as compared to other business. Without any restrictions and control, privatization resulted in the mushroom growth of higher educational institutions imparting poor quality education and earning high profits. Private institutions are profit oriented with little consideration for national manpower needs which may cause serious imbalance in the manpower in the economy. Students have to pay huge donations besides fee of various kinds, legally and illegally. Demand of private institutions is increasing from upper classes and from those who fail to get admission into the public higher education on the basis of merit. Their fee structure is high but excess demand for higher professional and technical education is fulfilled by these institutions. Private sector is not bothered about the imbibition of social, moral and political values amongst the students. The poor and marginalized sections will be deprived of the channel to upward social, economic and educational mobilities. Indian market is neither perfect nor complete to provide educational loans to

individuals in the absence of state-supported higher education. Therefore, privatization can't be accepted fully.

The impact of privatization in higher education is positive as well as negative. On the one hand privatization of higher education made education assessable to the masses, on other hand it brings fee hike, poor quality, exploitation of professionals and students etc. The burden of providing affordable education is shifted on parents and students. It is not supposed to do business in the name of imparting knowledge. The private individuals are selling education according to the norms of the market. This means that only rich people will have the opportunity to dominate the rest of the society. The quality of education obtained by means of good teachers, library, laboratory and other facilities related to education teaching and all round development of the personality of students but the colleges do not have anything for welfare except a rush of students. Students have no knowledge about the subject they have read. Most of the institutions working as a distributor of degrees and certificates.

The advancement of technology demands a vast enlightened work force within a time-frame. The unavoidable participation of the private sector in the field of higher education in our country has been established beyond doubt. Complete academic, financial and administrative autonomy is the essential prerequisite to promote the private sector. There is a growing change in the education system and the universities will have to play their role differently.

Government also expects institutions to generate income from other sources like industry or commerce. This places new demand on academic staff who are expected to convert their specialized knowledge into entrepreneurial skills and market oriented services. To overcome, the demerits of privatization in higher education, the government should have proper control to check the exploitation of teachers, parents, students and others unauthorized activities to maintain the quality of education. The government is required to pay attention on quality improvement through special programs for maintaining the quality and excellence of teaching in these institutions. Some incentives can be given to private sector to play a greater role in the provision of high quality programs that are more appropriate and relevant to India's rapidly changing market pressures in the form of technologies. Vigorous efforts are needed to promote higher education and to improve its responsiveness to the social needs.

Privatization in higher education encourages commercialization. Some steps should be followed to check on this system. It is feared that the privatization will encourage commercialization. Hence the privatization should be implemented with certain cautions. (1) recognition should be given to economically sound and reputed institutions (2) free-ship should be allowed to talented students (3) admission should be based on merit (4) centralized teacher recruitment system (5) accreditation and accountability of institutions and teachers (6) maintenance of proper pupil-teacher

ratio (7) regular inspection of institutions by national bodies like UGC, NCTE, AICTE, NAAC etc. (8) provision of legal action against foul playing institutions.

The efforts of the government should certainly be to rope in the private sector but with the condition the unscrupulous profiteers are kept away from the education sector. The commercial mushrooming should be checked by law enforcing agencies. The increasing number of poor quality institutions will be harmful for the education sector in the developing country like India. Education is an investment and we cannot ignore the impact of higher education in economic development of the country. Society requires quality education, government wants to remove financial burden of higher education, the universities need funds and increasing number of students require more seats - To fulfil all these demands private sector is used as a solution. Strict supervision is needed for overall control of private institutions. Caution will have to be maintained while approving more private institutions and they should not be allowed to grow like clusters.

The quality of education cannot be achieved until everyone who is involved in education is aware about his responsibilities and value of education. If suitable steps are not taken then the day will come when the nation will lose its dignity. We should always remember that education is the only means of progress and development of country.

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EMPOWERMENT OF WOMEN THROUGH NEP 2020

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Introduction

As India progresses economically, there are calls for the country to pay more attention to social and human development, including women empowerment. Women empowerment as efforts that include “advocating for women’s and girl’s human rights, combating discriminatory practices and challenging the roles and stereotypes that create inequalities and exclusion empowerment is a critical aspect to achieving gender equality, where both men and women have equal power and opportunities for education, healthcare, economic participation and personal development.

Equal rights for men and women are enshrined under Articles 14 to 16 in the Indian constitution, which came into effect on 26 January 1950.[3] Discrimination based on gender is strictly prohibited. Indian women received universal suffrage during India’s independence in 1947, long before several Western countries granted women the right to vote. India was the second country in modern history to have a female leader, Indira Gandhi, in 1966 after another South Asian state, Sri Lanka, elected Sirimavo Bandaranaike in 1960.

Empowerment of women through NEP 2020

Education Minister Ramesh Pokhriyal Nishank has said that National Education Policy (NEP) -2020 has a potential to empower women in society. He said, women enrolment has increased in IITs and NITs. Dr Nishank was addressing a Webinar on Women in Leadership: Achieving an equal future in a Covid-19 world, organized on the occasion of International Women’s Day.

He highlighted the importance of women leaderships during Covid 19 pandemic by stating that the best role played by anyone in pandemic is none other than the Mothers. He further added that women are performing exceedingly well in science, technology, research, literature and social services showcasing highest quality of leadership potential.

Minister of State for Education Sanjay Dhotre mentioned that the ‘Gender-Inclusion Fund’ in the National Education Policy 2020 will be constituted to build the nation’s capacity to provide equitable quality education for all girls. He said that the celebration of the contributions made by Women and girl should not. The government has prepared a draft national policy for women empowerment with a priority on their education, food security and nutrition, sources said.

The Women and Child Development Ministry has prepared the draft policy after receiving suggestions from various stakeholders, a source said.

The draft policy identifies the priority areas of food security, nutrition, education, economy (including agriculture industry, labour, employment, NRI women, service sector, science and technology), violence against women, governance and decision making.

According to the draft policy, it aims to create an enabling environment for women through housing, shelter and infrastructure, drinking water and sanitation, media and culture, sports and social security. Scholars have identified two forms of empowerment, economic empowerment and political empowerment.

Economic Empowerment

Economic empowerment increases women's agency, access to formal government programs, mobility outside the home, economical independence, and purchasing power. Policy makers are suggested to support job training to aid in entrance in the formal markets. One recommendation is to provide more formal education opportunities for women that would allow for higher bargaining power in the home. They would have more access to higher wages outside Strengthening women's access to property inheritance and land rights is another method used to economically empower women. This would allow them better means of asset accumulation, capital, and bargaining power needed to address gender inequalities. Often, women in developing and underdeveloped countries are legally restricted from their land on the sole basis of gender. Having a right to their land gives women a sort of bargaining power that they wouldn't normally have; in turn, they gain more opportunities for economic independence and formal financial institutions. the home; and as a result, make it easier for women to get a job in the market

Political Empowerment

Political empowerment supports creating policies that would best support gender equality and agency for women in both the public and private spheres. Methods that have been suggested are to create affirmative action policies that have a quota for the number of women in policy making and parliament positions. As of 2017, the global average of women who hold lower and single house parliament positions is 23.6 percent. Further recommendations have been to increase women's rights to vote, voice opinions, and the ability to run for office with a fair chance of being elected.

Because women are typically associated with child care and domestic responsibilities in the home, they have less time dedicated to entering the labour market and running their business. Policies that increase their bargaining power in the household would include policies that account for cases of divorce, policies for better welfare for women, and policies that give women control over resources (such as property rights).

However, participation is not limited to the realm of politics. It can include participation in the household, in schools, and the ability to make choices for oneself. Some theorists believe that bargaining power and agency in the household must be achieved before one can move onto broader political participation.

Barriers of women empowerment in India

There are many barriers which controls women empowerment in India. Some of them are-

1. Cast System.
2. Child Labour Practice.
3. Demographic Factors.
4. Dowry as cordon.
5. Female age at marriage.
6. Gender bias in curriculum. ...
7. Higher dropout rate among girls.
8. Parental preference for boys going to school

Role of Education in Women Empowerment and Development: Issues and Impact

When women who contribute almost half of the population are empowered it will strengthen the national economy. Education is considered as a milestone for women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their lives. Increasing access to education notwithstanding, gender discrimination still persists in India and lot more needs to be done in the field of women's education in India. Women have so much unexplored potential which has never been tapped. As education is both an input and input of human development, educational equity will ensure enabling and entrepreneurial development. Today, the female literacy levels according to the Literacy Rate 2011 census are 65.46% where the male literacy rate is over 80%. Even beyond literacy there is much that education can do for women's rights, dignity and security. Education is the key to unlock the golden door of freedom for development. Eileen Malone Beach sees education, health care, and income as a blessed trinity because they are so closely related. This paper discusses the impact of education on empowerment of women as well as the challenges and changes that we must have to deal with during the process. We call for a renewed emphasis on relevant, quality and holistic education to ensure the desired results. Pandit Jawaharlal Nehru once said:

“If you educate a man you educate an individual, however, if you educate a woman you educate a whole family. Women empowered means mother India empowered”.

Ongoing projects for Women Empowerment in India

A number of Projects are being run by Indian Government, some of them are as follow-

1. Project **Shakti**. Hindustan Unilever Limited (HUL)

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2. Women Empowerment Program. ITC Limited
3. Social and Economic Welfare. Bajaj Finance Limited
4. Livelihoods for Women and Skilling of Construction Workers
5. Vocational Skill Development Program
6. Project Saloni
7. Special Education for PwDs
8. Project Prerna

Benefites of Woman Empowerment

1. Next generation will be empowerment because of her
2. If women will be empowered she will not be a burden on anyone.
3. Financial burden of man can be shared with her support.
4. Family can be more strong because of both working hands.
5. When financial problems will be shared than results of conflict.

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NATIONAL EDUCATION POLICY 2020 : REGULATIONS AND OUTCOMES OF IMPLEMENTATION

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The education is always a basic need for developed and developing societies whether it is formal or casual. In ancient times the education is basically for food and normal living in an area restricted to a population because no massive movements are to be needed for survival. In the modern times, the industrialization, civilization, scientific approach enhances the need of formal education to all to survive. In Indian context, the education basics are based on British pattern for a long. However, the difference in socialization level, civilization and other means create need in change the policy from a long time. Now the government decide to change the policy made as per the need of modern time and as per the requirements of Indian society and youths for a brighter and developed India. This is called National Education Policy 2020 (NEP-2020). It is going to reform old education system as a whole in every aspect from primary to higher education and from student to teacher education in the coming years. The present article highlights the major regulations and conditions of NEP-2020 as well as a critical view on it. This is a new aspect, hence some literature and web resources are consulted which are acknowledged at the end.

The Policy Basics

The National Education policy has come as an unanticipated move in 2020. The announcement of major changes within the education system has revolutionised school and better education reforms within the country. Being announced after 34 years, it's a seriously debated move among the Indian educationist because the new policy aim at encouraging essential learning critical thinking and experimental learning. To make the Indian Education System globally competitive, the govt has increased the education budget from 4.46% to six of GDP. It visualises to convert the present system into a ' highly equitable and vibrant knowledge society ' by increasing the enrolment ratio. Though, certain challenges are lying ahead thanks to the large influx of latest students entering the education system. it might require to manage the allocated funds to make sure the proper implementation of the change. The NEP 2020 is planned to support skill education and streamline educational planning, administration and management in the least levels. it's believed to possess surreal effects on education which goes to draw a replacement roadmap for Young Minds. Higher Education Increase gross enrolment ratio (GER) to 50% by 2035:-The policy has set to a target to extend GER in education including vocational training from 26.3% in 2018 to 50% by 2035. education Institutions (HEIs) are going to be given 3.5 crore new seats .Holistic Multidisciplinary Education.

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The policy specialise in undergraduate education with flexible curricula, creative combination of subjects, integration of vocational training and multiple entries and exit points with appropriate certification. The degree are often of 3or 4 years with multiple exit options and appropriate certification within this era .e. g. A certificate are going to be given after one year , Advanced diploma after two years, baccalaureate after three years and bachelor with research after four years. An Academic Bank of Credit (ABC) are going to be established for digitally storing academic credits earned from different HEIs in order that these are often transferred and counted towards final degree earned. There will be a standard entrance examination conducted by the National Testing Agency (NTA) for admission to universities and better education institutions. Multidisciplinary Education and Research Universities (MERUs) are going to be found out as models of best multidisciplinary education of worldwide standard within the county. M. Phil are going to be discontinued under new policy.

Regulation

There will be one overarching umbrella body for the whole education, excluding medical and legal education -Higher Education Commission of India (NHERC) for regulation. General Education Council (GEC) for normal -setting, education Grants Council (HEGC) for funding and National Accreditation Council (NAC) for accreditation. Rationalised Institutional Architecture :-HEIs are going to be developed into large, well resourced , vibrant multidisciplinary institution offering top quality teaching, research and community engagement. University will allow a variety of Institutional that range from Research - Intensive Universities to Teaching -intensive universities and Autonomous degree - granting colleges.

Teacher Education :- NCTE will develop a National Curriculum Framework for Teacher Education, NCFTE 2021, in consultation with NCERT. The minimum degree qualifications for teaching are going to be a 4 year integrated B. Ed degree by 2030.

Financial support for college kids :- The National Scholarship Portal are going to be expanded to support SC, ST, OBC, and other SEDGs. Private HEIs are going to be encouraged to extend the no. Of scholarships to their students.

Open and Distance Learning :- This will help in increasing GER by taking measures like online courses and digital repositories, funding for research, improved student services, credit - based recognition of massive open online courses (MOOCs) , etc.

Online Education and Digital Education :- MHRD will develop a fanatical unit to create digital infrastructure, digital content and capacity building to assist both school and better education.

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Promotion of Indian Languages :-The policy plans fixing an Indian Institute of Translation and Interpretation (IITI) and National Institutes for Pali , Persian and Prakrit, which play an important role in strengthen Sanskrit and every one Language Department in HEIs.

Professional Education :-All professional education are going to be a crucial a part of the upper education system. Stand - alone technical universities, health science universities, legal and agricultural universities, etc., will aim to become multidisciplinary institutions.

Critical View on NEP 2020 : - India has the matter of a disturbing Teacher and student ratio so introducing mother languages in academic institutions for every subject may be a problem. this is often just because finding a competent Teacher may be a challenge sometimes and now the challenge is bring study material in mother languages.

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CONTEMPORARY INDIAN HIGHER EDUCATION AND MINORITIES ACCORDING TO INDIAN PERSPECTIVE

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Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education is critical to achieving an inclusive and equitable society. In the present scenario, India is the country which is redefining the world equation in terms of population, political power, economy and volume of consumption of natural resources. Development and progress of the Education is the key factor in shaping the superpower. Higher education in the country has centuries old history which is trying to re-invent with the changing times with respect to technology and global demands. Beside this shining story India has many challenges in the field of Higher Education. India is a country which has various shades of culture, language, religion, casts etc. it is largest democracy of the world and it is a big deal to bring every under one umbrella in education system. We cannot afford to neglect any section of society. Muslims constitute the second largest religious group in India and thus the largest minority. Muslim community has set up many educational institutes at all levels, in spite of that, Muslims in India are educationally backward. Many committees on minority education reveals that current status of Muslim's access to higher education level is very low. Unfortunately, prejudice and bias, especially against minorities among other factors, has impacted minorities capacity to benefit from the education system, that hold the nation back from growth, innovation and progress. In the light of recommendations of various committees govt. run various types of schemes, scholarships, separate ministry and various awareness programmes for the upliftment of minority education.

Introduction

According to recent All India Survey on Higher Education 2018-19 share of enrolled minorities still continue to be under represented. India,) with second largest population is home to the third largest higher education system in the world by volume of students enrolled. Government of India through Ministry of Human Resource development (MHRD) under the Department of Now NEP 2020 is giving various dimensions to Higher Education. The University Grants Commission (UGC) a statutory body established in 1956 through Parliament enacted law modeled on the UGC of United kingdom is responsible for co-ordination, evaluation and maintaining standards of higher education in India. UGC funded through MHRD is responsible for establishing central universities across India. It is a frame of our higher education

system. Through this system government try to give the education for the population which is constitutional right. Education is the single most important instrument for social and economic transformation.

A well educated population, adequately equipped with knowledge and skill is not only essential to support economic growth, but is also a precondition for growth to be inclusive since it is the educated and skilled person who can stand to benefit most from the employment opportunities which growth will provide. The 21st century is witnessing huge change in terms of the way education is being imparted. A great need is there to bring every one under the umbrella of education. We cannot afford to neglect any section of society. Muslims constitute the second largest religious group in India and thus the largest minority. Muslim community has set up many educational institutions at all levels, in spite of that, Muslims in India are educationally backward.

Minorities

The term ‘minority’ includes only those groups of the population which possess and wish to preserve ethnic, religious or linguistic traditions or characteristics marked different from those of the rest of population. A sociological minority is not necessarily a numerical minority- it may include any group that is subnormal with respect to a dominant group in terms of social status, education, employment, wealth and political power.

Muslims, Sikhs, Christians, Buddhist and Parsis are the religious minorities in our country. Minorities in the country is about 18.4% of the total population of the country, of which Muslim are 13%, Christians 2.3%, and Sikhs 1.9%, Buddhist 0.8% and Parsis 0.007%. Muslims constitute the second largest religious group in India and are the largest Minority. Moreover, it is larger than the total populations of most countries of the world. India is considered an overpopulated country hence we can say that Muslim are the majorities among the minorities. In spite of that they are lacking behind in the area of literacy and education, due to which even after so many years of independence the community lacks in major fields in the country.

Constitution and Right to Education

Article 46 of the constitution states that, “The state shall promote, with special care, the education and economic interests of the weaker sections of the people, and in particular of the Scheduled Casts and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation.”

Article 330, 332, 335, 338 to 342 and the entire Fifth and Sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46.

Similarly, Article 30(1) provides for the rights of the Minorities to establish and administer educational institutions of their choice.

These constitutional provisions need to be fully utilized for the benefit of the weaker sections in our society.

Challenging Factors

There are various issues which are responsible for their backwardness in education, some of them are-

1. Education is one of the most lacking aspect in the Muslim community.
2. Low social economic status of minority groups is also a reason for their educational backwardness, although our government is trying hard to create equal educational opportunities for them by introducing new schemes and programmes which assist these groups financially but due to lack of information, education, and communication does not reach to target population.
3. Lack of enterprising leadership in education.
4. The other important reason for educational backwardness of Muslim is that Muslim girls and women lag behind their male counter parts, women in the minority communities fare badly. They are not just a minority, but the 'marginalized majority' and are sidelined in decision making in the family, and usually cut off from a full involvement in the working of the society and from an equal share in the society's rewards.
5. The work participation rate among Muslim women is found to be low, affecting the quality of their life.
6. The gender biasness is also a major issue. Because of it girls are ignored by their parents.
7. When parents are illiterate they don't know the importance of education.
8. Children of minorities get married in early age, girls as well as boys. They shouldering the responsibility of house hold at an early age. This makes them far away from education especially from higher education.
9. High fertility is one important issue. The parents of low socio economic status could not be able to give proper education for all children. To earn money is important for them so that children leave their education in early age i.e. why dropout rate becomes much higher in minorities. In early age they take care of their siblings also.
10. Large numbers of Muslim children go to Madarsas to get education, but these Madarsas emphasis on religious education, in this era of competition a child need holistic development, which only religious education cannot provide.

Various Government polices for the welfare of Minorities

Sacchar committee- On march 9, 2005 the Prime Minister issued a notification for the constitution of a high level committee to prepare a report on the social,

economical and educational status of the Muslim community in India. The seven-member high level committee, chaired by Justice Rajindar Sachar, submitted its final report to the Prime Minister on November 17, 2006. The Govt. tabled the Justice Rajindar Sachar Committee Report in Parliament on November 30th.

According to “Sachar Committee Report” one-fourth of Muslim children in the age group of 6-14 years have either never attended school or are dropouts. For children above the age of 17 years, the educational attainment of Muslims at matriculation is 17%, as against national average at 26%. Only 50% of Muslims who complete middle school are likely to complete secondary education, compared to 62% at national level. The report has also drawn the attention to the low levels of educational attainment among Muslim women, gross enrolment ratio (GER) of Muslim female was 6.3% compared to 10.8% for Hindu female, 12.7% for Sikh/Buddhist female, 20% for Christian and 48% for Jain female. The Sachar Committee has also made a number of recommendations for improvement of the educational status of the Muslim communities.

Affirmative Actions

- Set up an Equal Opportunity Commission to look into grievances of deprived groups like minorities.
- Create a nomination procedure to increase participation of minorities in public bodies.
- Establish a delimitation procedure that does not reserve constituencies with high minority population for SCs.
- Increase employment share of Muslims, particularly where there is great deal of public dealing. Work out mechanisms to link madarasas with higher secondary school board.
- Recognize degrees from madarasas for eligibility in defense, civil and banking examinations.

Initiatives for the Education of Minorities

- A total of 15% of the outlay under the Sarva Shiksha Abhiyan is targeted for the Minority Concentration District (MCD) Areas to achieve the goal of universalization of elementary education, to meet infrastructure gaps for schools, classrooms, teachers and providing access by opening new schools.
- Scheme for Providing Quality Education in Madarasas (SPQEM).
- Scheme of Infrastructure Development in Minority Institutions (IDMI).
- Jawahar Navodaya Vidyalaya Scheme (JNV).
- Setting up of girls hostels.
- Model schools under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
- Mid-Day meal scheme.
- Jan Shiksha Sansthan (JSS).

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Also the University Grant Commission (UGC) is implementing the following schemes for minority communities in Central Universities during XI and XII plan:-

- Center for Professional Development of Urdu Medium Teachers in three Central Universities.
- Establishment of Residential Coaching Academy for Minorities, SC/ST and Women in four Central Universities and one in Deemed University.
- Establishment of Model School, Industrial Training Institutes (ITIs), B.Ed. Colleges, Polytechnics under the ambit of Maulana Azad National Urdu University.
- Since 2009, the UGC has been implementing the scheme of Maulana Azad National Urdu National Fellowship for Minority Students which is being funded by Ministry of Minority Affairs. Under this scheme, the UGC provides financial assistance to selected candidates belonging to minority communities for pursuing M. Phil/Ph.D. research in University / College / Institution and Non-Institutions in the Country.

National Monitoring Committee for Minorities Education (NMCME)

National Monitoring Committee for minorities Education is chaired by Minister of Human Resource Development and consists of nominees from State Governments, Lok Sabha, Rajya Sabha, academics, activists, administrators concerned with minority issues and officials of Ministry of Human Resource Development.

The main function of NMCME is to monitor minority education and the ongoing schemes of the Ministry of Human Resource Development targeted at Minorities. It also makes recommendation to address the issues related to recognition and affiliation of minority institutions.

The Standby Committee of NMCME submitted its report containing various recommendations on Scholarship Scheme, Coaching Scheme for minorities, Model Schools for minorities, Development of Database on enrolment of minorities in educational institutions and public awareness/ publicity of the schemes, etc. The Report of the Standing Committee of NMCME is available on the Ministry of HRD's website viz. www.mhrd.gov.in

Effect of NMCME Recommendations

Many of the suggestions have been incorporated in various schemes being run by the ministry of HRD. As a result of the recommendations of NMCME, a number of new Model/Secondary schools have been approved, opened, and strengthened, girls hostels constructed, many schools provided with Information and Communications Technology (ICT), Vocational Education (VE) provided in various schools in the Minority Concentration Districts (MCDs) identified by the Ministry of Minority. Degree Colleges, Women's Hostels and Polytechnics have been opened in MCDs.

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On the recommendations of the NMCME, from the year 2014-15 community-wise data is being collected in respect of higher education under the ambit of the All India Survey of Higher Education (AISHE).

All the above measures are absolutely critical to attaining full inclusion and equity for all the minorities but they are not sufficient. What will also be required is a change in cultural thoughts. All participants in the education system, including teachers, principals administrators, social workers, councillors and students, will need to be sensitised to the requirements of all students, the notions of inclusion and equity and the respect and dignity of all persons. Such an educational culture will be the best tool to help students become empowered individuals who, in turn, will enable society to transform one that is responsible towards its most vulnerable citizens. The poor should get special weightage but a watchdog body should keep an eye on their progress.

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CHANGING SCENARIO OF EDUCATION IN THE CONTEXT OF NEW NATIONAL EDUCATION POLICY 2020

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Since independence successive Indian governments have had to address a number of key challenges with regard to education policy, which has always formed a crucial part of its development agenda. The challenges are:-

1. Improving quality at all levels of education.
2. Increasing funding, specially in higher education.
3. Improving literacy rates, specially focus on women education.

During Hindu education served the needs of Brahmin families. Brahmin teachers would teach boys to read and write. Similarly in mughal's education, favouring the rich rather than those from high caste backgrounds.

In the British colonial rule brought with it the concept of a modern state, a modern economy and a modern education system. In the early 1900s the Indian national education placing an emphasis on technical and vocational training. In 1986 Rajiv Gandhi announced a new education policy. Which was intended to prepare India for the 21st century. The new policy was intended to raise education standards and increase access to education.

Another consequences of the NPE 1986 was the quality of education in India was increasingly seem as a problem and several initiative has been developed since in an attempt to counter this.

- Operation Blackboard (1987-1988)
- Minimum levels of learning (1991)
- District Primary education Programme (DPEP) (1993)
- Movement to educate all (2000)
- Fundamental Right (2001)

The gap between the current learning outcomes and what is required must be bridged through under taking major reforms that bring the highest quality, equitiy and integrity into the systems from early childhood care and education throught higher education.

The new National education policy 2020 is the first education policy of the 21st century. This policy replace the 34 years old npe 1986. It's aims to address the many growing develop. Mental impervatives of country. This policy lays particular emphasis on the development of creative potential, creative mind of each individual. It is

based on the principle that “education must be develop foundational and cognitive capacities”.

The formulation of the New Policy on education is one of most promising initiatives taken by the present government to improve the status of education in India.

Introduction

India has always laid great importance to education from vedic education time. Recently the government of India received a draft education policy suggested by the expert committee headed by Dr .K. Kasturirangan former chairman of india space research organization (ISRO). The committee suggested both incremental and drastically change in existing scenario and given guidelines to effective implementation in the country by 2030.

Evaluation of Education Policy

Education has always been accorded an nonacured place in Indian society. In the past independence period, a major concern of the government of India and the states has been to give increasing attention to education as factor vital to national progress and security. Problems of educational reconstruction were reviewed by several commissions and committees. Some commission, committee and acts which was implemented pre and post independent are given below:-

Pre-Independence

- a) Charter Act (1813)
- b) Maikale minutes (1835)
- c) Wood’s dispatch (1854)
- d) Sadler commission (1917)
- e) Hartog committee (1929)
- f) Waraha scheme of education by Gandhiji (1937)
- g) Sarget report (1944)

Post-Independence

- a) University education commission (1948-49)
- b) Secondary education commission (1935-53)
- c) Education commission (1964-66) by D.S. Kothari
- d) National policy of education (1968)
- e) National policy on education NPE (1992)
- f) Plan of action (1992)
- g) New education policy (2020)

Sustainable Development Goals

In September 2015, the general assembly of the united nations adopted the 2030 agenda for sustainable development that includes 17 sustainable development goals.

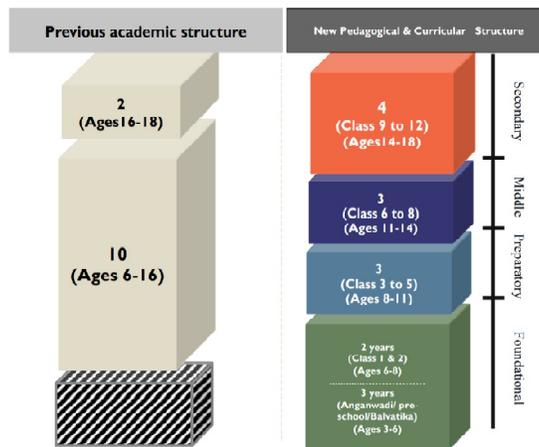


Source:- Google

This policy propose the revision and recamping of all aspects of the education structure including its regulation and governance to create a new system that is aligned with the aspirational goals of 21st century education SDG-4 of ensuring free equitable and quality primary and secondary education for all children. Quality education for everyone being the fourth goal is the basis for all other goals.

1. School Education

The policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructure of 5+3+3+4 covering ages 3-18 as represents in figure



Source :- Google

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In the new 5+3+3+4 a strong based of early childhood care and education (ECCE) from age 3 is also includes which is aimed at promoting better overall development.

- The foundation stage will consist of five years of flexible, multi level activity based learning.
- The preparation stage will comprise three years of education building on the play discovery and activity based curricular style.
- In middle stage introduction of subjects teaches for learning and discussion of the more abstract concepts in each subjects like science, mathematics, arts, social science and humanities
- The secondary stage will comprise of four years of multi disciplinary study, building on the subjects 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 student choice of subjects.

Some other aspects like holistic development of learning reduce curriculum content enhance essential learning and critical thinking , experiment learning, empower students through flexibility in course choices, multilingualism and the power of language are the very important key point of NPE-2020 with the present scenario of education.

New national education policy 2020 aims to achieve 100 percent gross education ratio in school education by 2030. By 2035, at least 50% of the learners through school and higher education system shall have exposure to vocational education.

Higher Education

Higher education plays an extremely important role in promoting human as well as society. Higher education significantly contributes towards sustainable livelihoods and economic development of the country.

A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement and productive contribution to the society for the purpose of developing holistic individuals, it is essential that an identified set of skill and values will be incorporated at each stage of learning. The policy's vision includes the following key changes to the current system of education.

1. Multidisciplinary universities and colleges with at least one in or near every district and with more Higher education institutions across India that offer medium of instruction or programmes in local Indian languages.
2. Moving towards faculty and institutional autonomy.
3. Revamping curriculum, pedagogy, assessment and student support for enhanced student experiences.
4. Establishment of a national research foundation to fund outstanding peer-reviewed research and to actively seed research in universities and college.

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5. Governance of higher education by high qualified independent boards having academic and administrative autonomy.
6. “Light but tight” regulation by a single regulator for higher education.
7. Increased access equity and inclusion through a range of measures, including greater opportunities for outstanding public education, online education and open distance learning (ODL) and all infrastructure and learning material accessible and available to learners with disabilities.

Increase (Gross Enrolment ratio) GER to 50% by 2035 in higher education including vocational education from 26.3% (2018). At least 3.5 crore new seats will be added to higher education institutions.

NEP recommends setting an Indian institute of translation and interpretation, national institute for pali, prakrit, persian, strengthening of Sanskrit and all language departments in higher education institutions and use mother tongue/ local language as medium of instruction in more Higher education institutions programmes.

This vision of higher education will require in particular a new conceptual perceptions. The definition of University will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research.

By 2040, all higher education institutions shall aim to become multidisciplinary institutions and shall aim to have larger students enrolment preferably in the thousands for optional use of infrastructure and resources and for the creation of vibrant multidisciplinary communities.

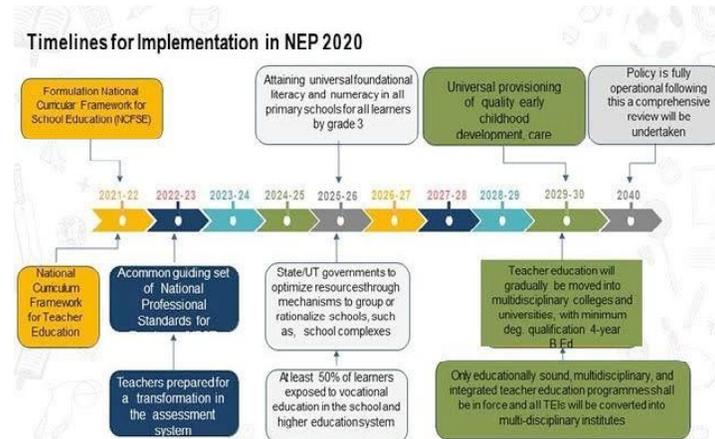
The great emphasis on value based education. It will be to develop humanistic, ethical, constitutional and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), non-violence (ahimsa), scientific temper, citizenship values and life skills.

An academic bank of credit (ABC) shall be established which would digitally store the academic credits earned from various recognized higher education institutions.

Some important steps to be taken by Higher education institutions.

- Provide more financial assistance and scholarship to socio-economically disadvantaged students.
- Conduct outreach on higher education opportunities and scholarships.
- Make admission processes and curriculum more inclusive.
- Develop more degree courses taught in Indian languages and bilingual.
- Ensure all buildings and facilities are wheelchair accessible and disabled friendly. Develop bridge courses for students that come from disadvantaged educational background.
- Ensure sensitisation of faculty, controller and students on gender identity issues and its inclusion in all aspects of higher education institutions, including curricula.
- Strictly enforced all no discrimination and anti harassment rules.

Implementation timeline



Source :- Newskarnataka.com

Some important features of NPE 2020

Preparation for schooling and elementary schooling level

- ECCE for all by 2030. National curriculum framework for ECCE.
- Achieve 100% gross enrolment ratio in school education by 2030.
- Preparation class/Balvatika for 5-6 years old children in angawadis/ pre-school.
- School preparation module for all class 1 entrants.
- National foundational literacy and numeracy mission.
- Setup of bal Bhavanas

School Infrastructure and Resources

- Special education zone (SEZ).
- Utilize unused capacity of schools as samajik chetana kendras.
- School complex/cluster for resource sharing.

Holistic Development of the Student

- No hard separation of curricular, extra and co-curricular, arts and science, sports and vocational crafts. Curriculum to integrate Indian and ethos.
- Innovative pedagogies to explored such as experimental teaching/learning methods.
- Book promotion policy and digital libraries.
- Holistic report card – use artificial intelligence for identifying specific aptitude of child.

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- Vocational education integration from primary grades and a ten days (no bag days) internship with local trades/craftsperson for grade 6-8.
- Lok vidya – local artist as master instructors in schools.

Inclusivity

- Gender inclusion fund, KGBVs upto class 12.
- Special provision for gifted children.
- Adult education (AE) to focus upon technology based solutions, NCF for AE to be developed.
- NIOS to expand to include vocational courses and courses for grades 3,5 and 8.
- Medium of infrastructure will be in the mother tongue/local language till grade 5 (atleast).

Assessments

- National assessments center for performance assessments, review and analysis of knowledge for holistic development- PRAKASH.
- Exams in grades 3, 5 and 8 in addition to bond exams in grades 10 and 12.
- Board exams modular, low stakes, based on conceptual knowledge and its application.

Curriculum and Pedagogical Framework

- New curricular and pedagogical framework of 5+3+3+4
- Reduction in curriculum to core concepts.
- Identification of life skills to be attained in each grade as part of NCF.
- Alternative model of school to be encouraged to adopt NCF
- ICT integration in teaching and learning methodologies.
- Tracking students as well as their learning levels, universalisation of secondary education.

Teacher Recruitments/ Teacher Education

- Minimum qualification degree for teaching will be a 4- year integrated B.Ed. degree by 2030.
- Teacher recruitment based on TET, NTA test and teaching demonstration, TET mandatory for teaching
- Minimum 50 hours of in service training per teacher/year.
- National professional standards for teachers (NPST) by 2022.
- IT and data based predictive planning for requirement of students in TEIs; TEIs to move to multidisciplinary colleges and universities by 2030.

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- Stringent action on non-performing TEIs.
- Mandatory for every Phd student to do a module on teacher education.

Role of government department/bodies/institutions

- State department to look after policy making, directorate of education to look after operations, SCERT to look after academics and state school standards authority to set minimum common standards for online self disclosure by all public and private schools.
- Random sampling of students for continuous online feedback on self disclosure by schools.
- Engagement of social worker, alumini, retired teacher and volunteers with schools.
- Strengthening the central advisory board of education (CABE) for developing articulating, evaluating and revising the vision of education on a continuous basis in collaboration with MHRD and corresponding apex bodies of states.
- Its desirable that ministry of human resources development MHRD be re-designated as ministry of education (MoE) to bring the focus back on education and learning.

Conclusion

A periodic development in Indian education system from vedic education system to till now. Reforms in the education system considering various success modes and customizing such things with local needs. India is a very fast developing country with 133 crores human population. The government will have deal with inherent problems in education system. Government pledge to raise public spending on education to cut least 6% of GDP and grow the NPE 2020 will help the students to developed economically, physically, mentally. The NPE 2020 implemented sincerely, it has the potential to transform India into a self reliant superpower.

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SKILL DEVELOPMENT IN NATIONAL EDUCATION POLICY 2020

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The United Nations Population Fund (UNFPA) has defined ‘demographic dividend’ as the growth potential that results from shifts in a population’s age structure. A study conducted by the UNFPA noted that India has an important window of demographic dividend opportunity from about 2005-06 to 2055-56 with 62.5% of the population falling in the working age group of 15 and 59 years. It is expected that the slice of working age group will rise to 65% (approximately) by 2036. (Singh, 2019) This study also recognised the importance of imparting vocational education (VE) to avail the benefits of the demographic dividend.

Education is always regarded as an important tool to equip the youths with necessary skills for getting gainful employment. Keeping this objective in mind Gandhi ji strongly supported the vocationalisation of education and published his thoughts in Harijan.

“Every handicraft has to be taught not merely mechanically as is done to day, but scientifically. This is to say, the child should learn the why and wherefore of every process” After independence there has been a tremendous but unplanned expansion of education in India, particularly in higher education which is too academic in nature. (Ghosh, 2000).

In 1964-66, Kothari Commission Report suggested to relate education to work and recommended vocational education for both lower and higher secondary stage (agrawal, 1993).

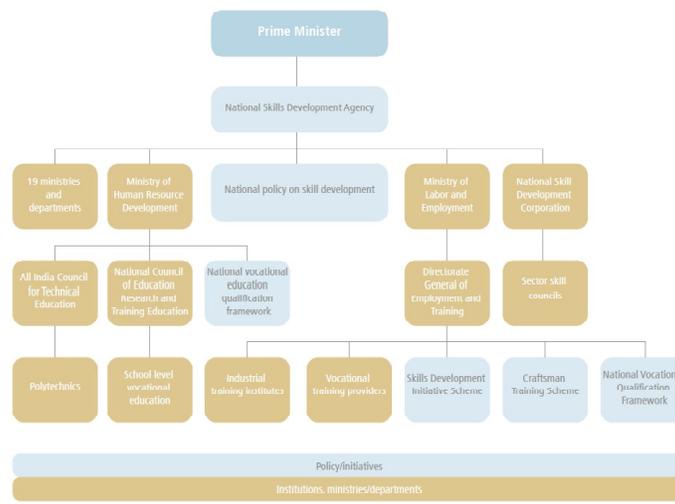
“we visualize the future trend of school education to be towards a fruitful mingling of general and vocational education containing some elements of prevocational, technical education and vocational education, in its turn, having all elements of general education. In the kind of society in which we will be living increasingly in the coming years a complete separation between the two will be not only undesirable but impossible.”

National policy on education 1986 stressed that vocational education will be provided after the secondary stage, but keeping the scheme flexible, these may also be made after 8th class. Vocational education will be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity. By 1990 vocational courses are to cover 10 percent and by 1995, 25 percent of the higher secondary students. In recent past Ramamurti Committee’s recommendation (1990) had three key potential features viz. universalisation, vocationalisation, and decentralisation (Ghosh, 2000), which again reminds the need and urgency of vocationalisation of education.

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India’s population is very youthful. With 64 percent of the population in the working age group of 15-59 years. Hence, an efficient and high-quality Vocational education system was always a pressing need. It will help meet the manpower requirement of growing Indian economy and will ensure employment to the youths of the nation. UNESCO’s recently released State of the Education Report for India 2020: Technical and Vocational Education and Training (TVET) is titled ‘Vocational Education First’. The report provides an overview of the state of Technical and Vocational Education and Training in the country today and describes the challenges facing educational institutions in fulfilling the mandate of the New Education Policy 2020. It also put several suggestions and recommendations for the way forward. The report describes the extensive infrastructure that has been set up for offering short-term training courses during the past decade. The main vehicle has been the National Skill Development Corporation set up in 2010, and its ecosystem of Training Providers and Sector Skills Councils. Report points out that these courses cater largely only to demand from industry for training and placement of youth in specialised, narrowly defined, entry level jobs. Longer-term training courses that are being offered through the ITIs and the polytechnics, the latter having existed since before independence, have grown much more slowly relative to the large capacity for short-term courses that has been created in just over a decade. Schools have also been engaged in the provision of vocational education at the higher secondary level since the early 1990s but the number of students being reached so far is still well below 10 percent of the cohort.

Figure 1: Technical and Vocational Education System in India



Source: Institute of Applied Manpower Research

There are many reasons for the failure of vocationalisation of education at secondary level. The Ministry of Human Resources and Development (2011) has identified the following reasons for the poor performance of Indian VET (Mehrotra, Santosh And Raman, Ravi And Kumra, Neha And Kalaiyaran, And Röß)

- (1) **Training versus education:** Vocational training is treated as distinct and separate from general education. However, to work in a professional environment and do many jobs effectively, one needs to have a certain minimum of both, i.e. theoretical knowledge of systems as well as the practical (skills training). It is seen that graduates of ITIs and even private vocational education are given certificates distinct from those of general education, making these dead ends.
- (2) **Industry and job linkages:** The vocational training institutes, which aim to prepare students for jobs, often do not have close links to industry and understanding of employers' needs. Hence, the training provided is based upon outdated perceptions of what is needed or on a centralised decision making process.
- (3) **Redundant and inadequate curricula and faculty:** The curriculum has remained static for years, not reflecting current requirements. Moreover, quality and robustness of curriculum varies and often leads to uneven delivery depending upon the teacher's interpretation and capability. Facilities and labs are behind times, resulting in ill-equipped graduates.
- (4) **Poor quality:** Lack of strong teachers and pedagogy as well as facilities lead to uneven quality. It is argued that the teachers need to have regular refresher training courses in theory and practice

NEP 2020 provides a window of opportunity for bringing transformative changes in Indian vocational education system. It provides a detailed framework and modalities to be adopted for implementing VE in letter and spirit. It aims at integrating the VE with academic education in a phased manner. Integration of Vocational Education will take place into all secondary schools and higher education institutions and VE will be integrated into all educational institutions in a phased manner over the next decade. It is observed in the policy that less than 5% of the Indian workforce within the age bracket of 19–24 years received formal VE when compared to countries such as the USA (52%), Germany (75%), and South Korea (96%).

NEP2020 recommended the followings for making vocational education a medium of change in Indian society.

1. Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade.
2. By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed.
3. Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs.

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4. The B.Voc. Degrees introduced in 2013 will continue to exist, but vocational courses will also be available to students enrolled in all other Bachelor's degree programmes, including the 4-year multidisciplinary Bachelor's programmes.
5. 'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses.
6. The possibility of offering vocational courses through ODL mode will also be explored.
7. MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort.
8. Incubation centres will be set up in higher education institutions in partnership with industries.
9. Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labour Organization.
10. The credit-based Framework will also facilitate mobility across 'general' and vocational education.

A review of NEP2020 makes it clear that vocational education is going to be an important aspect of educational system right from the upper primary stage (class 6-8) to higher education level. It has a vision of imparting vocational education to 50% of learner by 2025. Following the exposure of vocational education in middle and secondary schools, quality vocational education will be integrated into higher education. This will bring transformative change in Indian society. It will equip the youths with necessary skills for employability and self employability turning them from job seekers to job creators.

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NATIONAL EDUCATION POLICY 2020 : A SHORT REVIEW

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Education plays a powerful role in building a nation. This decides the future of the nation and the destiny of its people as well. The impacts of education are long-lasting in terms of growth and development of the nation and its citizens. The role of education and its importance cannot be ignored in today's scenario. The growth and development can be seen if we compare the pre independence and post-independence era. After 34 years Indian Govt. is going to change the way we study, this is the third amendment in the education policy. There are many changes proposed in new National Education Policy 2020 that would certainly affect all the stakeholders. The NEP 2020 aims at making India a global knowledge superpower and to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50% by 2035. The new Education policy is based on the recommendations by an expert committee headed by Dr. Kasturirangan, former chairman of the Indian Space Research Organization (ISRO). A single regulator for higher education institutions, multiple entries and exit options in degree courses, discontinuation of M.Phil. programs, low stakes board exams, common entrance exams for universities are among the highlights of the policy.

Highlight of policies of NEP-2020 at School level

1. According to the policy, the mother tongue or local or regional language is to be the medium of instruction in all schools up to Class 5 (preferably till Class 8 and beyond). Under the NEP 2020, Sanskrit will be offered at all levels and foreign languages from the secondary school level.
2. The 10+2 structure has been replaced with 5+3+3+4, consisting of 12 years of school and 3 years of *Anganwadi* or pre-school. This will be split as follows: Foundational stage (ages 3 to 8), Preparatory stage (ages 8 to 11), Middle stage (ages 11 to 14) and a Secondary stage (ages 14 to 18) as shown in Fig.1 [1].
3. Instead of exams being held every year, school students will sit only for three-at Classes 3, 5, and 8. Assessment in other years will shift to a "regular and formative" style that is more "competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking and conceptual clarity".
4. Board exams will continue to be held for Classes 10 and 12 but even these will be re-designed with holistic development as the aim. Standards for this will be established by a new national assessment center-PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development).

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- The policy aims at reducing the curriculum load of students and allowing them to become more “multi-disciplinary” and “multi-lingual”. There will be no rigid separation between arts and sciences, between curricular and extra-curricular activities and between vocational and academic stream.

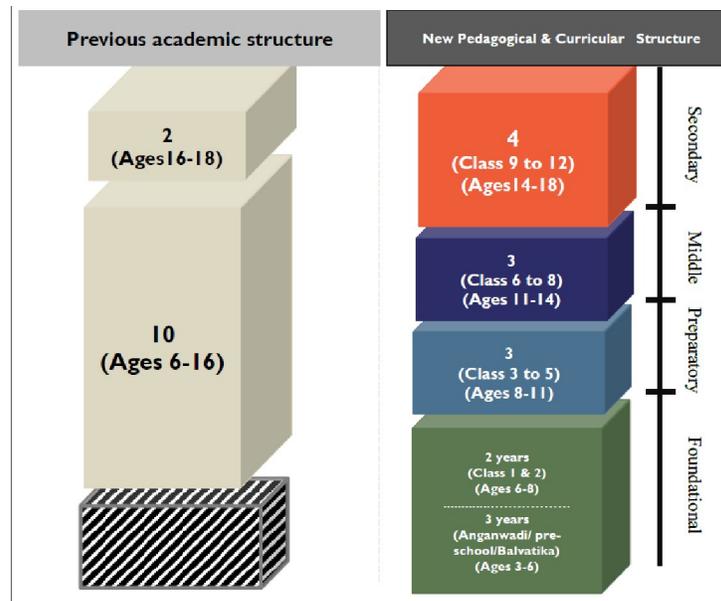


Fig. 1. Fig shows the basic difference between the older 10+2 academic system and new pedagogical and curricular structure (5+3+3+4).

Highlight of policies of NEP-2020 for Higher Education (HE) System

- HE monitoring and controlling institutions like UGC, AICTE, MCI, DCI, INC, etc will be merged with the Higher Education Commission of India (HECI) as a single regulator for higher education institutes.
- The current Accreditation Institutions like NAAC and NAB will be replaced by a robust National Accreditation Council (NAC).
- Establishment of a National Research Foundation (NRF) to fund research in universities and colleges.
- Consolidation of existing fragmented HE institutions into two types of Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC) with the campus having more than 3,000 students. The Timeline to become multi-disciplinary is by 2030 and to have 3,000 and more students by 2040.
- Multidisciplinary Universities will be of two types as (1) Research-intensive Universities, and (2) Teaching-intensive Universities.

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6. Every existing College will develop into either degree granting autonomous College or migrated into a Constituent College of University and becomes fully a part of the University.
7. The Gross Enrolment Ratio in HE including vocational education will increase from current 26.3% (2018) to 50% by 2035.
8. HE institutions which deliver the highest quality will get more incentives from the Government.
9. All existing affiliated Colleges will eventually grow autonomous degree-granting colleges with the mentoring support of affiliated University by improving and securing the prescribed accreditation level.
10. The various nomenclatures used currently such as deemed to be university, affiliating university, central university, affiliating technical university, unitary university, etc will be replaced by 'University' after fulfilling the required criteria as per norms.
11. Research will be included in UG, PG level and have a holistic and multidisciplinary education approach.
12. Pedagogy in HE institutions will focus on communication, presentation, discussion, debate, research, analysis, and interdisciplinary thinking.
13. An Academic Bank of Credit (ABC) will be established which would digitally store the academic credits of all registered candidates earned from various recognized HE institutions (SWAYAM & ODL mode) that can be taken into account while awarding degrees by the college or university.
14. Four years Bachelor degree with multiple exit options, one to two years Master's degree based on the number of years spent in Bachelor degree as four or three respectively, and option to do Ph.D. for four years Bachelor degree with research are possible.
15. Two years Master degree with full research in the second year, One year Master degree for four years Bachelor degree holders, and Five years integrated Bachelor/Master degree.
16. All HE institutions will focus on research and innovation by setting up (1) Start-up incubation centres, (2) Technology development centres, (3) Centres in frontier areas of research, (4) Centre for Industry academic linkage and (5) Interdisciplinary Research Centres including humanities and social sciences research.
17. Student Centred teaching & learning process instead of Teacher centred teaching model.
18. Choice Based Credit System is revised by an innovative and flexible Competency Based Credit System.

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19. Examination system will change from high-stakes examinations (Semester End system) towards a more continuous and comprehensive evaluation examination system.
20. All HE institutions will have professional academic and career counselling centres with counsellors available to all students to ensure physical, psychological and emotional well-being.
21. All HE institutions will develop, support, and fund for topic-centred clubs and activities organized by students with the help of faculty and other experts as needed, in the area of science, mathematics, poetry, language, literature, debate, music, sports, etc.
22. Encouragement for Online Distance Learning (ODL) courses as a part of degree programmes to include the credit system.
23. The Degree programmes may contain in-class teaching, Online teaching components, and ODL components with 40:30:30 ratio model to achieve a global standard of quality.
24. HE quality will be improved to global quality level to attract more international students and the credits acquired in foreign universities will be counted for the award of a degree.
25. National Scholarship Portal will be strengthened and expanded to help the financial needs of merit based students. Private HE institutions will be encouraged to offer larger numbers of free ships and scholarships to their students.

Conclusion

Education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country. According to new education policy, all higher education institutions with current nomenclature of affiliated colleges will expand as multi-disciplinary autonomous colleges with degree giving power in their name or becomes constituent colleges of their affiliated universities. An impartial agency National Research Foundation will fund for innovative projects in priority research areas of basic sciences, applied sciences, and social sciences & humanities. Higher education system will transform itself as student centric with the freedom to choose core and allied subjects within a discipline and across disciplines. The NEP-2020 is going to lead the Indian higher education system from teacher centric to student centric, information centric to knowledge centric, marks centric to skills centric, examination centric to experimental centric, learning centric to research centric, and choice centric to competency centric.

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VOCATIONALIZATION IN DEVELOPMENT OF HIGHER EDUCATION IN CONTEXT OF NEP-2020

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With the roll-out of the National Education Policy (NEP) 2020, vocational education has garnered the required spotlight. The NEP 2020 is a comprehensive policy document that extensively discusses the revamping of vocational education. The policy focuses on bringing vocational education into mainstream education, as recommended by successive commissions on education over the years. The Kothari Commission report of 1966 was one of the earliest to emphasise diversifying the curriculum at higher secondary levels through vocational courses. Later, the National Education Policy, 1986, focused on improving the organisational and management structure of vocational education. It recommended vocationalisation, both at secondary and higher education levels, by introducing Socially Useful Productive Work (SUPW) as a separate subject in secondary classes and vocational degree courses at higher education level.

Yet, the vocational education space, over the years, has witnessed a painfully slow and stagnant growth. An assessment by the National Institute of Open Schooling highlights that only 2% of the total population in between 15-29 years of age have received formal vocational training, and only 8% have received non-formal vocational training]. Even the 12th Five-Year Plan (2012–2017) estimates indicate that fewer than 5% of the Indian workforce between the age of 19-24 received formal vocational education. This commentary discusses some systemic issues that have led to the stagnation of vocational education in India. It further looks at whether the NEP addresses the existing challenges and sets tangible future goals for vocational education.

Introduction

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

like the University Grants Commission (UGC) or the All India Council for Technical Education the National Education Policy (NEP) 2020 aims to transform education, keeping the learner at the center. The NEP builds on recommendations from the Education Commission (1964–66) and Justice J. S. Verma Commission (2012) as well as the previous version of the policy – National Policy on Education 1986, modified in 1992 (NPE 1986/92), Right of Children to Free and Compulsory Education Act, 2009 and Rights of Persons with Disabilities (RPWD) Act, 2016. The NEP 2020 is a huge stride in the right direction — it focuses on the holistic development of students by ensuring access, relevance, equity, quality and strong foundational learning. The next focus area is around assessment reforms, a much-awaited change. The NEP emphasizes upon the need for formative assessments, making the examinations less strenuous and thereby inducing a practice of self or peer review among the learners. Steps such as creation of a National Assessment One of the stronger themes across the entire policy document are around quality improvement in the learning outcomes. A series of initiatives has been highlighted in the NEP around quality learning environments, use of ICT tools for training, experiential learning, improving the quality of faculty among others. Recommendations on moving ECCE and school pedagogy to the 5+3+3+4 structure and a three-tiered institutional architecture in the higher education segment (research focus, teaching focus and autonomous degree-granting colleges with strong employability focus) are welcome steps from the sector standpoint. Educational institutions must plan to leverage suggestions in the policy. It has rightly translated the learners’ needs by offering them increased flexibility in choosing subjects mapped to their aspirations. Furthermore, multiple entry and exit points along with the concept of academic credit bank will ensure their continued learning.

Vocationalisation in development of higher education pathways

NEP 2020 lays down strong emphasis on holistic education across schools and higher education institutions and acknowledges the need for vocational training for students. The policy reiterates India’s very low formally skilled workforce (less than five per cent) as compared to other developed economies. The policy has identified some of the underlying reasons for low vocational education numbers, including lack of focus on dropout candidates, absence of defined pathways between higher and vocational education and the perception of vocational education being inferior to mainstream education

- **Setting up Governance-** Structure and assigning responsibilities specially at district level where schools interact with vocation training institutions and industry
- **Setting entry-** Qualification for teachers/ trainers in vocational stream across schools and HEIs
- **Development of proper-** Framework in sync with NSQF that heal seamless integration of vocational stream across schools and HEIs

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- **Successful-** Implementation of credit-based framework allowing full mobility and multiple entry-exit points
- **Readiness assessment in-** Terms of infra-gap, supply of adequate vocational trainers, sectoral gap and industry-job mapping
- **Capacity building in terms of-** Training of trainers/ teacher, including RPL like module for transforming existing trained vocational manpower into effective teachers/ trainers
- **At least 50 per cent of-** learners through the school and higher education system shall have exposure to vocational education
- **Achieving Sustainable Development-** Goal (SDG 4.4) by 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Key highlights in higher education and it's consequences in the context of NEP

1. Integration of vocational education within higher education. At least 50 per cent learners to have exposure to vocational education by 2025.
2. Reputed international universities to be encouraged to set up Indian campuses
3. Enhanced equity and inclusion - Establishing high-quality HEIs in aspirational districts and Special Education Zones. At least one large multidisciplinary HEI in or near every district by 2030
4. Career progression pathways for faculty based on teaching, research, and service for faculty and institutional leadership
5. Move towards multidisciplinary and integrated teacher education programmes and a Four-year B.Ed. programme. Four-year integrated B.Ed. to become the minimum qualification by 2030.
6. Flexible curricular structure that will offer multiple entry and exit points to create new possibilities for lifelong learning
7. Greater institutional autonomy through independent Board of Governor (BoG); affiliating college system to be phased out. All standalone professional educational institutions to become multidisciplinary by 2030.
8. Greater focus on online education and Open Distance Learning (ODL) as a key means to improve access, equity, inclusion
9. Conversion of existing stand-alone professional institutions to multidisciplinary HEIs by 2030. All HEIs to be multidisciplinary with student strength > 3000
10. National Research Foundation to coordinate research funding and direct it to outstanding peer-reviewed research

11. Three-tiered institutional architecture. Tier i – Research Universities, Tier ii – Teaching Universities, Tier iii – Autonomous colleges. All colleges to be accredited and become autonomous degree granting colleges by 2035.
12. Single regulator (HECI) for all of higher education, separation of functional roles - National Higher Education Regulatory Authority (NHERA), National Accreditation Agency (NAA), General Education Council (GEC), Higher Education Grants Council (HEGC).
13. Focus on increasing scale of HEIs and promoting multidisciplinary education.

Key impact areas

Quality universities and colleges through large-scale consolidation

1. Institutional restructuring and consolidation: this move will have a significant impact on the volume of HEIs in the country, by reducing them to nearly one-third. This will create a less fragmented higher education system in the country. However, it is worth noting that the average enrolment per college in India currently stands at 6931, while the policy aims to create large HEIs with 3000 plus enrolments. Furthermore, despite the long-held view that autonomy helps promote excellence, India only has 7471 autonomous colleges, out of its nearly 39,000 colleges²
2. Focus on multidisciplinary education: the Indian higher education system is characterized by single disciplinary islands of excellence such as the IITs, IIMs and AIIMS. This move will result in the system heading towards creation of large multidisciplinary universities called Multidisciplinary Education and Research Universities (MERUs), like those in the U.S. and the U.K., with increased focus on the large number of specialized colleges to adopt multidisciplinary education. The creation of MERUs, especially in aspirational districts, will provide access to quality education in diverse fields across all segments of society.

Opportunities and key considerations for teachers and students

- **For students-** Multiple entry-exit facilities for students: students seeking a career in vocational education and related jobs will get a better preview of the same during their secondary school and will have option to obtain higher education degrees later with the introduction of the credit transfer framework
- **Promotion of inclusivity and diversity:** the Government of India aims to establish a “Gender-Inclusion Fund” to build the nation’s capacity to provide inclusive quality education to all girls, including vocational education. This is expected to reduce the disparity in access to education (including vocational education) for children and across socio-economically disadvantaged groups

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- **For teachers-** Increased demand for trained vocational instructors and master trainers: the NEP mandates an adequate number of teachers in schools across subjects - particularly in subjects such as vocational education. Schools will also be encouraged to hire local eminent personalities or experts as master instructors in vocational subjects. This is expected to result in increased demand of master trainers. Increased supply of quality trained instructors: the National Curriculum Framework for Teacher Education (NCFTE) will be included in teacher education curricula for vocational education. This is expected to increase the quality and number of trained trainers

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ICT - ROLE IN HIGHER EDUCATION

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Now a days education pattern is changed from simple delivering lecture by using books to the use of projectors, internet, computers and this has enhanced the creativity in students. Not only education ICT has made us a global society as people can interact and communicate efficiently. The paper explains ICT , a term used for all kinds of technologies which enable users to create, access and manipulate information. The paper also covers its role and challenges faced while implementing the ICT in higher education system.

Introduction

ICT a combination of information technology and communications technology have paved the way for revolutionary change in higher education which is responsible for rapid development in changing methodologies and concept. The technology is changing day by day and provide access to vast volume of information. With the rapid growth of an interconnected world, the interactions among devices, systems, and people are growing rapidly and for that proper combination of technology and communication is indispensable .

ICT has taken over every aspect of our daily lives . Now a days mobile phones, desktop computers, hand held devices, emails and the use of Internet has become a central part of our culture and society. ICT has made us a global society, where people can interact and communicate swiftly and efficiently.

Examples of (ICT) tools are emails, instant messaging (IM), Chat rooms and social networking websites, such as Facebook and Twitter, Skype, iPhones, cellular phones and similar applications.

Various researchers have demonstrated the role of ICT as it can help students to deepen the knowledge, engage them in constructing their own knowledge, and support the development of complex thinking skills. However, other researchers have also said that ICT alone cannot create this kind of teaching and learning environment. Teachers must know how to structure lessons, select resources, guide activities, and support this learning process; many traditionally-trained teachers are not prepared to take on these tasks while some experts say that due to the higher cost associated with the implementation of ICT , absence of technologies is seen in education .

ICT has many characteristics which are not available in traditional teaching. These characteristics are listed below-

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- Making education flexible
- Learner autonomy
- Large and qualitative content
- Effective and efficient teaching learning
- Large mass covered
- Making the pool of learners
- More planned and organized system of education

ICTs currently available to schools and universities can be implemented to enhance students' overall learning experiences in numerous ways. These are-

- Unlike the traditional classroom that is locked at the end of the day, ICT allow students to access educational resources from anywhere at any time. This increased access to resources is specially valuable to students .
- It helps connect one student to other student. This ability to network is especially important for students in rural areas and students in developing countries.
- With the arrival of ICTs, learning has become Web-based. As a result, ICTs have started to replace correspondence schools.
- One of the most common uses of ICTs in education is to supplement the traditional learning.
- ICTs allow students to access educational resources from anywhere at any time. This increased access to resources is especially valuable for students with special needs and those students who live in rural areas or developing countries.
- Many educators deliver information to their students in the form of lectures. ICTs allow students to access information through videos, pod casts, and a variety of other interactive media, which creates a more engaging learning experience for students.
- ICTs make possible learning characterized by a time lag between the delivery of instruction and its reception by learners. Online course materials are available and can be accessed 24 hours a day, 7 days a week. Additionally, certain types of ICTs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners .
- Through ICT teachers and learners need to rely solely on printed books and other materials in physical media housed in libraries which are available in limited quantities for their educational needs. With the help of Internet, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at anytime of the day and by an unlimited

number of people. This is particularly significant for many schools in developing countries, and even some in developed countries, that have limited and outdated library resources.

- ICT also help in improving the quality of education by enhancing teachers training and by increasing motivation in learner. ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process. Interactive radio likewise makes use of sound effects, songs, dramatizations, comic skits, and other performance conventions to compel the students to listen and become involved in the lessons being delivered. More so than any other type of ICT, networked computers with Internet connectivity can increase learner motivation as it combines the media richness and interactivity of other ICTs with the opportunity to connect with real people and to participate in real world events.
- It helps in facilitating the acquisition of basic skills. The transmission of basic skills and concepts that are the foundation of higher order thinking skills and creativity can be facilitated by ICTs through drill and practice. Educational television programs such as Sesame Street use repetition and reinforcement to teach the alphabet, numbers, colors, shapes and other basic concepts. Most of the early uses of computers were for computer-based learning (also called computer-assisted instruction) that focused on mastery of skills and content through repetition and reinforcement

Although ICTs can enhance student learning in many ways, there are some disadvantages associated with implementing these technologies in schools and universities around the world. Some of these disadvantages include:

- Implementation of ICTs in the education sector can be quite costly regarding updating existing infrastructures, training teachers and developing quality course materials.
- Many teachers are unfamiliar with using ICTs in the classroom and are resistant to incorporating such technologies into their established pedagogies. To succeed, the use of ICTs in education needs to be supported by well-trained teachers.
- At present no studies have been conducted that show the use of ICTs in an educational sector and in increasing individual student achievement

Conclusion

ICT is the demand of education system as well as of society. ICT lead to the development of students. Necessary changes are required in an education pattern and these change begins by deeply reshaping life in the classrooms—from educators’

beliefs about learning to the relationships that make up the school community But, the responsibility for change cannot rest solely on the shoulders of the teachers; bringing various dimensions are there like investment, physical and technical infrastructure, human resources, curricular frameworks and standards but effective implementation of the dimensions lead to better education system which inturn will affect the growth of our society.

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ROLE OF ICT IN HIGHER EDUCATION

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Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. ICT has become an integral part of today's teaching learning process. Effective use of technology can motivate students, make our classes more dynamic and interesting and renew teacher enthusiasm as they learn new skills and techniques. The role of ICT in higher education is becoming more and more important and this importance will continue to grow and develop in 21st century. The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning. The adoption and use of ICTs in education have a positive impact teaching, learning and research. The higher education system in India suffers from several deficiencies though it has attempted in many ways to grow after independence. Higher education is considered to play a key role in the development of a country as it has the power to build knowledge based society and in this direction, Information and Communication Technology (ICT) can play a critical role to accelerate the pace of creating new knowledge. The introduction of ICT in the higher education has had a profound implication for the whole education process, especially in dealing with key issues of access, equity, management, efficiency, pedagogy and quality. This paper highlights the various impacts of ICT on higher education and explores various potential future developments.

Introduction

Information communication technologies (ICT) at present are influencing every aspect of human life. They are playing salient roles in work places, business, education, and entertainment. Moreover, many people recognize ICTs as catalysts for change; change in working conditions, handling and exchanging information, teaching methods, learning approaches, scientific research, and in accessing information communication technologies. In this digital era, ICT use in the classroom is important for giving students opportunities to learn and apply the required 21st

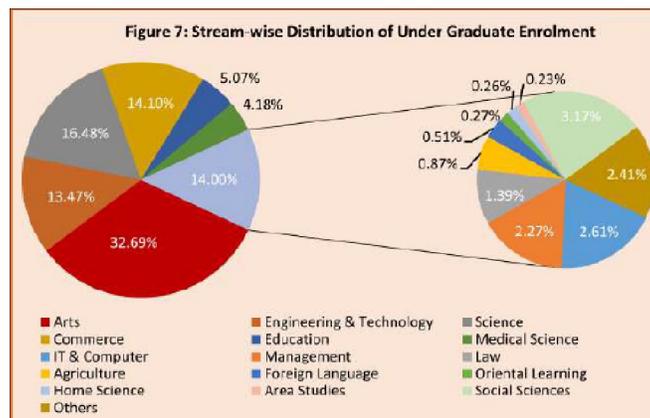
century skills. ICT improves teaching and learning and its importance for teachers in performing their role of creators of pedagogical environments. ICT helps of a teacher to present his teaching attractively and able to learn for the learners at any level of educational programmes. Today in India teaching training programmes making useful and attractive by the term of ICT. s. The integration of ICTs in teaching in general and teacher education in particular is the need of the day. The use of ICTs can make substantial changes both for teaching and training mainly in two ways; firstly, the rich representation of information changes learner's perception and understanding of the context. Secondly; the vast distribution and easy process access to information can change relationships between teachers and taught Information and Communication Technologies (ICTs) exemplified by the internet and interactive multimedia are obviously an important focus for future education and need to be effectively integrated into formal teaching and learning – especially in a teacher education institution as well as higher education institution.

Higher Education

India has over 993 universities and approximately 40,000 colleges, reflecting the overall severe fragmentation and small size of HEIs currently in the country. Remarkably, over 40% of all colleges in the country run only a single programme, far from the multidisciplinary style of higher education that will be required in the 21st century. In fact, over 20% of colleges have enrolment below 100, while only 4% of colleges have enrolment over 3000. Some of the reasons for fragmentation of the higher education system in India are: Total enrolment in higher education has been estimated to be 37.4 million with 19.2 million male and 18.2 million female. Female constitute 48.6% of the total enrolment. Gross Enrolment Ratio (GER) in Higher education in India is 26.3%, which is calculated for 18-23 years of age group. GER for male population is 26.3% and for females, it is 26.4%. For Scheduled Castes, it is 23% and for Scheduled Tribes, it is 17.2% as compared to the national GER of 26.3%. Distance enrolment constitutes about 10.62% of the total enrolment in higher education, of which 44.15% are female students. About 79.8% of the students are enrolled in Undergraduate level programme. 1,69,170 students are enrolled in Ph.D. that is less than 0.5% of the total student enrolment. Maximum numbers of Students are enrolled in B.A. programme followed by B.Sc. and B.Com. programmes. 10 Programmes out of approximately 187 cover 80.3% of the total students enrolled in higher education. At Undergraduate level the highest number (35.9%) of students are enrolled in Arts/ Humanities/Social Sciences courses followed by Science (16.5%), Engineering and Technology (13.5%) and Commerce (14.1%) At Ph.D. level, maximum number of students are enrolled in Science stream followed by Engineering and Technology. On the other hand at Post Graduate level maximum students are enrolled in Social Science stream and Management comes at number two. Uttar Pradesh comes at number one with the highest student enrolment followed

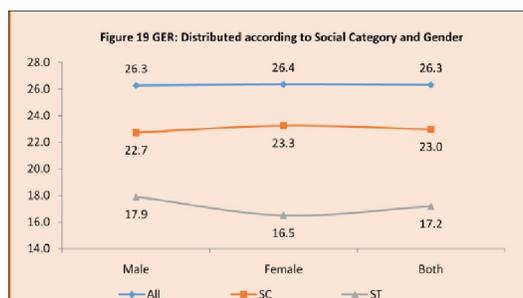
by Maharashtra and Tamil Nadu. v Scheduled Casts students constitute 14.9% and Scheduled Tribes students 5.5% of the total enrolment. 36.3% students belong to Other Backward Classes. 5.2% students belong to Muslim Minority and 2.3% from other Minority Communities. The total number of foreign students enrolled in higher education is 47,427. The foreign students come from 164 different countries from across the globe. The top 10 countries constitute 63.7% of the total foreign students enrolled. Highest share of foreign students come from the neighbouring countries of which Nepal is 26.88% of the total, followed by, Afghanistan (9.8%), Bangladesh (4.38%), Sudan (4.02%), Bhutan constitutes (3.82%) and Nigeria (3.4%). There are more than 78.0% colleges running in Private sector; aided and unaided taken together, but it caters to only 66.4% of the total enrolment. The total number of teachers are 14,16,299, out of which about 57.8% are male teachers and 42.2% are female teachers The average number of females per 100 male non-teaching staff is 49. 40,813 students were awarded Ph.D. level degree during 2018 with 23,765 males and 17,048 females. B.A. (23.3 Lakh) degree has been awarded to maximum number of students. B.Sc. (11.6 Lakh) is the second highest followed by B.Com. (9.6 Lakh). At Post Graduate level M.A. pass number of students is maximum followed by M.Sc. and M.B.A. The highest number of students (23.3 Lakh) have graduated in Arts courses. At Ph.D. level, maximum numbers of students out-turn is in Science stream followed by Engineering and Technology. On the other hand at PG level maximum students out-turn is observed in Social Science and Management stream comes at number two. The share of Ph.D. student is highest in State Public University (34.3%) followed by Institute of National Importance (21.6%), Deemed University-Private (21.6%) and State Private University (13.4%). Share of female students is lowest in Institutions of National Importance followed by State Private Open Universities, Deemed Universities-Government.

(AISHE Final Report 2018-19)



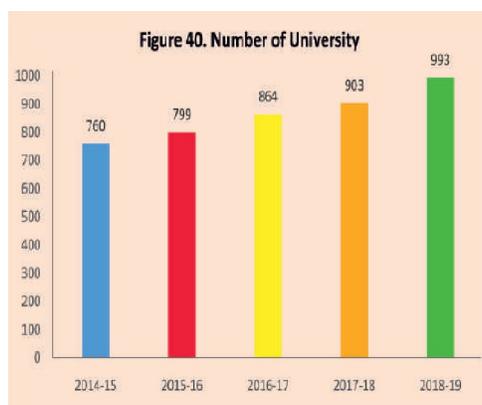
Picture:1

(AISHE Final Report 2018-19)



Picture:2

(AISHE Final Report 2018-19)



Picture:3

It is evident from the *picture 1* that stream wise distribution of students in Arts is 32.9%, 14.10% in commerce. It is evident from the *picture 2* that GER distribution of students in social category and gender is 26.3%. It is evident from the *picture 3* that numbers of university in 2018-19 are 993 and in 2014-15 was 760.

ICT Initiatives of MHRD, Government of India: MHRD, Government of India has taken various initiatives for ICT. ICT in higher education has played a vital role for the development of education.

- 1. National Digital Library (NDL):** Ministry of Human Resource Development (MHRD) under its National Mission on Education through Information and Communication Technology (NMEICT) has initiated the National Digital Library of India (NDL India) pilot project to develop a framework of virtual repository of learning resources with a single-window search facility. Filtered and federated searching is employed to facilitate focused searching so that learners can find out the right resource with least

effort and in minimum time. NDL India is designed to hold content of any language and provides interface support for leading Indian languages. It is being arranged to provide support for all academic levels including researchers and life-long learners, all disciplines, all popular form of access devices and differently-abled learners. It is being developed at Indian Institute of Technology Kharagpur.

2. **E PG Pathshala:** e-PG Pathshala is an initiative of the MHRD under its National Mission on Education through ICT (NME-ICT) being executed by the UGC.
3. **Shodhganga platform:-** Theses and dissertations are known to be the rich and unique source of information, often the only source of research work that does not find its way into various publication channels. Theses and dissertations remain an un-tapped and under-utilized asset, leading to unnecessary duplication and repetition that, in effect, is the anti-theses of research and wastage of huge resources, both human and financial.
4. e-ShodhSindhu platform
5. Virtual lab project

Benefits of ICT in Higher Education

Use of ICT in education presents a unique opportunity to solve multitude of challenges quickly as well as at low rate. Here is an overview of advantages of an ICT:-

- 1.1 **Motivating Factor:-** The internet can act as a motivating tool for many students. Young people are very captivated with technology. Educators must capitalize on this interest excitement and enthusiasm about the Internet for the purpose enhancing learning. For already enthusiastic learners, the internet provides them with additional learning activities not readily available in the classroom.
- 1.2 **Fast communication:-** The internet promotes fast communication across geographical barriers. Students can join collaborative projects that involve students from different states, countries or continents.
- 1.3 **Co-operative learning:** The internet facilitates co-operative learning, encourages dialogue and creates a more engaging classroom.
- 1.4 **Locating Research materials:-** Apart from communication, research is what takes many people to the internet. There are many resources on the internet than the school library can provide.
- 1.5 **Acquiring varied writing skills:-** If students are required to publish their work on the internet, they have to develop hypertext skills. These skills help students gain experience in non sequential writings.

Other benefits in education: There are various benefits for students, employer and government.

For Students:

- Increased access,
- Flexibility of content delivery,
- Combination of work and education,
- Learner-centered approach,

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- Higher quality of education and new ways of interaction.

For Employer:

- High quality, cost effective professional development in work place,
- Upgrading of employee skills, increased productivity,
- Developing of a new learning culture,
- Sharing of costs and training time with the employees,
- Increased portability of training.

For Government:

- Increase the capacity and cost effectiveness of education and training systems,
- To reach target groups with limited access to conventional education and training,
- To support and enhance the quality and relevance of existing educational structures,
- To ensure the connection of educational institutions and curricula to the emerging networks and information resources,
- To promote innovation and opportunities for lifelong learning.

Conclusion

ICT play vital role as a strong agent for change among many educational practices i.e conducting online exam, pay online fees, accessing online books and journals. Thus ICT in Higher education improves teaching learning process, provides the facility of online learning to thousands to thousands of learners who cannot avail the benefits of higher education due to several checks, such a time, cost, geographical location etc. Once again ICT serve to provide the means for much of this activity to realize the potential it holds.

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AN EDUCATIONAL SURVEY ON PRESENT STATUS AND AWARENESS OF DIABETES MELLITUS IN URBAN AND RURAL AREAS OF DISTRICT RAMPUR

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Diabetes mellitus is the most widely prevalent disorder in the world and its incidence is scarce in India. The aim of this study was to assess the current status, awareness and complication about the disorder in urban and rural areas of district Rampur. Out of the total patients (25.5%; n=1000) the percentage of male and female patients was 22.0% and 45.6% respectively from urban areas while 10.8% male and 23.6% females from rural areas. The male patients were found to be lower (16.4%) than the female patients (34.6%). Most of the patients (34.1%) were found between 50-60 ages and least (1.5%) was found between 20-30 ages. Most of the patients 26.2% were found to be obsessed, 20.7% had family history and 16.4% had irregular lifestyle. Regarding complications, 78.3% of the participants knew that diabetes could affect body organs and urban resident (82.8%) had better knowledge than the rural resident (73.8%). Whereas 23.9% patients were found with Hypercholesterolemia, 21.9% found with Heart Disease, 16.8% had eye related problems and 13.3% were suffering from kidney problems. More than half participants (53.1%) reported that they knew about a condition called diabetes. However, urban residents had better awareness (63.0%) than rural residents (43.2%) as well as male population had better awareness (53.5%) than female population (46.5%). Out of the total participants, 80.6% (urban: 42.3%; rural: 38.3%) knew that the prevalence of diabetes is increasing nowadays while 78.5% was aware that diabetes could be prevented.

Introduction

Diabetes mellitus is a disorder commonly cause by hyperglycemia and glucose intolerance, due to of lack of insulin or defective insulin secretion (Sicree et al. 2006, Shillitoe 1988, Votey and Peters 2004). Commonly diabetes mellitus has two types i.e. type 1 and type 2. Type 1 is mostly affects the younger age groups and has only a minority effect on the total burden of diabetes in a population, although incidence of type 2 is increasing in both rich and poor countries (Sicree et al. 2006). The discovery of pancreas role in diabetes was made by Joseph Von Mering and Oskar Minkowski (1889). In 1921, Frederick Grant Banting and Charles Herbert Best isolate the insulin from pancreases successfully and leading to the availability of an effective treatment of diabetes mellitus.

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According to WHO (1994) developed countries / high-income countries have dominance on developing countries / low-income countries by accounting 85 to 95% of all type 2 diabetes. It is currently a common and serious health concern globally. This problem has been aggravated by rapid cultural and social dynamics, ageing populations, increasing urbanization, dietary changes, reduced physical activity and other unhealthy lifestyle. Diabetes mellitus now found in almost every population in the world and epidemiological evidence suggests that, without effective prevention and control programmes, diabetes will likely continue to increase globally (WHO, 1994). In 2015, the International Diabetes Federation reported that type 2 diabetes (T2D) was the fourth leading cause of death worldwide, with 415 million people affected. The debilitating effects of diabetes mellitus include various organ failures as well as progressive metabolic complications such as retinopathy, nephropathy and neuropathy (Piero 2006). Diabetics are accompanied by risk of cardiovascular, peripheral vascular and cerebro-vascular diseases. These complications reduce both life expectancy and quality of life (Ashcroft and Ashcroft 1992, Collins 2002 and Votey and Peters 2004). Several pathogenetic processes are involved in the development of diabetes, including destruction of pancreatic β -cells that lead to lowered sensitivity of insulin action (WHO, 1999; Votey and Peters, 2004).

According to Gassasse et al. (2017) increasing urbanization is directly associated with increasing prevalence of diabetes type 2. Urbanization, obesity, Physical inactivity, Gross domestic Productivity (GDP), overall sugar consumption is directly connected with diabetes. Higher obesity prevalence cause higher levels of physical inactivity and lower the GDP are significantly associated with higher prevalence of diabetes. According to Anjana et al. (2017) the overall prevalence of diabetes in India is 7.3% (7.0–7.5). The overall prevalence of diabetes is higher in urban areas (11.2%, 10.6–11.8) than in rural areas (5.2%, 4.9–5.4). Age, male sex, obesity, hypertension, and family history of diabetes were independent risk factors for diabetes in both urban and rural areas. According to the 2019 National Diabetes and Diabetic Retinopathy Survey report released by the Ministry of Health and Family Welfare, the prevalence was found to be 11.8% in people over the age of 50. The prevalence of diabetes is 6.5% among the adults below the age of 50 years, according to the DHS survey. The prevalence was similar in both male (12%) and female (11.7%) populations but high prevalence of diabetes is reported in urban areas (9%) then in rural areas (3%). Only about one-third of type 2 diabetics in India are overweight or obese. A study in 2004 suggests that the prevalence of type 2 diabetes in Indians may be due to environmental and lifestyle changes resulting from industrialization and migration to urban environment from rural. The majority of diabetes cases are of type 2. In order to control diabetes in India, Government of India initiated the National Program for Prevention and Control of Cancer, Diabetes,

Cardiovascular Diseases, and Stroke (NPCDCS) in 2010. It aims to set up outreach camps for opportunistic screening at all levels in the health care delivery system for early detection of diabetes, among other illnesses.

The aim of this study is to assess the current status, awareness and knowledge of various aspects of diabetes mellitus and its complications in urban and rural areas with the correlation of lifestyle risk factors (like physical inactivity, sugar consumption and obesity) among the peoples of district Rampur.

Methodology

This study was done during the period from 1st November to 30th November 2020 in Rampur district (a city of western UP, India). The methodology is accepted from Alanazi et al. (2017). During the survey a cross-sectional study was carried out and a total of 1000 representative sample from male and female citizens (Urban and Rural both) from different age groups (20-80 years) was included in the study. We took systemically random samples from the attendees of five randomly chosen primary health care centers, of whom 500 were females and 500 were males (250 from each rural and urban area). Data were collected by means of personal interview and a well-constructed questionnaire was administered for each diabetic patient (male or female) covering the following category: age, sex, residence, education level, physical activity, knowledge of what diabetes is, causes, complications, management and prevention measures of DM, whether the participant has / had a family member who is / was diabetic (i.e. family history), duration of illness since diagnosis of diabetes was established, concurrent morbidities with diabetes mellitus. The primary focus of awareness was on the risks associated with unhealthy diet, obesity, junk food, smoking, tobacco, urbanization and physical inactivity. Filled questionnaires were reviewed for completeness and accuracy before data entry, and then the data were analyzed by some statistical tools. This study was completely based on the permission and approval of the randomly chosen primary health care centers situated in Rampur district. Participants were informed that participation was completely voluntary, no name was recorded on the questionnaires and all of the personal information of participants was kept confidential.

Questions used for obtaining data regarding knowledge and awareness of diabetes were as follows:

1. Have you heard of a condition called diabetes? Yes / No
2. Do you think the prevalence of DM is increasing? Yes / No
3. Do you think diabetes can affect other body organs? Yes / No
4. If yes, which organs? Eyes / Heart / Lungs / Stomach / Kidneys / Feet / Brain / Hands / Nerves / Others (Specify) / Don't know

5. What are the risk factors for diabetes? Obesity / High BP / Family history / Consuming more sweets / Irregular lifestyle / Mental stress / Others (Specify) / Don't know
6. Can diabetes be prevented? Yes / No / Don't know
7. If yes, how can it be prevented? Diet / Exercise / Others (Specify).
8. Have you ever listen about type of diabetes and Insulin? Yes / No
9. If yes, what is the role of insulin in treatment of diabetes?
10. What measures you use for care and avoid of diabetes?

Analysis and Conclusion

A total of 1000 participants were interviewed, among them frequency of DM was 22.0% (n=250) males and 45.6% (n=250) females from urban areas while 10.8% (n=250) male and 23.6% (n=250) females from rural areas (Table 1). Whereas 33.8% (n=500) of DM patients (male and female both) are detected from urban areas while 17.2% (n=500) patients are found in rural areas. It is noteworthy that the overall male patients were more (16.4%) than the female patients (34.6%). Hence, the total frequency of DM patients in district Rampur is 25.5%.

Most of the patients were found to be obsessed (26.2%), while 20.7% of the patients had family history of DM, 17.6% were found use to of smoking / alcohol and tobacco, 16.4% had irregular lifestyle (inactivity), 11.3% used junk food excessively where as no causes were found in 7.4% of the patients (Table 2). Diabetes Mellitus is not only a disease rather it creates many complication like Hypercholesterolemia, Cardiac vascular disease, Hypertension, Kidney related problem or Nephropathy, eye related problems like Cataract or Retinopathy or sometimes causes nerve damage or neuropathy, etc (Table 2). Out of the total 255 patients from 1000 interviewed 23.9% were found with Hypercholesterolemia, 21.9% found with Heart Disease, 19.2% had Hypertension, 16.8% had eye related problems like Retinopathy or Cataract, 13.3% were suffering from kidney related problems or Nephropathy and only 4.7% had neuropathy or nerve damage.

Diabetes Mellitus is an age related disease and this fact is proved by this study (Fig. 1). However the causes like obesity, hereditary, smoking, irregular life style etc are also play important role and act like as supplement for this disease. During the study out of the 255 DM patients only 04 (1.5%) were found between the age of 20-30 years, 21 (8.2%) found between 30-40 years, 46 (18%) found between 40-50 years, 87 (34.1%) found between 50-60 years, 56 (21.9%) found between 60-70 years and 29 (11.3%) patients were found between 70-80 years. So the data clearly shows that most of the patients were found between 50-60 years and least patients were found between 20-30 years.

Risk factors, awareness and preventive measures were assessed by asking some questions. Overall more than half, i.e. 53.1% (n=1000) of the total participants reported that they knew about a condition called diabetes. The corresponding figures for urban and rural residents were 63.0% (315/500) and 43.2% (216/500) respectively (Figure 3). Urban residents had better awareness rates than rural residents (in both genders). However, Male population had better awareness (53.5%) than female population (46.5%). When awareness of diabetes was assessed among individuals on the basis of literacy (Figure 2) and in those who had no formal schooling (illiterates), overall only 23.7% of illiterate individuals reported that they have heard about a condition called diabetes compared with 52.2% of literate individuals (urban: 78.5% and rural: 37.5%). Of the total population, 80.6% knew that the prevalence of diabetes was increasing nowadays. The corresponding figures for urban and rural residents were 42.3% and rural: 38.3% respectively. Among the total participants 78.5% (n=1000) was aware that diabetes could be prevented. Of these, 23.4% said that “exercise” could prevent diabetes (urban: 55.6% and rural: 13.5%), 25.4% said “diet,” (urban: 85.6% and rural: 47%) while 29.7% said that both “diet and exercise” (urban: 87.2% and rural: 66.5%) could prevent diabetes (Figure 2).

Regarding complications, 78.3% out of the total participants (urban: 82.8% and rural: 73.8%) knew that diabetes could affect other organs. Knowledge of the organs affected by diabetes is shown in Table 3. Among the participants who answered the affirmative question “Do you think diabetes can affect other organs?”, the most common organs reported were the eyes - 18.6% (urban: 19.6% and rural: 17.6%), feet - 16.5% (urban: 17.4% and rural: 15.6%), kidneys - 13.0% (urban: 14.6% and rural: 11.4%), heart - 11.5% (urban: 13.4% and rural: 9.6%) and nerves - 9.8% (urban: 10.2% and rural: 9.4%). Other reported complications included lung problems – 3.9% (urban: 3.6% and rural: 4.2%), brain diseases - 2.8% (urban: 2.2% and rural: 3.4%), stomach disorders - 1.6% (urban: 1.2% and rural: 2.0%) and Liver disease – 0.6% (urban: 0.6% and rural: 0.6%). Comparison regarding the various complications suggested that urban resident had better awareness than the rural resident.

The knowledge of the risk factors for diabetes is shown in Table 4. The major causative risk factor for diabetes was stated as consuming more sweets by 18.2% (urban: 18.6% and rural: 17.8%); overweight or obesity was listed only by 19.1% (urban: 19.4% and rural: 18.8%); family history of diabetes by 17.3% (urban: 17.4% and rural: 17.2%); lack of physical activity by 15.9% (urban: 16.2% and rural: 15.6%); irregular diet by 14.7% (urban: 14.8% and rural: 14.6%); high blood pressure by 5.6% (urban: 4.4% and rural: 6.8%); mental stress by 4.6% (urban: 4.8% and rural: 4.4%) and irregular lifestyle by 2.4% (urban: 2.8% and rural: 2.0%). However, some participants 2.2% (urban: 1.6% and rural: 2.8%) used the option “can’t say” about the causative risk factor for diabetes. The knowledge of the risk factors in both the residents was more or less same.

Table 1: Showing the overall data of DM patients found during the survey (n=1000).

Category	Sex	No. of Participants	No. of patients found	% of Patients
Urban	Male	250	55	22.0%
	Female	250	114	45.6%
Total		500	169	33.8%
Rural	Male	250	27	10.8%
	Female	250	59	23.6%
Total		500	86	17.2%
Grand Total		1000	255	25.5%

Table 2: Showing the data of DM patients with valid reasons and related complications.

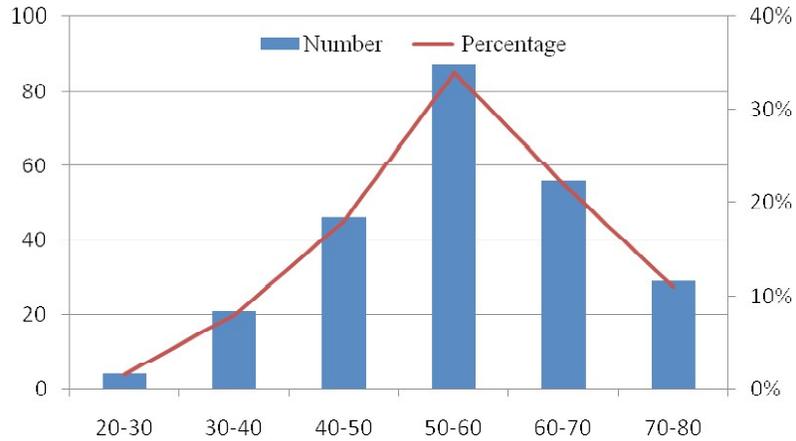
Causes of DM found in the patients			Complication of DM found in the patients		
Obesity	67	26.2%	Hypercholesterolemia	61	23.9%
Family History	53	20.7%	Heart Disease	56	21.9%
Smoking/ Alcohol	45	17.6%	Hypertension (BP)	49	19.2%
Irregular lifestyle	42	16.4%	Retinopathy	43	16.8%
Junk Food	29	11.3%	Nephropathy	34	13.3%
Age Factor	19	7.4%	Neuropathy	12	4.7%

Table 3: Showing the awareness regarding the diabetes could affects body organs.

Organs Affected	Region wise (n=500)				Total (n=1000)	
	Urban		Rural			
Eyes	98	19.6%	88	17.6%	186	18.6%
Feet	87	17.4%	78	15.6%	165	16.5%
Kidney	73	14.6%	57	11.4%	130	13.0%
Heart	67	13.4%	48	9.6%	115	11.5%
Nerve	51	10.2%	47	9.4%	98	9.8%
Lung	18	3.6%	21	4.2%	39	3.9%
Brain	11	2.2%	17	3.4%	28	2.8%
Stomach	06	1.2%	10	2.0%	16	1.6%
Liver	03	0.6%	03	0.6%	06	0.6%
Grand Total	414	82.8%	369	73.8%	783	78.3%

Table 4: Showing the awareness regarding the major causative risk factor for diabetes.

Major Causes	Region wise (n=500)				Total (n=1000)	
	Urban		Rural			
Sweets	93	18.6%	89	17.8%	182	18.2%
Obesity	97	19.4%	94	18.8%	191	19.1%
Family History	87	17.4%	86	17.2%	173	17.3%
Physical Inactivity	81	16.2%	78	15.6%	159	15.9%
Irregular Diet	74	14.8%	73	14.6%	147	14.7%
High BP	22	4.4%	34	6.8%	56	5.6%
Mental Stress	24	4.8%	22	4.4%	46	4.6%



Irregular lifestyle	14	2.8%	10	2.0%	24	2.4%
Can't say	08	1.6%	14	2.8%	22	2.2%

Figure 1: Showing the age wise number and percentage of DM patients found during the survey.

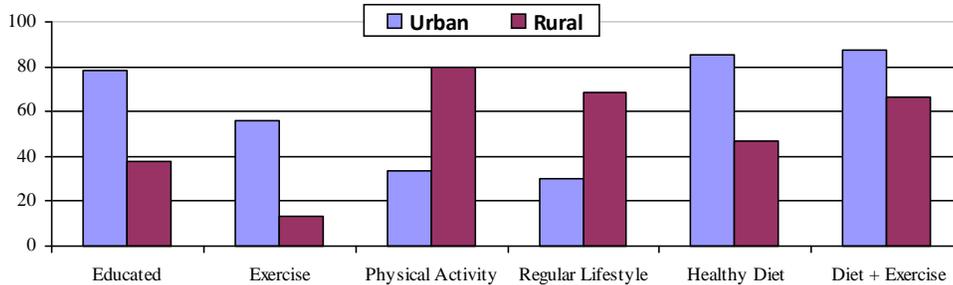


Figure 2: Showing the awareness of participants according to various questionnaires.

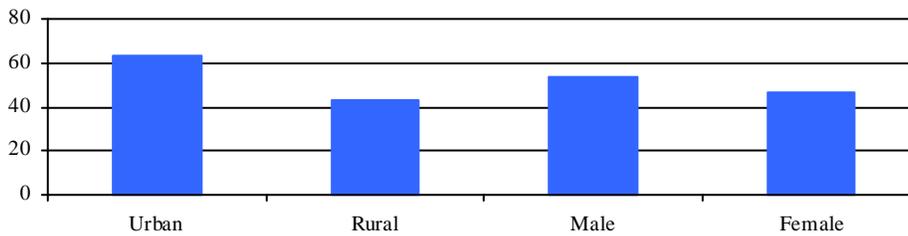


Figure 3: Showing the overall awareness of diabetes according to region wise and gender wise.

Discussion

Analysis of data reveals that the DM patients are increasing more rapidly in urban areas than in rural areas. In Rampur 33.8% of the patients were found in the city while 17.2% patients were found in rural area. Gender wise data suggests that the male patients (urban 22%, rural 10.8%) were less in number than the female patients (urban 45.6%, rural 23.6%) in both areas. It clearly shows that the rate of affection of DM in female patients is very high. The total percentage of patients in district Rampur was 25.5% and may increase if we increase the number of participants. From the data we found that the most valid causes of DM found in the patients are obesity, family history, irregular life style, irregular diet and loss of physical activity. These causative risk factors play important role to supplement the disease. Diabetes Mellitus is not only a disease rather it creates many complication like Hypercholesterolemia, Cardiac vascular disease, Hypertension, Kidney related problem or Nephropathy, eye related problems like Cataract or Retinopathy or sometimes causes nerve damage or neuropathy, etc. Obesity is the primary reason for DM and it causes hypercholesterolemia and heart disease. Most of the patients are found obese with high cholesterol and heart related problems. Normally the chance of having DM is increases with the increasing age. Most of the patients 87 (34.1%) of DM are found between the age 50-60 years and above (Fig. 1).

The data of awareness program suggests that most of the urbanized people are educated and aware (Figure 2 and 3). Mostly urbanized people found with irregular lifestyle and loss of physical activity. In comparison, the rural people were not more educated and not aware but they had regular life style with healthy diet and physical activity. Most of the respondents thought that lack of physical activity, excessive use of sweets and obesity were the major risk factors of DM, some people thought that it was a genetic disease while some thought that it occurs through unhealthy diet and irregular lifestyle. The majority of the participants believed that the DM can be prevented by combination of healthy diet, exercise and medication, and more than half of the total said that weight loss and modification of life style were the most important preventive measures of DM.

Another matter of concern is that more than 70% of the population was aware that diabetes could be prevented. Awareness of the major risk factors for diabetes, such as overweight, family history of diabetes, lack of physical activity and high blood pressure was well. Unless the public knows that diabetes can be prevented and are aware of risk factors, primary prevention of diabetes is unlikely to become feasible. It is noteworthy that obesity was reported as a major risk factor for diabetes by majority of the participants. With rapid epidemiological transition in urban areas, obesity is rapidly replacing underweight as a health problem. Thus it will take massive efforts to teach the population at large about the ill-effects of obesity including diabetes and this has emerged as a public health message from this study. This study also

emphasizes the need for comprehensive diabetes education through awareness programs for all diabetic subjects. Education about risk factors, complications, diet control, physical activity, regular checkups and screening will go a long way in achieving better control of diabetes and thus reduce the burden due to diabetes complications. The National Program for Control of Diabetes, Cardiovascular Disease and Stroke is presently being rolled out all over the country and this program can help improve diabetes awareness levels at a national level.

Conclusion

Such data on knowledge and awareness levels are extremely important to plan public health policies aimed at preventing and controlling diabetes at the national and state level in India. Health education is considered an essential component to improve knowledge and change behavior; there is evidence that people affected by diabetes often have inadequate knowledge about the nature of diabetes, its risk factors and associated complication. In summary, the present study provides a snapshot of the current situation of knowledge and awareness of diabetes in district Rampur. The study emphasizes the need for improvement in knowledge and awareness both among the general population as well as diabetic subjects in order to achieve prevention and better control of diabetes and its complications.

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THE IMPORTANCE OF WOMEN EDUCATION IN NEP 2020

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India is a land of contradictions and inexplicable contortions. It is the land where women are worshipped as goddesses, and yet year after year, the number of women per thousand men in India continues to reflect what Indians really think about women. The State of World Population report 2020, by UNFPA, states that there are 924 women per 1,000 men in India. This is due to sex-selective abortions, rampant in urban and rural India alike. And for those girls who survive, things turn more and more terrible with every passing year of their lives.

It is a small wonder, then, that in the area of education too, girls are especially disadvantaged. In a country where the literacy rate is 74.37%, the female literacy rate continues to lag behind significantly, at 53.7%, with a gap of 21.6% points at the national level. The girl child faces many layers of impediments in receiving a quality education. One of the fundamental barriers that the girl child has to tackle is the inherent bias favoring the male child in Indian households, which makes families unwilling to spend on the education of the girl child. The girl child is usually expected to learn domestic chores and help with housekeeping and caring for younger siblings. There is a perceptible difference in school dropout rates based on gender.

As a girl child grows older, safety issues become even more pertinent, and a long journey to school often poses a real threat to life and liberty for the child, making continued education a hazardous proposition. In India, child marriage, too, remains an unfortunate reality; according to a UNICEF report, nearly 27% of girls get married under the age of 18 every year, and this is likely to be pushed up by 20% due to the COVID-19 induced lockdown and subsequent migrant crisis this year. All these myriad problems riddle a girl's life, stealing from her childhood, the fun-filled, care-free days of school that is every child's birthright.

The New Education Policy (NEP) 2020, India's first education policy of the 21st century, could be a thin ray of hope for the seemingly unremitting darkness in the quest for girls' education. The policy seeks to address the many shortcomings of our existing education system and sets itself lofty ideals to this end. It endorses the UN Sustainable Development Goal 4, of free universal access to quality education, and promises to transform the Indian education system such that, by 2040, it will be second to none in the world.

India's National Educational Policy 2020 (NEP 2020), was approved by the Union Cabinet on 29 July 2020. This version of the policy replaces the previous National Policy on Education, 1986. NEP 2020 holds special significance for Lend A Hand India, because it strongly acknowledges the fact that exposure to

vocational education at middle and secondary school level is an essential. It capacitates students to make informed career and higher education choices as they grow up. The NEP 2020 states that important vocational skills such as carpentry, electric work, metal work, gardening, pottery, etc. will be sampled at school level to provide students with a hands-on experience of skills based occupations in the real world. The Policy also encourages 10-day bag-less school sessions with “local vocational experts” to help the students gain a better understanding of the vocation.

The policy recognizes teachers to be at the centre of the education system and promotes teacher welfare and on-the-job training as central to a vibrant and well-rounded schooling experience for children. It underscores the importance of nurturing a child’s cognitive development not in isolation, but in conjunction with other key capacities such as social, ethical, and emotional development. The policy aims to shift the lens of education such that it is rooted firmly in the traditional and profoundly varied knowledge and cultural heritage of India.

To that end, it has been recommended that the medium of instruction in schools, private as well as government, be made the local vernacular language of the region till Grade 5, but preferably till Grade 8. This decision is also in keeping with research results that demonstrate that children absorb and retain non-trivial information best when taught in their mother tongue. This is a brave and commendable stance to take, particularly at a time where increased Anglicisation of thought and culture seems to have become a global norm.

The government must be applauded for its nuanced move not only towards improving learning outcomes for children but also in its effort to revitalize Indian knowledge, languages, and traditions that may be at the risk of getting lost forever in an incessantly homogenizing world.

The girl child, too, has some reason to be hopeful. The policy recognizes the additional barriers in education that beset female education, particularly at the primary level. Four distinct Socio-Economically Disadvantaged Groups (SEDGs) are identified within the policy, and it is acknowledged that girls within each segment – approximately 50% of each group – face additional disadvantages due exclusively to their gender.

Important measures have been enlisted towards reducing the disparity of female dropouts in school – specifically by reinforcing the infrastructural credibility of government schools that will ensure the availability of safe, hygienic, and fully functioning toilets. Since personal safety becomes a key reason for female dropouts, provisions for the creation of walking groups and distribution of bicycles – proven to have improved female attendance in schools particularly in the higher grades by providing a safe mode of transportation – have been mentioned within the policy.

The National Education Policy 2020 is an ambitious project and an important one. Interestingly, it is also a source of much pride. The NEP seems to be a national

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endorsement of the work . The NEP’s focus on holistic education, along with the importance of cognitive capacities together with social, ethical, and emotional capacities.

The policy recognizes the importance of building community stakes and involvement in children’s education.. As the government itself maintains, “*padhega India, tabhi toh badhega India!*”

The government has prepared a draft national policy for women empowerment with a priority on their education, food security and nutrition. The Women and Child Development Ministry has prepared the draft policy after receiving suggestions from various stakeholders. The draft policy identifies the priority areas of food security, nutrition, education, economy (including agriculture industry, labour, employment, NRI women, service sector, science and technology), violence against women, governance and decision making. According to the draft policy, it aims to create an enabling environment for women through housing, shelter and infrastructure, drinking water and sanitation, media and culture, sports and social security. It states that it aims to empower women and envisions a society in which, women attain their full potential and are able to participate as equal partners in all spheres of life.

The draft policy also has provisions to promote environmental friendly, renewable, conventional energy, green energy sources for women in rural households.

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STATUS OF RESEARCH AND DEVELOPMENT ACTIVITIES AND PATENT GENERATION IN INDIAN SCENERIO

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In the world of innovation, India has an old reputation, yet it remains a minnow when it comes to R&D and patents. If over 600,000 applications were filed in the US and more than twice that number in China in 2017, in India, there were only 46,600 and patent grants came to just over 12,000 in a country of 1.37 billion people. The path to patents is paved with research and funding. While Indian companies, including startups, universities and research institutes need to direct their attention towards generating more patents if India has to emerge as a hub of inventiveness, it also calls for increased spend on research and development (R&D).

India spent just 0.7% of its gross domestic product (GDP) on R&D. Meanwhile, Japan, the US and China spent 3.2%, 2.8% and 2.1%, respectively. Recently, according to the Organization for Economic Co-operation and Development (OECD), India wants to more than double its R&D expenditure to at least 2% of GDP by 2022. Awareness about filing patents is low in India. The cutting-edge innovations currently taking place in the country have garnered the interest of international investors looking to leverage Indian ingenuity. This brings to the fore the need to understand the nuances of R&D and its contribution to India's growth story.

Now days Indian R&D is greatly evinced by foreign investors. The most commonly cited reason for this interest is the inherent ingenuity of research in India. India's highly skilled and educated demography provides a ready and capable workforce to engage in cerebral research. Recently, India produced the most number of graduates worldwide with 78 million fresh graduates, of which 2.6 million were from STEM (science, technology, engineering and math).

Introduction

Research and Development (R&D) is undertaken by companies and governments to foster innovation to develop new products or services, and/or to improve the existing product lines. R&D encompasses all activities within an organization geared towards increasing innovation, including, developing incubators, helping innovators take their innovations to scale and fostering an innovation ecosystem within the sector. Industrial houses and governments of different countries and groups spend a sizeable amount of their earnings upon research and development activities to create new products and obtain patents for them. The short-run motive is to get patents, and the long-run motive is to influence income growth of the countries. The empirical findings so far are skeptical on the effects of research and development (R&D) spending. Using VAR model for the panel data, it has been observed that R&D spending, number of patents and per capita income growth have no long-run equilibrium relations but in the short-run, income growth and number of patents make a cause to R&D spending. However, there are weak causation from patents and R&D spending to income growth rates. (Das, 2020)

Continuous efforts on research and development (R&D) create perpetual knowledge capital which is one of the bases of the economic growth to be endogenous. With the stock of physical capital, a country can grow through the creation of knowledge where knowledge capital is treated as the positive function of stock of physical capital. New inventions through efforts on R&D activities get protected by approval of patents rights. Further new research brings up new goods which are used as intermediate inputs for further invention and innovations. There is a continuous process of creation of variety of products under the system of monopolistically competitive market structure. The industrial houses or the R&D firms obtain patents for their new inventions through the laws of intellectual property rights and sell the monopolized products in the market to maximize profit. There are other benefits, too. Increase in R&D activities upon product innovations leads to increase in opportunities of income earnings from all fronts due to low cost of production through the spillover effects and positively affects level as well as growth of national incomes of the countries and the world as a whole (Kwack & Yang, 2006; Kuo & Yang, 2008; Gulmez, & Yardımcıyoğlu, F., 2012; Gocer, 2013; Gumus & Celikay, 2015; Das & Mukherjee, 2019).

Our India, a renowned country in the field of technology and innovation, spent just 0.7% of its gross domestic product (GDP) on R&D, which is 3.2%, 2.8% and 2.1% in Japan, US and China respectively. India lags far behind global leaders in patents. According to the Organization for Economic Co-operation and Development (OECD), 2017, India should spend at least 2% of GDP on R&D expenditure. Awareness about filing patents is low in India. (Seetharaman, G. 2019)

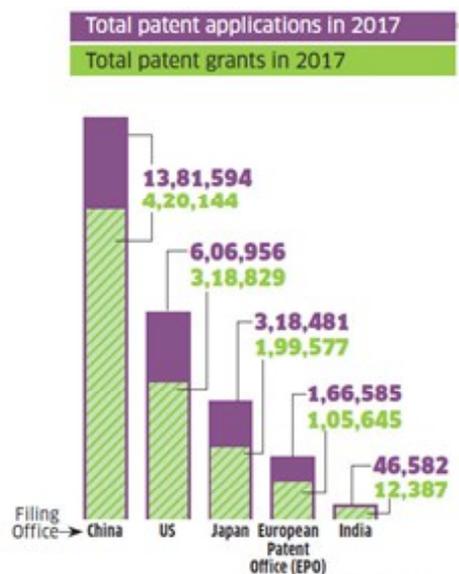


Fig.-1: A comparison of patent filing in different countries (Source World Intellectual Property Organization, WIPO)

Benefits of R&D

While innovation is greatly valued, there are a multitude of benefits of investing in R&D that go beyond innovation for innovation's sake.

- Firstly, investing in research and development ensures high market participation by the company. Market participation refers to the ability of the company to engage with its customer base and hook their interest by offering unique products. Such research and development may even lead to the creation of new markets.
- The creation of innovative products not only adds new revenue streams but also increases brand visibility. The costs associated with undertaking R&D activities can be surmounted by credibly seeking public sector grants for innovation and development. This also opens up avenues for collaboration and public-private partnerships.
- Additionally, investing in R&D can result in tax relief in certain geographies including India. The Government of India has provided an impetus to investments in R&D by way of various tax incentives. These incentives are available with respect to revenue and capital expenditures incurred by entities for carrying out R&D activities in relation to their businesses, including their contributions to various institutions for carrying out scientific research.

Types of R&D

In order to further understand what research and development entails, it would help to break it down into the types of R&D. Broadly, research and development can be categorized as follows- basic research, applied research and development research.

1. Basic research: It refers to experimental or theoretical work undertaken primarily to acquire new knowledge about the underlying foundation of varied phenomena and observable facts, without any particular application or use in view. For instance, research in pure mathematics, which may take the form of exploratory, descriptive or explanatory research, can be classified under the basic R&D category.

2. Applied research: Applied research is largely the same as basic research. However, it is undertaken with a specific practical aim or objective in mind. Applied research is an approach used in diverse fields ranging from business to medicine to education and beyond.

3. Development research: While the aforementioned two forms of research and development are focused on the acquisition of new knowledge, development research takes into consideration existing knowledge and employs it towards producing new materials, products or devices, installing new processes, systems and services, or improving existing ones substantially. It is critical to differentiate between development research and engineering at this juncture. While development research results in the design and actualization of prototypes and processes, engineering makes use of the end product(s) to produce commercial outputs.

Top Spending Industry in R&D

Recent studies have shown that the industries/sectors that spend the most on research and development are:

1. Healthcare: According to an article in Healthcare Finance, the healthcare industry spent \$ 782 billion on R&D in 2018 and is poised to have the highest R&D expenditure by 2020. The healthcare market in India is expected to be among the top 3 in the world by 2020 and therefore, presents a tremendous opportunity to investors within the sector. According to a study conducted by Deloitte, developments in digital health technology provide an opportune platform for enhancing R&D in healthcare. 100% of the respondents within the study outlined the importance of investing in device connectivity to enhance healthcare delivery in India.

2. Automotive: In 2018, the automotive industry spent \$ 130 billion on R&D, marking a growth of 6-7% from 2017. Interestingly, the Indian automotive industry accounted for 40% of this global spends. A key subsector driving the investments in R&D is electric mobility. Globally, several countries including India have declared calendar goals for ensuring complete electric mobility in the manufacturing and marketing segments.

3. Software and IT: Further, in the same year, the Software and IT Sector accounted for \$ 117 billion of the research and development spend, registering a growth of 18-19% over 2017. In India, this is reflected by the fact that \$ 1.6 billion is spent annually on training workforce and growing R&D. Increased R&D spend has spurred labor productivity and integration of ICT in the broader economy. The graph below depicts how India’s domestic spend on R&D has tripled over 15 years and that of China has increased by approximately 10X.

4. Semiconductors: With a 7-8% growth rate, the semiconductor subsector is among the top 5 industry spenders on R&D with an investment of \$ 61 bn. The sector is characterized by rapid technological changes, which demand high levels of spending on research and development.

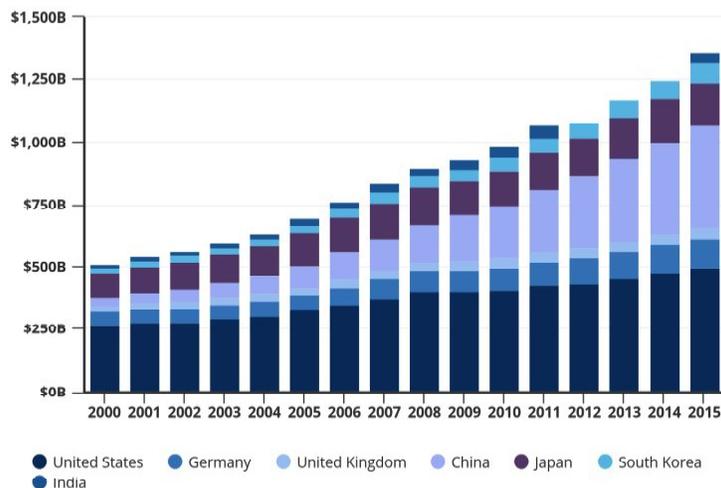


Fig.-2: A Comparison of R&D Expenditure of different countries in World.
(Source: National Science Board, Science and Engineering Indicators, 2018)

Status of R&D and Patent Filing in India

Now days Indian R&D is greatly evinced by foreign investors. The most commonly cited reason for this interest is the inherent ingenuity of research in India. However, Indians' natural proclivity for 'jugaad' (problem solving using limited resources in an innovative way) aside, there have been concerted efforts to encourage investment in research. This is evidenced by the fact that patent filings by Indians have more than doubled in the last decade (Fig.-3). For instance, India introduced a patent box in the Finance Bill (2016) similar to that of Brazil, Turkey, Singapore and other European countries. Under Indian rules, royalty income from patents developed and registered in India is taxed at a concessional 10% rate (plus applicable surcharges). The concessional rate is applied to gross income or revenue.

The recent rationalization of tax treatment of R&D expenditure in the budget is a move in the right direction; but India ranks poorly in the global rankings when it comes to ease of starting a business, resolving insolvency, paying taxes, pupil-teacher ratio at the secondary level, environmental performance or even access to information and communication technology. The relevant parameters for nations that rank high on R&D have been far better, for years. Hence there is a need for forward-looking economic and technology policies to channel funds into patenting activity and R&D.

Multinational corporations (MNCs) have set up over 1,165 R&D centers here. A recent Capgemini study finds that Bengaluru has displaced Tokyo as the most preferred R&D destination for MNCs, even as the local research activity is rapidly moving away from mere cost advantage to value arbitrage when it comes to cutting-edge technologies across myriad domains. The figures reveal that nearly eight out of 10 of all patent applications filed in India over the last 13 years were made by researchers abroad. We clearly need to policy-induce innovation here, and Indian corporate must step up patenting and translational research. True, the share of Indian patenting activity has risen steadily and, as per the latest data, which is now 30% of the filings. Yet, our innovation ecosystem needs much revamping. Of course, we must raise total R&D expenditure. But it is also important to rid industry of easy pickings by way of steep import protection, inflated project costs and lax regulation, to force it to make money from doing good, globally competitive business. That would compel industry to value R&D.

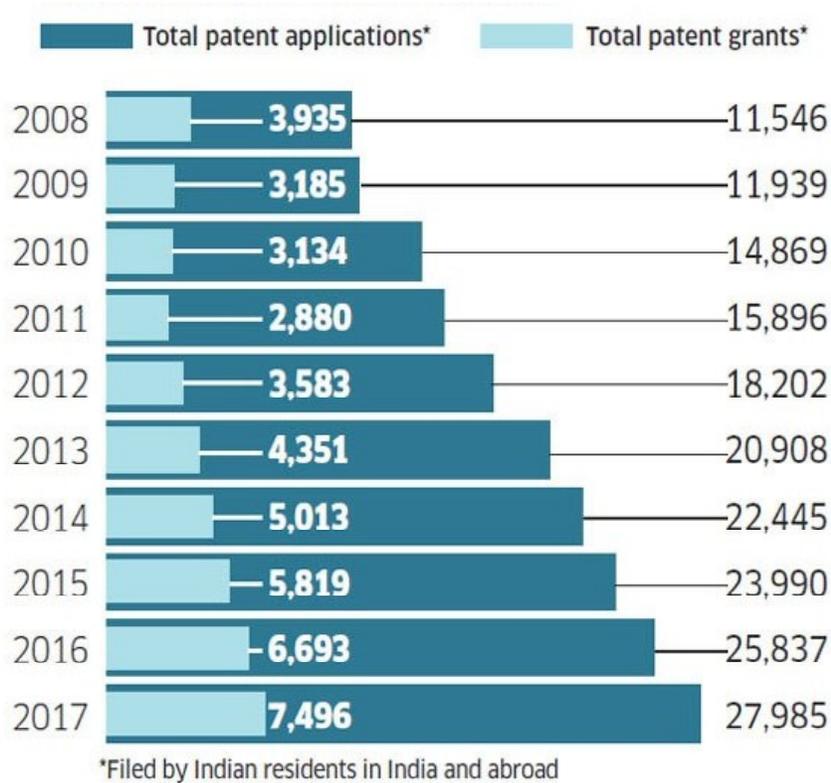


Fig.-3: Patent filing by Indian Applicants From 2008 to 2017 (Source: Economic Times)

There have been debates in the existing literature on whether spending on research and developmental activity at all influence the growth of a nation. Some studies report in its favour and others do not. There have been increasing trends in the spending in the R&D head across the countries, especially by the so-called developed and highly emerging nations. Having an endogenous growth augmenting the role spending in R&D head should enhance economic growths if free spillovers and conversion of new innovations to products' supply are concerned. But in reality, what happens is that the countries in the leading list of R&D spending mostly use these innovating outputs in obtaining patents and preserving it for high royalty earning. Therefore, the actual benefit of R&D goes for profit earning, not to income-generating activities. Hence, to have a fruitful social benefit of such a huge fund for R&D, that are taken away from other economic activities, the policymakers in the country should intervene into the unfair activity and ensure increasing growth rates by taking the funds from such activity and/or allowing the research outputs to be used in favour of utility-generating activities.

Conclusion

Research must improve at our 870-odd universities, so that pure research becomes very much a part and parcel of applied research. And the latter then can be gainfully incorporated into translational and industrial research for new products and services. India is now a global platform for research and development (R&D). Various global organizations find metro cities like Bangluru, Hyderabad & New Delhi as the most preferred R&D destination, even as the local research activity is rapidly moving away from mere cost advantage to value arbitrage when it comes to cutting-edge technologies across myriad domains.

Over and above the policy incentives, India's highly skilled and educated demographic provides a ready and capable workforce to engage in cerebral research. Recently, India produced the maximum number of graduates worldwide with 78 million fresh graduates, of which 2.6 million were from STEM (science, technology, engineering and math). India's burgeoning demographic dividend presents a billion opportunities across sectors and the perfect motivation for companies to constantly innovate, making India the global destination for research and development.

It is also inferred that unnecessary expenses on R&D and generating patent rights lead to generate social cost or dead weight loss. It is hence recommended that a part of the funds for R&D could have been used in different income-generating economic, social and environmental activities to ensure sustained development of the individual as well as nations. It is also recommended to control unfair competition on spending on R&D head and getting patents since it increases the magnitudes of social cost.

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NEP 2020: INCLUSION OF CHILDREN WITH SPECIAL NEEDS

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Children with Special Needs (CWSN) may refer to those who have some kind of disability and may require assistance for their additional needs as they may have difficulty in doing or performing activities. Primary Education is that stage of school education which comes after pre-primary and before Secondary stage. At primary level student may lie in class from 1st to 5th. NEP 2020 has given various key points for Inclusion of Children with special needs such as Universalization of Education, integration of technology in the classroom, appointment of special educators in every school, promoting sign language, barrier free access to education, vocational training, use of assistive devices and resource centres etc. In order for the implementation of NEP,2020 we all need to join our hands for its successful implementation.

Introduction

The word education is derived from the latin words Educare, Educere and Educatum. It means to nourish, to bring up, to lead forth, to draw out. In Sanskrit, education is known as “Vidhya” and “Shiksha” where Vidhya means “to know” and Shiksha means “control or to discipline”. In other words we can say that Education is the process of providing learning, knowledge, skills, values, beliefs and habits of a group of people which are transferred to other people through discussion, storytelling, teaching, training or research. It usually takes place under the guidance of educators, but learners may also educate themselves in a process called autodidactic learning. There are various stages of School education i.e. Pre-primary (Nursery or KG), Primary (I-V), Secondary (VI- VIII) and Senior Secondary (IX-XII).

Primary Education is that stage of school education which comes after pre-primary and before Secondary stage. At primary level student may lie in class from 1st to 5th. It basically provides fundamental skills in reading, writing and mathematics etc to establish a solid foundation for learning.

Children with Special Needs

Children with special needs (CWSN) may have been born with some problems such as a syndrome, terminal illness, profound cognitive impairment, or serious psychiatric problems. Some children may have special needs that involve struggling with food allergies, developmental delays, learning difficulties or panic attacks. The label “children with special needs” is for children who may have some difficulties or

challenges in any area, which are severe than the typical child and could possibly last a lifetime. These children need extra care, support and services in order to compensate for the deficit or challenges which they face. They may need guidance and support in achieving academic, social, emotional, and sometimes medical milestones.

Inclusive Education / Inclusive school

It means students with special needs and without special needs study together under one roof i.e. sharing the same physical space and interacting socially and academically. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. It is one of the most effective ways in which to promote an inclusive and tolerant society.

Inclusive Education as defined by NCF 2005

- Disability is a social responsibility.
- Failure of a child is an indication of the failure of school.
- No selection procedures to be adopted for denying admission to learner with disabilities.
- Accept difference and elaborate diversity.
- Inclusive is not confined to the disabled it also means nonexistence.
- Learn human rights and conquer human wrong.
- Handicap is a social construct, deconstruct handicap.
- Make provisions and not restrictions; adjust to the needs of the child.
- Remove social, physical and attitudinal barriers.
- Partnership is our strength such as school-community; schoolteacher; teachers-children; children-children; teachers-parents; school systems and outside system.
- All good practices of teaching are practices of inclusion.
- Learning together is beneficial for every child.
- Support services are essential services.
- If you want to teach, learn from the child. Identify his strengths and not limitations.
- Inculcate mutual respect and inter-dependence.

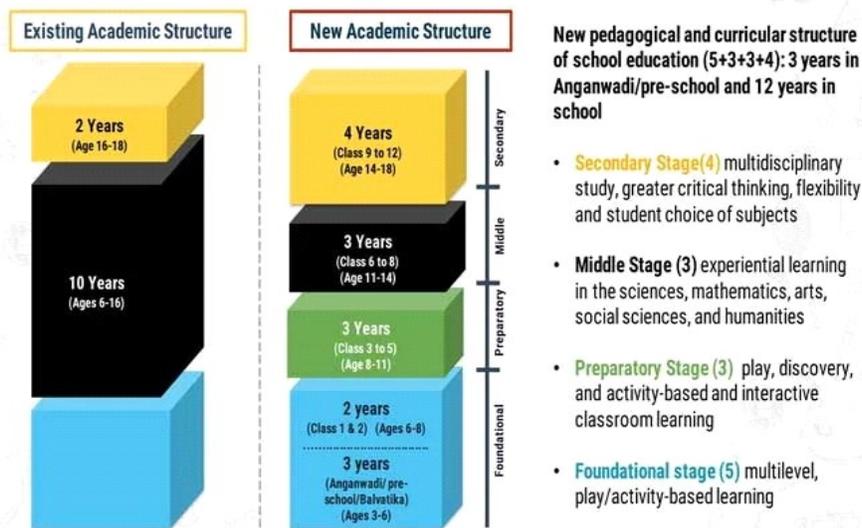
National Education Policy 2020

Recently, the Union Cabinet has approved the new National Education Policy (NEP), 2020 with an aim to introduce several changes in the Indian education system - from the school to college level.

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- The NEP 2020 aims at making "India a global knowledge superpower".
- The Cabinet has also approved the renaming of the Ministry of Human Resource Development to the Ministry of Education.
- The NEP cleared by the Cabinet is only the third major revamp of the framework of education in India since independence.
- The two earlier education policies were brought in 1968 and 1986.

Transforming Curricular & Pedagogical Structure



Key Points of NEP 2020 for School Education

- Universal education from preschool to secondary school, with a Gross Enrolment Ratio (GER) of 100 percent in school education by 2030.
- Using an open schooling system, reintegrate 2 crore out-of-school children into the mainstream.
- A new 5+3+3+4 curricular structure will replace the current 10+2 system, which corresponds to ages 3-8, 8-11, 11-14, and 14-18 years, respectively.
- It will include 12 years of schooling with three years of Anganwari / pre-schooling, bringing the uncovered age group of 3-6 years into the school curriculum, which has been recognised globally as the critical stage for the development of a child's mental faculties.
- Board examinations for students in grades 10 and 12 should be simplified to focus on core competencies rather than memorised facts, and should be given to all students.
- With a new accreditation framework and an independent authority to regulate both public and private schools, school governance is set to change.

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- In schools, there is an emphasis on foundational literacy and numeracy; there is no strict separation between academic, extracurricular, and vocational streams.
- Vocational education will begin in Class 6 and will include internships.
- Teaching in mother tongue/regional language until at least Grade 5. No student will be forced to learn a language.
- Assessment reforms include a 360-degree Holistic Progress Card that tracks student progress toward learning outcomes.
- The National Educational Technology Forum (NETF), an autonomous body, will be established to provide a forum for the free exchange of ideas on the use of technology in education.
- The 'PARAKH' National Assessment Centre was established to assess students, and it also paves the way for foreign universities to establish campuses in India.
- It emphasises the creation of a Gender Inclusion Fund as well as Special Education Zones for underserved regions and groups.
- It aims to establish a National Institute for Pali, Persian, and Prakrit, as well as an Indian Institute of Translation and Interpretation, and to increase public investment in education to at least 6% of GDP.
- India currently spends about 4.6 percent of its GDP on education.

New Education Policy 2020 : Key Take aways towards Inclusion

- Social Justice and Empowerment Minister Shri Thawar Chand Gehlot has confirmed that all children with disabilities will have barrier-free access to education under the RPWD Act in the New Education Policy 2020.
- Under the New Education Policy, 2020, all teacher education programmes will provide instruction on how to educate children with unique disabilities.
- NIOS will create high-quality modules to teach Indian Sign Language and other basic subjects using Indian Sign Language.
- Assistive devices and relevant technology-based equipment, language-appropriate teaching-learning resources will be made available at the pre-primary and primary levels.
- According to the RPWD Act 2016, children with benchmark disabilities have the option of attending normal or special schooling.
- Resource centres, in collaboration with special educators, can assist learners with serious or multiple disabilities with their recovery and educational needs.
- The NEP will provide services to schools and school complexes for the integration of disabled students, the development of special educators with cross-disability training, and the creation of resource centres.
- The fund (Gender Inclusion Fund) will be available to states to enforce central government priorities (such as sanitation and water supply).
- Vocational Training will be given to all the Children with Special Needs.
- Services will be given to schools for the integration of children with disabilities, recruitment of special educators with cross-disability training,

and the establishment of resource centres, as required, particularly for children with serious or multiple disabilities.

- Schools will strive and be funded to provide accommodations and support systems adapted to the needs of all children with disabilities, ensuring their full involvement and inclusion in the classroom.
- Assistive technologies and relevant technology-based resources will be made available, as well as suitable and language-appropriate teaching-learning materials (e.g., textbooks in usable formats such as large print and Braille) to assist children with disabilities in engaging with teachers and peers.
- A high-quality curriculum for teaching Indian Sign Language will be created.
- The protection and welfare of children with disabilities would receive adequate consideration.
- For children with serious and profound disabilities who are unable to attend school, home-based education will continue to be an option.
- The NEP offers a comprehensive structure for primary school inclusion that focuses on learning conditions, skills, and other factors.
- The proposal acknowledges children with special needs and advocates for their inclusion in mainstream school systems. It broadly aligns with The Rights of Persons with Disabilities (RPWD) Act 2016's objectives.
- The programme also seeks to hire special educators in all school complexes so that teaching is more inclusive and responsive to children's needs.
- Children with benchmark disabilities will be able to choose home schooling and will be provided with qualified home schooling educators so that they will continue to learn and receive the best educational opportunities possible.
- In addition, teachers will be qualified to recognise learning difficulties in children early on and to assist children with learning disabilities in achieving academic success and maintaining mental wellbeing.
- PARAKH, the National Assessment Centre, will be established to develop fair assessment systems for children with learning disabilities. Alternative schooling models are proposed to help achieve this goal.
- One of the NEP's most notable recommendations is the development of Special Educational Zones (SEZs) in areas with a large population of socioeconomically disadvantaged people.
- The main goal is to extend education to India's most remote and far-flung locations. This can be accomplished by increasing funding and aligning various federal and state systems and programmes to change these backward areas.
- While this concept is innovative and has the potential to transform educational access in underserved areas of the country (such as urban ghettos with significant minority populations), the policy does not specify what the criteria for these zones will be or how they will be differentiated in urban and rural landscapes. There is no clear indication in the policy as to what will be the deciding factors.

Conclusion

NEP 2020 is focusing the holistic development of our society without leaving anyone behind and hence it has taken measures towards inclusion so that children with special needs can also be at par with others and live their life independently with grace. We as a society should also play an important and active role in the successful implementation of NEP, 2020 so that we can make the future bright of our country and hone the hidden abilities or skills of our Children irrespective of their disabilities.

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ANALYSIS OF THE INDIAN NATIONAL EDUCATION POLICY 2020

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Well characterized and cutting edge instruction arrangement is fundamental for a nation at school and college levels due to the reason that instruction leads to financial and social advance. Distinctive nations adopt different instruction frameworks by considering the convention and culture and receive distinctive stages during their life cycle at school and college instruction levels to create it compelling. As of late Government of India declared its unused Instruction arrangement which is based on the proposals by an expert committee headed by Dr.Kasturirangan, Previous chairman of the Indian Space Research Organization (ISRO). This paper highlights on different arrangements declared within the higher education system and compare them with the right now received framework. Different advancements and predicted implications of NEP 2020 on the Indian higher instruction framework beside its merits are discussed. Finally, a few proposals are proposed for its viable execution towards accomplishing its objectives.

Introduction

India, being a developing generous nation for instructive changes, right now has almost 845 colleges and approximately 40,000 higher instruction teach (HIEs), reflecting the by and large tall fracture and many little measured HEIs within the nation which are partnered to these colleges [1]. It is found that over 40% of these little measured teach are running single program against the anticipated change to a multidisciplinary fashion of higher instruction which is an basic prerequisite for the instructive changes in the nation for the 21st century [2]. It is additionally famous that over 20% of the colleges have yearly enrolment less than 100 understudies making them nonviable to move forward the quality of instruction and as it were 4% of colleges enrol more than 3,000 understudies every year due to territorial awkwardness as well as the quality of instruction they offer.

Some of the reasons found for the fragmentation of the higher education (HE) system in India are,

- Early spilling of understudies into diverse disciplines.
- Need of get to HE, particularly in socio-economically distraught zones which brought about within the current gross enrolment proportion (GER) of 25% only.

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- Need of teacher and organization independence to create advancements in HE to pull in numerous students.
- Deficiently instruments for career administration and movement of staff and regulation leaders.
- The need of inquire about and developments at most of the colleges and colleges.
- Imperfect levels of administration and administration at higher instruction institutions.
- An undermined administrative framework permitting fake colleges to flourish whereas compelling amazing, innovative institutions.

Objectives of the study

The objectives of this study on National Education Policy 2020 are:

- (1) To highlights and overview the policies of the newly accepted higher education system.
- (2) Suggestions for further improvements for the effective implementation of NEP 2020 to realize its goal.

Methodology

The strategy comprises of a conceptual talk on highlighting the significance of the national educational policy system, highlighting different segments of the approach of NEP 2020 and comparing it with currently adopted instruction arrangement. Distinguishing the advancements made utilizing the centre bunch talk strategy. The suggestions of the approach are dissected utilizing the prescient examination method. Numerous suggestions are given based on Centre bunch examination.

Highlights of the Indian National Education Policy 2020

The National Education Policy 2020 envisions an India centred instruction framework by considering its tradition, culture, values and ethos to contribute specifically to convert the nation into an equitable, sustainable, and dynamic information society. By drawing inputs from its endless and long verifiable legacy and considering the commitments from numerous researchers to the world in differing areas such as mathematics, astronomy, metallurgy, restorative science and surgery, gracious designing and design, shipbuilding and navigation, yoga, fine arts, chess, etc., the complete Indian instruction framework is established and built. The objective of the as of now declared NEP 2020 is to supply a multidisciplinary and intrigue generous education to each competitor to raise the current gross enrolment proportion (GER) to 50% by 2035. The various educational lifecycle stages reported within the approach are recorded in table 1 together with their extraordinary highlights.

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S. No.	Educational life-cycle Stage	Features
1	Foundation Stage	Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discovery-based learning. Using time tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.
2	Preparatory Stage	Three years Preparatory stage consists of building on the play-, discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.
3	Middle school education Stage	Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers. Students are exposed to the semester system and yearly two class level examinations will be conducted.
4	Secondary education Stage	Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10 th and 12 th standards.
5	Under-graduation Education Stage	The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor 's degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects.
6	Post-graduation Education Stage	The Master's degree – a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality research in the final year. The Masters' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.
7	Research Stage	Research stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued.
8	Lifelong learning	The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for satisfaction in life.

Table: Various educational stages to be implemented as per NEP

Further Suggestions for Improvements

(1) Ph.D. ought to be an obligatory capability for a changeless instructing position in Colleges & Universities: Like Coordinates B.Ed. is obligatory capability to Establishment, preliminary, centre, and auxiliary school education educating, Ph.D. investigates ought to be an obligatory degree for College and College educating. This is due to the reason that, inquire about is progressing to be a necessarily portion of bachelor's and master's degrees as per NEP 2020.

(2) Compulsory Faculty Yearly Distribution driving to IPR: In arrange to preserve maintainable quality and to dodge staff out of date quality in Colleges and Colleges, the IPR era ought to be obligatory. In this respect, the college resources ought to distribute at slightest two open access academic inquire about papers with copyright certificates from Govt. of India or at slightest two confirmation of patent submissions every year, fizzled to which the yearly increase ought to be suspended.

(3) Utilize of Administrations of Resigned Teachers as Inquire about Guides : The prerequisite of gigantic Ph.D. degree holders in independent colleges due to changes in arrangements of NEP 2020, the request for inquire about guides is expanding. The ideal arrangement for tackling this deficiency is the utilization of administrations of resigned teachers with great inquires about involvement. It is proposed that the universities should utilize the administrations of resigned teachers as inquire about guides. In this way, resigned teachers ought to be utilized as Research Teachers independent of their age to direct the inquire about researchers for their Ph.D. Such a thought will eliminate the shortage of inquire about guides.

(4) A legitimate definition of Multidisciplinary College: A multidisciplinary Institution ought to have a least of Five disciplines (not five Courses) having a place to different workforce zones. The genuine substance of the objective of considering in a Multidisciplinary campus to supply multidisciplinary choice and involvement of campus comes as it were on the off chance that the numbers of subject disciplines in operations are at slightest five in number. For example, (1) Languages, (2) Basic Sciences, (3) Social Sciences, (4) Engineering, (5) Education, (6) Medical Sciences, (7) Dental Sciences, (8) Para-medical sciences, (9) Business Management & Commerce, (10) Computer Science, (11) Agriculture & Veterinary Science, (12) Law & Legal Studies, (13) Indian Medicines, (14) Indology, etc.

(5) Higher Instruction Pioneers ought to be Part Models in Inquire about & Developments : The heads & individuals of all Committees of HE Divisions and controlling organizations ought to be chosen based on their dynamic inquire about commitment amid the final five a long time. Out of date deadwood professors/bureaucrats ought to be kept exterior from choice making positions entirely. There ought to not be any political or bureaucratic impedances or arrangements to these committees. Age ought to not be limitations but execution ought to be criteria. In like manner, different committees like NHERC, NAC, HEGC, GEC, HECI, NRF,

ICAR, VCI, NCTE, CoA, NCVET, etc ought to have profoundly qualified and demonstrated analysts who are part models for youthful era analysts and dynamic analysts.

(6) Obligatory three modes of Teaching–Learning forms in HEIs: The HEIs ought to maximize the utilize of innovation and minimize the brick and mortar demonstrate of the campus based teaching-learning prepare. To donate introduction of online instruction to tech-generation understudies the HEIs should embrace innovation based preparing strategies which incorporate: (a) Week after week three days classroom-based classes, (b) Week after week 2 days online classes, and (c) Week after week one day industry/vocational/skill based online/classroom-based classes, (d) Two subjects per semester through MOOC like SWAYAM/NPTEL, ODL, etc.

(7) Obligatory Publication/Patent amid Post graduation Courses: Students are anticipated to do investigate based on industry internship and distribute academic papers / possess patents compulsorily as a portion of their degree prerequisite. The mindfulness related to IPR ought to be given during their undergrad program so that forcing obligatory copyright/ obvious amid the post-graduation period is conceivable.

(8) Colleges ought to have their claim Distribution Unit: At HEIs levels, the objective of scholastic inquire about is distribution or obvious. One of the reasons for reduced research intrigued in India is the dissatisfaction of analysts within the handle of academic distribution or to claim a patent is time and use or misfortune of copyright to so-called worldwide distributors without any financial benefits until the end of time. To maintain a strategic distance from such misfortune to the analysts and to the nation, it is proposed all Universities should begin their possess computerized distribution units in a efficient way to distribute tall quality inquire about and sharing with worldwide ordering organizations. Such a college distribution show stops ruthless diaries which take after the illegal or deceptive method of distribution.

(9) Professional Preparing based Win whereas Learn Support: To empower self-dependency after 18 a long time of age, understudies ought to be energized to create abilities in their interested zone and include in a few kind of economic/productive exercises subsequently their reliance on parents can be decreased. Typically conceivable through professional preparing and building their certainty to earn while learn programs. The professional preparing based win whereas learn can be reinforced at HE level through advertising extra credits to Scholastic Bank of Credits (ABC).

(10) Obligatory Employability & Enterprise related papers in each semester to promote Employability & Entrepreneur ability among the understudies: The undergrad program ought to be planned in such a way that there ought to be two ability based subjects focusing on employability abilities and Entrepreneur ability abilities separately separated from centre subjects, non-core subjects, and elective subjects.

Conclusion

Higher instruction is a critical angle in choosing the economy, social status, innovation selection, and healthy human conduct in each nation. Making strides GER to incorporate each citizen of the nation in higher education offerings is the obligation of the instruction office of the nation government. National Education Approach of India 2020 is walking towards accomplishing such objective by making inventive policies to make strides the quality, allure, reasonableness, and expanding the supply by opening up the higher education for the private segment and at the same time with strict controls to preserve quality in each higher education institution. By empowering merit-based affirmations with free-ships& grants, justify & research based nonstop entertainers as staff individuals, and justify based demonstrated pioneers in directing bodies, and strict checking of quality through biennial accreditation based on self-declaration of progress through technology-based checking. All higher education teach with current classification of associated colleges will extend as multi-disciplinary autonomous colleges with degree giving control in their title or gets to be constituent colleges of their affiliated colleges. A fair-minded organization National Investigate Establishment will finance for imaginative projects in need investigate zones of essential sciences, connected sciences, and social sciences & humanities. HE system will change itself as understudy centric with the flexibility to select centre and associated subjects inside a discipline and over disciplines. Staff individuals moreover get independence to select educational modules, technique, pedagogy and assessment models inside the given arrangement system. These changes will begin from the academic year 2021-22 and will proceed until the year 2030 where the primary level of change is anticipated to visible. Subsequently, the Indian higher instruction framework is moving from educator centric to understudy centric.

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NATIONAL EDUCATION POLICY 2020 : EARLY CHILDHOOD CARE AND EDUCATION

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Early childhood care and education is more than preparation for elementary school. The holistic development of a child in order to build a solid and broad foundation for lifelong learning and wellbeing is the main objective of Early Childhood Care and Education. It has the possibility to prepare caring, capable, and responsible future citizens. Early childhood care and education is an important area within the lives of the individuals. When the child reaches the age of two, this education begins. This provides the foundation from where the learning of the child takes place. National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of India. This policy has the main aim to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. This paper is going to discuss early childhood care and education in the light of National Education Policy (NEP) 2020.

Introduction

Early childhood, the period from birth to eight years old, is a time of remarkable growth with brain development at its peak. During the early childhood stage, children are highly influenced by the environment and the people that surround them. Early childhood care and education (ECCE) aims to all-round development of a child in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to prepare caring, capable and responsible citizens for the future. In this way, ECCE is one of the best investments that a country can make to promote human resource development, gender equality, and social cohesion, and to reduce the costs for later remedial programmes. ECCE plays an important role in compensating for the disadvantages in the family and combating educational inequalities of children. The term 'early childhood care and education' refers to a range of processes and mechanisms, which sustain and support development during the early years of life. It includes the support a family and community need to promote children's healthy development. It covers physical, social and emotional care, intellectual stimulation, health care, nutrition, and education,

Significance of ECE

- Learning begins at birth.
- ECCE: A right in itself. Access to preschool education is a right for children and the development of the nation because children are the nation's future,
- Smooth transition to primary school,
- Manipulation of objects,
- Emotional support,
- Support to parents,
- Developmental perspectives. Children's, physical, cognitive, motor, social and emotional functioning differs from that of older children and adults. It, therefore, needs a special environment,
- Brain development.
- Foundation for personality development.
- Early education: It is difficult to learn in the first grade without early preparation. Readiness activities like drawing, clay modeling, cutting, pasting, learning rhymes, listening stories and outdoor activities enable children to read, write and do arithmetic in an admirable way, in later years.
- Group activity- Other than the above - mentioned reasons, children love to play with other children

In the field of ECCE, the curriculum outline have been stated as follows -

Experiential Education – It refers to effective learning through well-being and involvement. In this kind of education, the approach is to make a near step – by - step approach of what it means to a small child to be and participate in an educational institution. This education has used in areas such as childcare, special education, secondary education; teacher's training, and so forth. It is important to have quality and excellence in the system of education. The term is associated with most of the things, such as, teaching methodology, contents, materials, procedures, utilization of strategies, and also finding out, whether the desired objectives are being achieved or not. There are numerous concepts and areas, which focused upon the pre-school curriculum, but it is vital to ensure that these areas possess all the necessary information.

Active Learning – Pre-schools have various activities to involve students. The main purpose of these activities is to make learning interesting and joyful for them. These include creative representation, drawing, painting, role-play, arts and crafts, language, literacy, reading, and writing, listening, and speaking. In other words, the development of communication skills takes place among the students. Active learning also includes some other concepts like initiative and social relations, playing, laughing, interacting with others, being sensitive and nice, etc. The students are taught singing

and dancing skills, as these contribute to enhancing their personality. Logical reasoning means finding out the similarities, differences, comparisons, arrangements, interpreting time intervals, ordering, and description of sequences.

UNESCO's approach is reinforced in the Education 2030 agenda and in particular in target 4.2 of Sustainable Development Goal 4 which aims to 'by 2030, ensure that all children have access to quality early childhood development, care, and pre-primary education to become ready for primary education.'

ECCE (Early Childhood Care and Education) Present Scenario

1. Large proportion of children not receiving a developmentally appropriate education.
2. Severe learning crisis- children does not acquire basic skills in foundational literacy and numeracy
3. Present system of 'Anganwari' is insufficient to supply and provide infrastructure for education.
4. High teacher-pupil ratio, lack of development appropriate infrastructure, inappropriate learning methods, rote memorization, and untrained human resource are common challenges.

National Education Policy 2020

This National Education Policy imagines an education system rooted in Indian ethos that contributes directly to transforming India, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and making India a knowledge superpower at the global level. The Policy hypothesizes that the curriculum and pedagogy of our institutions must develop a deep sense of respect towards the fundamental duties and constitutional values, bonding with one's country, and conscious awareness of one's roles and responsibilities among the students in a changing world.

In 21st century, National Education Policy 2020 is the first education policy of the India, which aims to address the many growing developmental imperatives of India. To create a new system based upon India's traditions and value systems and aligned with the aspirational goals of 21st century education, including sustainable development goals, this policy proposes the revision and revamping of all aspects of the education structure.

The National Education Policy 2020 lays particular emphasis on the development of the creative potential of each individual. It believes, that education, along with cognitive capacities such as literacy, numeracy, critical thinking and problem solving, must develop social, ethical, and emotional capacities and dispositions in each individual. The purpose of this education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It emphasizes at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by Indian

Constitution.

This policy identifies that over 85 percent of a child's brain develops by the age of 6 years. For healthy brain development and growth, it emphasizes, on providing critical importance to appropriate care and stimulation of the brain in a child's early years. Therefore, it states that it is of the utmost importance that every child has access to quality early childhood care and education (ECCE). The overall aim of early childhood care and education will be to attain optimal outcomes in the areas of physical and motor development, cognitive development, socio-emotional-ethical development, cultural and artistic development, and the development of communication and early language, literacy, and numeracy.

NCERT will develop curricular and pedagogical framework for early childhood education for children up to the age of 8 years, This will have two parts, namely, a sub-framework for 0-3 year, and a sub-framework for 3-8 year. NEP, 2020 thinks to modify the existent 10+2 structure in school education to 5+3+3+4 structure, covering the age- group of 3-14 years. NEP 2020 seeks to provide 'a strong base of Early Childhood Care and Education (ECCE) from age 3, which aims to promote better overall learning, development and well-being.

On the curricular side, it will be extremely important to introduce an increased focus on foundational literacy and numeracy throughout the primary school curriculum. Foundational literacy and numeracy includes reading, writing, speaking, counting, arithmetic, and mathematical thinking. At the current time, due to lack of universal access to ECCE, within the first few weeks of Grade I, a large proportion of children fall behind. In order to ensure that all children are school-ready, NCERT and SCERTs will develop an interim 3-month play-based 'school preparation module' for all Grade I students. Every child in the range of 3-6 years has access to free, safe, high quality, developmentally appropriate care and education by 2025.

Thrust on significant expansion and strengthening of facilities for early childhood education via four-pronged approach:

- i. Strengthening and expansion of the Anganwari system
- ii. Co-locating Anganwari with Primary Schools
- iii. Co-locating Pre-Schools with Primary Schools (supported by health, nutrition and growth monitoring)
- iv. Building standalone pre-schools in areas where Anganwaris and Pre-Schools are not available.

NEP 2020 has suggested following developments for early childhood care and education:

- All Anganwari centers and Pre-Primary Schools will be linked to a Primary School.
- Developing learner-friendly environment for conducive atmosphere of learning in Anganwari, Pre-Schools and Primary Schools.
- High quality Teacher Educators for ECCE.

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- Special six month training for Anganwari workers.
- Instituting a quality regulatory system for ECCE.
- the Socio-economically/marginalized districts will be have priority.
- ECCE ideally will consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation.
- It is envisaged that prior to the age of 5 every child will move to a “Preparatory Class” or “Balvatika” (that is, before Class 1), which has an ECCE-qualified teacher.
- The learning in the preparatory class will be based primarily on play-based learning with a focus on developing cognitive, affective, and psychomotor abilities and early literacy and numeracy.
- The mid-day meal programme shall also be extended to the Preparatory Classes in primary schools.
- Health check-ups and growth monitoring that are available in the Anganwari system shall also be made available to Preparatory Class students of Anganwari as well as of primary schools.

Conclusion

The beginning of something is always very important especially when it is young and needs time to grow. First five years of child’s life are the most important. As early development is a milestone for later life. Parents, schools, and communities must work together to ensure that children will have successful transition to school. As early development is a milestone for later life. NEP 2020 also emphasizing on Universal Early Childhood Care and Education (ECCE) and foundational literacy and numeracy, capacity building of teachers, and making the system more flexible for students. There is a need for jointly collaboration of the Ministry of Education, Women and Child Development, Health and Family Welfare, Social Justice and Empowerment and Tribal Affairs.

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EARLY IDENTIFICATION OF CHILDREN AT RISK FOR LEARNING DISABILITIES IN THE LIGHT OF NEP 2020

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Learning disability refers to delays, deviations, and performance discrepancies in basic academic subjects such as reading, writing, spelling, mathematics as well as speech and cannot be attributed to mental retardation, sensory deficits, or emotional disturbances. Early identification aims to detect children with developmental problems at an early age, which may be an obstacle to further learning. Early identification and intervention of children, who are at risk for specific learning disabilities, is essential to reduce the social, medical, and economic impact of these risks. National Education Policy 2020 has given stress to provide quality education and equal learning opportunities to all children including children with disabilities. This paper is going to discuss the need and importance of early identification and intervention of children with special needs especially children with specific learning disabilities in the light of National Education Policy (NEP) 2020.

Introduction

Specific learning disability is a condition in which children who despite appearing 'normal' are unable to perform commensurate with their age and ability levels due to problems in basic psychological processes. This problem in basic psychological processes causes a discrepancy between the child's achievement and their actual intellectual potential in speaking, listening comprehension, reading, and written expression skills. Due to this, children with learning disabilities require special education. Children with Learning Disabilities also seem bright, enthusiastic, and with the potential to perform well in the study just like their same-age peers. They perform well in most subjects but due to some unexplained reasons, fail in specific areas of mathematics. They also fail in oral language, listening comprehension, reading comprehension, basic reading skills, and written language unlike other children of the same age and ability after availing the same learning opportunities.

The term specific learning disabilities have long been present in research and in educational work. The term "learning disabilities" first used and defined by Samuel A. Kirk in 1963 in Chicago. He used the term to describe a group of children who have developmental disorders of language, speech, reading, and other communication skills.

A number of definitions have been formulated in the attempt to define specific learning difficulties, out of these definitions, few definitions, explain this condition in a clear and easy way, and are accepted at national and international levels as follows.

According to the definition given by IDEA (The Individuals with Disabilities Education Act) 1968, “*specific learning disability (SLD) is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.*”

According to NJCLD (National Joint Committee for Learning Disabilities)-
“*Learning disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical skills. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviours, social perception, and social interaction may exist with learning disabilities but do not, by themselves, constitute a learning disability. Although learning disabilities may occur concomitantly with other disabilities (e.g., sensory impairment, mental retardation, serious emotional disturbance), or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences*”.

Diagnostic and Statistical Manual of Mental Disorder (DSM) –V, uses the term “Specific learning disorders”. According to this classification: A specific learning disorder is a neurodevelopmental disorder with a biological origin that is the basis for abnormalities at a cognitive level that is associated with the behavioural signs of the disorder. The specific learning disorder in a child can only be diagnosed after starting formal education. A child must meet four criteria to be diagnosed with a specific learning disorder,–

1. Should have at least one symptom is persistent for at least 6 months, out of following six, These symptoms are, Inaccurate or slow and effortful word reading; Difficulty understanding the meaning of what is read; Difficulties with spelling; Difficulties with written expression; Difficulties mastering number sense, number facts, or calculation; Difficulties with mathematical reasoning.
2. The affected academic skills are substantially and quantifiably below those expected for the individual’s chronological age, and cause significant interference with academic or occupational performance, or with activities of daily living, as confirmed by individually administered standardized achievement measures and comprehensive clinical assessment.
3. The learning difficulties begin during school-age years but may not become fully manifest until the demands for those affected academic skills exceed the individual’s limited capacities.

4. The learning difficulties are not better accounted for by intellectual disabilities, uncorrected visual or auditory acuity, other mental or neurological disorders, psychosocial adversity, lack of proficiency in the language of academic instruction, or inadequate educational instruction.

In the Indian context, the Right of Persons with Disabilities Act 2016 has defined specific learning disabilities in the following words –

“Specific learning disabilities” means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia, and developmental aphasia”.

Specific learning disabilities have several negative implications on the child’s development. A child with learning disabilities performs poorly and develops low self-esteem. According to Woolery & Bailey, the child becomes marginalized because his/her educational needs are not adequately met in the education services. The disability is a probable cause for the high drop-out rate among primary school children. Research studies indicate that early identification and intervention of learning disabilities have positive results.

Early Identification

The early childhood years are critical for all children, but for the child who deviates from normal in terms of mental, physical, behavioural, developmental, or learning characteristics, these years are especially critical. Researches from several disciplines confirms what early childhood educators have long observed that the early years of life are crucial for establishing a lifelong foundation for learning. Children do not begin to learn when they enter formal schooling at the age six. During the first 6 years of their lives, young children learn at a rapid pace. They need continuous and intense learning from the moment of birth. If the opportunity, for children to develop intellectually and emotionally during these critical years, is missed precious learning time is lost forever.

Early Identification refers to a parent, educator, health professional, or other adult’s ability to recognize developmental milestones in children in early years and to understand the value of early intervention. *Early identification* aims to detect children with developmental problems at an early age, which may be an obstacle to further learning. When a child’s problems are identified at early age, school failure can be prevented or reduced.

Benefits of Early Identification

Early intervention programme can begin immediately.

Early intervention programme can encounter child’s difficulty in learning.

It promotes substantial gain in all developmental areas,

It prevents secondary disabilities,

It reduces family stress, dependency and institutionalisation, and need for special education services at school age.

It saves the nation and society substantial health care and education cost.

Children at Risk for Learning Disability

Generally, the first signs of specific learning difficulties appear as early as in preschool, but identification is rarely performed before the end of preschool. Suspicions of specific learning difficulties are generally confirmed at the end of grade 3. Many children are not properly identified as children with specific learning difficulties over an extended period of time. Especially it is common for children with higher intelligence level. In such a case, specific learning difficulty is noticed around the grade 4, and sometimes later. This delay creates significant learning difficulties like fall in motivation and self-esteem development among children and these difficulties in learning can continue in adulthood. Children which shows some common characteristics of specific learning disability such as age inappropriate hyperactivity, impulsivity, distractibility, inattention, disinhibition, disorganization, speech/language delays, auditory processing delay, visual processing difficulties, short and long term memory delays, social-emotional problems, and awkwardness in gross and fine motor skills at preschool age are being treated as “children at risk” for learning disability.

National Education Policy 2020

India has adopted 2030 agenda for sustainable development in 2015. The goal 4 of the 2030 agenda for sustainable development seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. To achieve such goals and foster learning, reconfiguration of entire education system is required. To move forward on the 2030 agenda for sustainable development, Ministry of Human Resource and Development (MHRD) of India issued National education policy (NEP) 2020. It is the first National education policy of India for the 21st century, approved on 29 July 2020 by the Union Cabinet of India. It is the first vision document to fulfill the desired requirement in the education sector of India for the 21st - century classroom. It has been established upon four pillars, Access, Equity, Quality, Affordability, and Accountability.

The structure of education has been modified in the policy from 10+2 structure to 5+3+3+4 covering ages 3-18 years. A strong focus has been made on Early Childhood Care and Education (ECCE) in the new policy so that each and every student is prepared for Class- I beforehand. The following is the latest structure:

- Foundational Stage (age 3-8 years): 3 years of pre-primary plus Grades 1-2
- Preparatory Stage (8-11 years): Grades 3-5
- Middle Stage (11-14 years): Grades 6-8
- Secondary Stage (14-18 years): Grades 9-12.

It had been contrived, according to the recent needs and trends, to enhance the quality of education, to enhance the opportunities for the youth of the nation who are the future of our country, and improve the system of education in India. The policy aims to provide a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is the best tool for achieving economic and social mobility, inclusion, and equality. Policy says

that Initiatives must be in place to ensure that all students from such groups are provided various targeted opportunities to enter and excel in the educational system.

NEP 2020: Inclusion & Early identification of Children with Special Needs

NEP 2020 has some fundamental principles. These principles provide a way to guide the whole education system. Out of these principles, one principle - full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system, emphasizes providing opportunities to all children to learn and develop in the education system. Chapter 6, Equitable and Inclusive Education: Learning for All, of the policy, exclusively discuss learning for all. The Policy also recognizes the importance of creating an empowering system for providing the same opportunities of obtaining quality education to children with Special Needs (CWSN) as any other child. This Policy is in complete agreement with the provisions of the RPWD Act 2016 and endorses all recommendations of the RPWD Act 2016 with regard to school education. The policy has instructed that during the preparation of the National Curriculum Framework, NCERT must have consultations with expert bodies such as the National Institutes of DEPwD. The policy is focusing to ensure the inclusion and equal participation of children with disabilities in early childhood care and education and the schooling system will also be accorded the highest priority. For hundred percent participation in the regular schooling process from the foundational stage to higher education, children with disabilities will be empowered.

The policy has emphasized that most classrooms have children with specific learning disabilities who need continuous support. Research clears that the earlier such support begins, the better the chances of progress. To identify such learning disabilities early and plan specifically for their mitigation, assistance to the teachers must be provided. Specific actions will include the use of appropriate technology, allowing and enabling children, with flexible curricula, to work at their own pace. To leverage each child's strengths, and creating an ecosystem for appropriate assessment and certification, specific actions should be taken. In order to ensure equitable access and opportunities for all students with learning disabilities, from the foundational stage to higher education, assessment and certification agencies including the proposed new National Assessment Centre, PARAKH, will develop guidelines and recommend appropriate tools for conducting such assessment.

The policy has stressed that the awareness and knowledge of how to teach children with specific disabilities (including learning disabilities), will be an integral part of all teacher education programs, along with gender sensitization and sensitization towards all marginalized groups in order to reverse their underrepresentation.

Conclusion

The development of children during the preschool period is characterized by great variation in the pace of maturation. Some children show temporary slower growth which resolves itself with time, at the same time in some children it is retained within the various areas of functioning, suggesting the need for referral of the child

for targeted testing and detailed assessment. This situation indicates towards early identification of the child's difficulty and learning needs. Early identification has the main objective to detect children with developmental problems at an early age, which may be an obstacle to further learning. National Education policy 2020, on the basis of various researches, has pointed out to identify such children with learning disabilities early and plan specifically for their mitigation. It emphasized that children with specific learning disabilities need continuous support in the classroom and more will be the chances of progress as early such support begins.

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CHANGE IN LIFE DUE TO INFORMATION AND COMMUNICATION TECHNOLOGY

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ICT has contributed a lot to change our day to day life. Now a days market shopping to on-line shopping, letter to e-mail, classroom learning to e-learning, banking, employment, health, social activities, Commerce etc. are the day to day applications of ICT. Even in Corona time use of ICT was so obvious that awareness about pandemic, teaching, shopping of necessary items like grocery items and medicines, jobs etc. were due to the application of ICT. In spite of few drawbacks use of ICT cannot be ignored.

What is ICT

Information and Communication Technologies (ICTs) is a broader term for Information Technology (IT), which refers to all communication technologies, including the internet, wireless networks, cell phones, computers, software, middleware, video-conferencing, social networking, and other media applications and services. ICTs are no longer a luxury for developing countries. In the past few decades, ICT offers society with a huge array of new communication capabilities, such as home and domestic activities, employment, education, health, commerce, banking, and social networking websites. Information and Communications Technology (ICT) can impact student learning when teachers are digitally literate and understand how to integrate it into curriculum. Schools use a diverse set of ICT tools to communicate, create, disseminate, store, and manage information.

ICT permeates all aspects of life, providing newer, better, and quicker ways for people to interact, network, seek help, gain access to information, and learn. Besides its presence everywhere, Information and Communication Technology has an immense economic significance.

Role of ICT for teachers and for Students

ICT helps teachers to interact with students. It helps them in preparation their teaching, provide feedback. ICT also helps teachers to access with institutions and Universities, NCERT, NAAC NCTE and UGC etc. It also helps in effective use of ICT software and hardware for teaching – learning process.

ICTs can enhance the quality of education in several ways by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-cantered environment.

Effects of ICT

ICT has improved the quality of human life and reduces the stress for the few requirement like writing a letter could take few days to arrive to the receiver but by the writing an e-mail reaches in just a minute. Same is for money transfer by any online transaction. ICT provides each facility on 24 Hrs X 7 days with the wider knowledge and information. ICT affects various fields of daily life such as Home and Domestic Activities, as Social Networking, as Education/E-Learning, as Health, as Shopping/Commerce, as Banking, as Employment/Jobs etc.

The Positive Impacts of ICT are to manage daily routine, having social relationship, by sharing information, by using of free time, in children's education, for self-employment, paperless environment, developing health literacy and many more. Few negative impacts of ICT are reduced face to face interaction, social disconnection, reduced physical activity and so health problems, cost, job loss, security, loss of privacy etc. So ICT should be used carefully. We have to be wise in using the ICT gadgets.

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POLICIES FOR THE IMPROVEMENT IN HIGHER EDUCATION

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Higher education system in India plays an important role for the country's overall development which includes industrial, social, economic. The system of Indian higher education is third largest in the world, next to the United States and China. The Indian higher educational institutes such as colleges and universities in the present time is to provide quality based education in the field of education, research etc to empower youth for self sustainability. Mostly countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. Recently Government of India announced its new Education policy. NEP2020 has been a very elaborate planning document. The salient features of the issues, principles, aims, vision and solutions have been dealt with in this article. The given paper highlights about various policies announced in the higher education system and compare them with the currently adopted system. Some major innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed. Also, some suggestions are proposed for its effective implementation towards achieving its objectives.

Higher Education

The higher education system of India is the world's third largest in terms of students, next to China and the United States of America. In future, India India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence. The famous act 'Right to Education Act' stipulates compulsory and free education to all children within the age groups of 6-14 years it has brought about a revolution in the education system of India with statistics revealing a staggering enrolment in schools over the last four years. The involvement of private sector in higher education has seen drastic changes in the field of education i.e in today time over 60% of higher education institutions in India are promoted by the private sector and this has been accelerated establishment of institutes which have originated over the last decade making India home to the largest number of Higher Education institutions in the world. There are various number of Universities in India which definitely will be one of the largest education hubs. Despite India has failed to produce world class universities as when we make a comparison our education policies with other countries we are lacking somewhere and hence if we work more on the improvement of higher education then we can also beat them. As we know that Knowledge is power and the more knowledge one has, the more empowered one is. However, India continues to face

stern challenges. The quality of education in India whether at primary or higher education is significantly poor as compared to major developing nations of the world as we have discussed above. These challenges of higher education system of India equally have lot of opportunities to overcome these challenges and have the capability to make its identity at international level, though it needs greater accountability and transparency. India provides highly skilled people to other countries and therefore it is very easy for India to transfer our country from a developing nation to a developed nation.

National Education Policy

The NEP is welcomed by thousands of students as it has the potential to reshape the lives of future Indian generations if the provisions are implemented effectively. Where as with other plans and policies, the success of NEP will also be dependent upon its proper implementation. The collaboration between the center and states is a must to achieve the success of the policy but many states are speaking against the policy. The National Education Policy undoubtedly has many significant provisions, but major plans require impressive infrastructure. The Government of India has allocated 6% of the GDP for the implementation of the policy; However, this target was recommended by the Kothari Commission a long time back in 1965 also. Besides this, it will be interesting to see the Government investing double the amount it has been spending on education in all these years. NEP(New Education Policy) has come into extant and even though certain priority areas have been not given due consideration, the provisions are nonetheless crafted with the best of ability to resolve the majority of problems connected with the archaic education system in India.

Objectives of the Study

The NEP 2020 has many inventiveness to improve the quality and the broadness of the education system in India. The objectives of this study on National Education Policy 2020 in Higher Education are:

- (1) To highlights and outline the policies of the newly accepted higher education system (NEP 2020)
- (2) To make a comparison between National Education Policy 2020 with the currently adopted policy in India.
- (3) To recognize the innovations in new national higher education policy 2020.
- (4) To forecast the implications of NEP 2020 on the Indian higher education system.
- (5) To discuss major implications and recommendations of Higher Education Policies of NEP 2020.
- (6) Suggestions for further development for the effective implementation of NEP 2020 to realize its goal.

Methodology

The methodology consists of discussion on highlighting the gist of the national educational policy framework, focusing on various sections of the policy of NEP 2020 and comparing it with currently adopted education policy. Identifying the recommendations and innovations made using the focus group discussion method. The implications of the policy are analysed using the predictive analysis technique and many suggestions are given based on Focus group analysis.

Growth of Higher Education Sector in India

As higher education systems grow and diversify, society is increasingly concerned about the quality of program, public assessments and international rankings of higher education institutions. However these comparisons tend to over emphasise research, using research performance as a yardstick of institutional value. If this process fails to address the quality of teaching, it is in part because measuring teaching quality is challenging (Hernard, 2008) India has been always been a land of scholars and learners. Previously also, India was regarded all over the world for its universities like Taxila, Nalanda, Vikramshila and its scholars and famous as “Vishva Guru”. Since independence India has progressed Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.8, No.1, 2017 40 significantly in terms of higher education statistics. The Central Government and state Governments are trying to nurture talent through focusing on the number of Universities and Colleges for expansion of higher educations now there is no doubt to the fact that much of the progress achieved by India in education has come from private sector. University grant commission (UGC) is the main governing body that enforces the standards, advises the government and helps coordinate between center and state.

The history and the policies of Higher Education

The historical education in India was deep rooted in religion and Vedic studies covering wide range of subjects have Grammar, Mathematics, Medicine, Astrology, Logic, Commerce and many more areas of students. Buddhist learning was also large based on Vedic studies such as Takshila and Nalanda attracted a large number of learners from far places. The theme of higher knowledge and higher education was fashioned in India by the ancient rishi's and sages in the Vedic age, the date of which is uncertain but is supposed to be traceable to great antiquity.

Pre Independence Period

The British in 1857 introduced the system of European higher education in India by establishing of Universities at Bombay, Calcutta and Madras. English also become the medium of instruction at the higher education level. The British education in India was established with an objective to produce English educated manpower to serve the large British administration. British and other foreign education had its beginning in India with the activities of Christian Missionaries. The first of the Missionaries to come to India belonged to the Roman Catholic Sect. Escaping from

the changing circumstances in Europe, these Missionaries set foot in countries outside Europe with the intention of establishing a new religious empire. In their search for new territories in which to propagate their religion, these Missionaries discovered India, Africa, America and Australia till then these were unknown to the Europeans. As soon as the Portuguese found their feet in India, Franciscan, Dominican, Jesuit and other Roman Catholic Sects began their work of spreading their religion among the country's tribal, the education institutions were set for this purpose.

Post Independence Period

India became Independent on 15th August the people of India faced the challenge of bringing about a total transformation in the standard of living. The new Constitution which sought to build India into a Sovereign Democratic Republic was adopted by the constituent assembly on 26th November 1949 and came into force on 26th January 1950. During Independence, India inherited a system of higher education which was not only small but also characterized by the persistence of large intra / inter regional imbalances. Determined efforts were made to build a network of universities and their affiliated colleges which provided tremendous outreach to a country of vast diversities in language as also in the prevailing standards education at the different levels. When India became Independent it has only 20 universities and 500 colleges located in different parts of the country. It enrolled around over a little one person per thousand of population in higher education. Participation of women was limited and those who graduated annually were few in number. In the post- independence period, higher education has expanded fast, and it is mostly public in nature. Many developing countries like India, occupies a major place in higher education in the nation building process and economic development.

New Educational Policy 1986

Due to political stability during 1971-79, Congress had to leave power and the then Government also declared its own National Policy on Education. Again Congress came into power and deceased Prime Minister Shri Rajeev Gandhi took interest in Education and declared his National Education Policy in 1986 and proposed an action plan. This document was published in 1986. Respected Honorable Governor of Gujarat Mr R. K Trivedi expressed his views on this policy. "Considering the all-round development of the country, the structure of Education Policy was erected. Education is not considered within the boundaries of school. Teaching and learning is not limited to the curriculum but it is a source of developing national unity, cultural preservation and indication of moral, social and ethical values".

Revised National Policy of Education 1992 In July 1991

Central Advisory Board of Education appointed a Committee on National Policy of Education under the moderator Sir Janardan Reddy, the then Chief Minister of Andhra Pradesh. Some other education Ministers belonging to major political parties and 8 educationists were the members of the committee. The cabinet reviewed the

NPE 1986, taking into consideration the report of Acharya Ram Murti committee known as NPERC (National Policy of Education Review Committee) and other relevant developments since 1986. The policy provides new dimension to education such as Distance Education through Open Universities. Indira Gandhi Open University has been established for this purpose at center. Similarly some states have also opened Open Universities. Declining the employment with degree, establishment of rural universities, technical and management education, innovation, research and development, organizing the new educational programmes, rationalization of educational activities and process, evaluation criteria.

Highlights of Indian National Education Policy 2020

Highlights of the Stages The NEP (National Education Policy) 2020 visualize an India centered education system by considering its tradition, culture, values and spirit to contribute directly to transform the country into an impartial, feasible, and vibrant knowledge society. By picture inputs from its vast and long historical heritage and considering the contributions from many scholars to the world in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering and architecture, shipbuilding and navigation, yoga, fine arts, chess, etc., the whole Indian education system is founded and built. The impartial of the currently announced NEP 2020 is to provide a multidisciplinary and interdisciplinary liberal education to every aspirant to raise the current gross enrolment ratio (GER) to 50% by 2035. The numerous educational lifecycle stages announced in the policy are listed in table 1 along with their special features:

Middle school education Stage- Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experimental learning is the method to be adopted in specialised subjects with subject teachers.

- Foundation Stage- Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discovery based learning. The stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.
- Secondary education Stage- Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This period will be built on the subject-oriented pedagogical and curricular style with greater depth, have greater flexibility, a greater critical thinking and attention to life aspirations. Students are reveal to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.
- Under-graduation Education Stage- The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, diploma after passing 2nd year, or a Bachelor 's degree after passing third year.

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- Post-graduation Education Stage- Master's degree – a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a center on high quality research in the final year.
- Research Stage- Research stage consists of pursuing high quality research leading to a Ph.D. in core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they have to undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued.
- Lifelong learning- The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It is understood that education and research at any stage of life will give further maturity for satisfaction in life.

Comparison of new NEP 2020 with Existing NEP

The Education policy provides a sound basis to national progress. Present Government declared its National Policy on Education. Role of Education, National System of Education, Equality, Women Education, Education of Scheduled Castes, Education for Tribes, Education for Backward Classes, and Adult Education are the main features of National Policy on Education 1986.

· In NEP 1986 The role of education is the all-round development of students where as Objective is to provide Multidisciplinary & interdisciplinary liberal education.

- A common education structure of 10 (5+3+2)+2+3+2 is followed under NEP 1986 where as Common education structure of 5+3+3+4+4+1 is suggested.
- In NEP 1986 the first preliminary education starts at 6th year of a child as Primary school level and in NEP 2020 The first preliminary education starts at 3rd year of a child as a Foundation stage.
- Under NEP 1986 two years higher secondary level and two years pre-university levels were separately considered and both had board exams and in NEP 2020 Four years Secondary education stage is nominated by clubbing Two years higher secondary level and two years pre-university levels. Exams are suggested at the school level except for Board level exams at 10th and 12th.
- In NEP 1986 teaching-learning method mainly focuses on classroom training and fieldwork where as in NEP 2020 the teaching-learning method mainly focuses on classroom training, fieldwork, and research projects.
- A one year research degree leading to M.Phil. in any subject is to provide preliminary experience to do research in NEP 1986 on the other hand A one year research degree leading to M.Phil.

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- The criteria is to pass in NET/SLET along with respective Masters degrees as an essential qualification to become an Assistant professor in any three types of HEIs under NEP 1986 but Ph.D. degree is compulsory along with pass in NET/SLET as an essential qualification to become an Assistant professor in any three types of HEIs in NEP 2020.
- In NEP 1986 Higher Education accreditation is compulsory for availing funds and government facilities only but under NEP 2020 HEIs accreditation is compulsory for functioning and offering the degree.
- If we talk about NEP 1986 then Social engagement for every student as a part of the programme curriculum is optional but under NEP 2020 Social engagement for each student is mandatory and should be equal to at least one full semester across the entire duration of the programme.
- Currently, teachers education comprises of two years B.Ed. programme after graduation. So secondary school teachers have to spend 5 years after their higher secondary education to teach at higher the secondary level where as The proposed teachers education comprises of four years integrated B.Ed. This degree is a mandatory requirement to become faculty in School education Stages.

Merits of Higher Education Policies in NEP-2020

- (1) Student Centric Model : The student centric model proves to be beneficial as students can opt the subjects according to their wishes and he can choose the subjects from the institution, SWAYAM, MOOC, and from ODL and student appear for competency based evaluation at his own pace . The conventional teacher centric model was replaced to student –c centric mode by NEP-2020.1
- (2) Competency based Continuous Evaluation System : As against choice-based credit system, competency-based credit system helps to evaluate skill sets of a student along with knowledge and experience. Competency leads to confidence ,develops innovative and imaginative ideas to identify new challenges and converting them into opportunities to solve problems in the society [20- 25].
- (3) Research & Innovation Focused : The objective of higher education is to create new knowledge or a new interpretation of existing knowledge through systematic analysis. This will solve all problems of the society optimally. Involving research and innovations as a major component of higher education creates new intellectual property to throw light into new innovative solutions. The higher education policies of NEP-2020 transforms the HE system from information centric to new knowledge and innovation centric [26-32].
- (4) Improved STEM model of HE Curriculum : To generalize higher education for holistic development of students, it is scientifically proved that students

should be exposed to art & design thinking to develop critical thinking ,inquiry based attitude , in solving problems along with science, technology, engineering, and mathematics. This new model called STEAM is considered as better than STEM model in higher education at a bachelor's degree level [33-39].The STEAM model is based on experimental learning inculcates the ability of reasoning , innovating, problem solving . As research and publications are the main focus points of NEP2020 in higher education

- (5) Faculty Productivity based on Research Output : Research is an integral part of the higher education system. The faculty members should have research motives and experience so that they can be role models for their students. The new education policy focus on merit-based promotions which depend on faculty members annual performance indicator score with major portion depends on their performance in research and publications or patent to contribute to the IPR of the organization and hence of the country. Thus, the accountability of every faculty member in higher education system depends on their research productivity for a given time period [40-48].
- (6) Autonomy at all Levels : Higher education institutions which have the autonomy to do innovations in deciding the courses, curriculum, pedagogy, examination and evaluation could able to improve the quality of educations offered by them. NEP 2020 envisages that through autonomy institutions can run and start novel and cutting edge programmes. Institutional autonomy is seen as a prerequisite by NEP-2020

Further Suggestions for Improvements

- (1) Ph.D. should be a compulsory qualification for a permanent teaching position in Colleges & Universities: Like Integrated B.Ed. is compulsory qualification to Foundation, preparatory, middle, and secondary school education teaching, Ph.D. research should be a compulsory degree for College and University teaching. This is due to the reason that, research is going to be an integral part of bachelor's and master's degrees as per NEP 2020.
- (2) Compulsory Faculty Annual Publication leading to IPR : In order to maintain sustainable quality and to avoid faculty obsolescence in Colleges and Universities, the IPR generation should be compulsory. In this regard, the college faculties should publish at least two open access scholarly research papers with copyright certificates from Govt. of India or at least two proof of patent submissions annually, failed to which the annual increment should be suspended.
- (3) Use of Services of Retired Professors as Research Guides : The requirement of huge Ph.D. degree holders in autonomous colleges due to changes in policies of NEP 2020, the demand for research guides is increasing. The optimum solution for solving this shortage is the utilization of services of retired professors with good research experience. It is suggested that the

universities should use the services of retired professors as research guides. Thus, retired professors should be used as Research Professors irrespective of their age to guide the research scholars for their Ph.D. Such an idea will eliminate the scarcity of research guides.

- (4) Educational Planning- Educational planning is an integral part of the planning of general development. The democratization of education and the training of the academic staff for their maximum development, planning is important. The educational development plans continuous system of forecasting and guidance .

Autonomy and Accountability: Economic analysis as well as quality maintenance should be taken in account while giving autonomy. Government should assure the public that these institutions are held accountable.

Age of STEAM learning : The STEAM learning should be initiated at early age instead at higher level because studies have shown students take interest at young age as may developing nations have made STEAM learning as a part of the school curriculum as it develops creativity among students which in later life turn out to be scientist at world level.

Strategies

Economic growth of a nation is possible if there is a dynamic growth in the education sector; knowledge is always considered an important element in promoting the development of the country. Following strategies are suggested to revitalise the higher education system to make promoter of growth in the State. Establish State Higher Education Council to formulate, launch and promote higher education campaign in mission mode in the State. Upgrade government colleges with enrolment of 15000 or more; autonomous colleges; colleges with potential for excellence; and A grade accredited colleges by NAAC as, universities. Set up two women universities; one model college in each district and promote evening universities colleges. Introduce undergraduate programmes in universities as integrated undergraduate or postgraduate (UG/PG) programmes. Promote private sector participation in higher education, skill based education and vocational education. Provide financial support to students of socially deprived groups, minorities, Scheduled castes, scheduled tribes, OBC and women. Set up State Skill Council and starting programmes under PPP mode with market guided intake in the areas of manufacturing and production, hospitality and tourism, medical and hospital testing and diagnostic, media and communication, and ICT. Launch Faculty Talent Promotion Scheme for capacity building and capability enhancement of teachers through Academic Staff Colleges.

Conclusion

India has very vast and venerable history in the field of higher education. Previously, the country was known to have been home to the oldest formal universities in the world. Nevertheless, in spite of the significant progress made during the past few years, India's higher education sector is still in danger with several challenges

with its relatively low Gross enrollment ratio (GER). HE (Higher education) institutions should focus on holistic development of an individual & therefore it focus on development of multiple intelligence rather than merely linguistic and logical intelligence of an individual.

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SIGNIFICANT TRANSFORMATIONS IN HIGHER EDUCATION AND THEIR CONSEQUENCES IN THE CONTEXT OF NEP-2020

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It was a long due and much awaited reform in the education sector, the national education policy 2020 is going to redesign the systems and the structures of primary and higher education, since 1947 our educational system requires an educational backup. The last 70 years have witnessed big leap transformation of applications supported by advancements in science and technology. Even today due to the fast adoption of science and technology it is difficult to evaluate how the usage of latest innovation in education sector shapes up the future of education system.

This requires an upgraded policies and an advance educational system to deal successfully with the current challenges and to walk with top educated countries of the world. India has always responded slowly in the up gradation of education policy so finally after a long gap of 34 years this new policy has been introduced the new National Education Policy (NEP) 2020 of India provides The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India and a new way of internet-based e-learning. Through these five founding pillars (Access, equity, affordability, accountability, and quality) the NEP will transform India into a vibrant knowledge hub and it will also contribute for United Nations 2030 agenda for sustainable development. This paper provides insights into various contours of NEP 2020 and how India should step up with caution to achieve the objectives of quality education to all and how it will transform millions of lives in the times to come. This paper also presents some major loopholes and execution challenges that need to be addressed with the objective of providing value to our nation.

Introduction

Well defined and futuristic education policy is essential for a country at school and University levels due to the reason that education leads to economic and social progress. We can say that after a long gap of 34 years government of India has declared National Education Policy (NEP) 2020, Quality education to all is the vision for the Higher education system. It is stated in the policy that quality higher education must aim to develop good, thoughtful, well rounded, and creative individuals. Policy provisions for higher and professional education are well addressed in the NEP 2020. NEP 2020 also going to redesign the higher education system to overcome the challenges and ready to deliver high-quality in higher education, with equity and

inclusion. It recommends to established multidisciplinary universities and higher education Hub and highly advanced colleges. It states to move towards faculty and institutional freedom. It also states Higher Education Information Service by high qualified and independent boards having academic and administrative independence With the vision of creating a platform to provide quality school & higher education to every citizen of the country with Indian ethics and values to transform the country as a knowledgeable society and global knowledge superpower by improving the quality of education at every stage by creating a new ideal system through the revision and revamping the current education structure including, With the vision of creating a platform to provide quality school & higher education to every citizen of the country with Indian ethos and values to transform the country as an equitable and vibrant knowledge society and global knowledge superpower by improving the quality of education at every stage by creating a new ideal system through the revision and revamping the current education structure including, policies, regulations, and control systems, the new policy NEP-2020 is designed Thus, it is expected that the new policy NEP-2020 is a thorough revision with less content but more skills for problem solving, creativity for innovation, multidisciplinary and holistic for unity and integrity. Private institutions with a public-spirited commitment to high-quality equitable education will be encouraged. Technical institutions are facing the challenge of providing quality education at the same time they have to be financially sound. They are expected to function under rules and regulations, which restrict to satisfy the expectations of external and internal stakeholders. The aim, objectives, and details are well known to practitioners and the public. NEP-2020 is an innovative and futuristic proposal with both positive and negative aspects, framed with the objective to provide a quality school education and higher education to everyone with an expectation of holistic & research-oriented progress we will try and understand the significant Transformations in Higher Education and their Consequences in the Context of NEP in details.

Related Work

We have understood that the previous education policies of the Government of India in 1986 and even the modified one in 1992 are failed to provide the quality education to each and every citizen of the country and found insufficient in offering quality education even after the amendment in NEP- 1992 was brought during 2009 with a supplementary “Right of Children to Free and Compulsory Education Act 2009” that laid down legal underpinning for achieving universal elementary education. In 2019, Govt. of India formed a committee headed by Dr. K. Kasturirangan former chairman of (ISRO). The committee submitted its report in the form of a draft Education policy in December 2019 and suggested both incremental and radical changes in the existing Indian education policy with appropriate guidelines for effective implementation in the country by 2030. After a thorough investigation and 360-degree feedback-based review, the Govt of India accepted its modified version [1] in the Union Ministry meeting as National Education Policy 2020. The declaration was made by Union Ministers for Information and Broadcasting (I&B) Prakash

Javadekar and Human Resource Development (HRD) and Ramesh Pokhriyal Nishank for acceptance of the National Education Policy (NEP-2020) on Wednesday 29th July 2020. The National Education Policy-2020 envisions an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high quality education to all. It draws inputs and disciplines from the vast amount of India's heritage. The countries education system contributed many scholars including Charaka and Susruta, Aryabhata, Bhaskaracharya, Chanakya, Patanjali, and Panini, and many others. Through such eminent people, the country made seminal contributions to world knowledge in varied fields such as mathematics, astronomy, metallurgy, civil engineering and architecture, shipbuilding and navigation, medical science and surgery, yoga, fine arts, chess. The entire Indian education system is founded and built with such background, support, and inspiration.

- [i]. In August 2020, Sunil Kumar et al highlighted a new instructional procedure to see huge movements in schools and advanced edification. He has pointed the void between vision and mission would require more than the action plans and the strategy for execution. Therefore, it takes the right measures to ensure that implementation meets expectations
- [ii]. In August 2020, Aithal, P. S. et al further published a paper on "Analysis of the Indian National Education Policy 2020 toward Achieving its Objectives" and highlighted various policies announced in the higher education system and compared them with the currently adopted system. Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed. Some suggestions are proposed for its effective implementation towards achieving its objectives
- [iii]. Jha, P. et al (2020) commented on shortcomings of the National Education Policy, approved by the union cabinet on 29 July 2020. NEP-2020 is the third educational policy document of the country, coming after a gap of 34 years since the last one. The article highlighted some of the relevant concerns about the question of provisioning for good quality universal education, equitable access to education, and increasing push toward privatization
- [iv]. Suryavanshi, S. (2020) has made an attempt to compare teacher education in Indian universities with that in Chinese university as a case study and concluded that autonomy is essential to faculty members and institutional leaders to innovate and explore in their teaching, research, and service. The paper also suggested that the universities must have the individual autonomy -as proposed by NEP-2020 is definitely the right step ahead
- [v]. Kumar, K., et al (2020) discussed how National Education Policy 2020 can be a lodestar to transform future generations in India. They mentioned that NEP-2020 provides a comprehensive framework from primary education to higher education, vocational & technical education, and a new paradigm of internet based e leanings. They identified the five founding pillars as access,

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equity, affordability, accountability, and quality to fulfill the UN sustainable development goal. They provided insights into various contours of NEP 2020 with caution to achieve the objectives and presented some major loopholes and execution challenges that need to be addressed for fostering quality education for all

- [vi]. Deb, P. (2020) published an article on “Vision for Foreign Universities in the National Education Policy 2020: A Critique” that deals with the internationalization of Indian higher education as one of the stated aims of the National Education Policy (NEP) 2020.

Objectives of the Study

The objective of the policy is to provide a multidisciplinary and interdisciplinary liberal education to everybody based on a proposed system. The current study determines various strategies to implement the NEP-2020 in “Higher Education” systematically by identifying various constraints associated with the NEP- 2020. This includes the following specific objectives:

- To evaluate the implementation suggestions.
- To identify and analyze possible strategies for implementation of NEP-2020 to fulfill its objectives.
- To prepare an overview of NEP-2020.
- To distinguish the strengths & weaknesses of the Policy at Higher education & Research Part.
- To propose strategies to develop Quality Universities and Colleges.o propose strategies for Institutional Restructuring & Consolidation.
- To propose strategies for more Holistic & Multidisciplinary education.
- To propose strategies for Optimal Learning Environment & Student Support.
- To propose strategies for transforming the regulatory system of HE.
- To propose strategies for technology use and integration.
- To propose strategies for online & digital education.
- To provide suggestions to all stakeholders for effective implementation of the policy as per the given timeframe.

Overview of NEP-2020

The National Education Policy-2020 envisions an India centred education system by incorporating its tradition, culture, values, and ethics to transform the country into an equitable, sustainable, and vibrant knowledge society. NEP-2020 is developed by considering the wide and deep historical heritage of the country and the contributions of many scholars to different subjects as the founding stone to build high quality multi-disciplinary liberal education at both school and higher & professional education.

NEP 2020 Highlights for Higher Education

1. Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.

2. National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

3. Broad based, multi-disciplinary UG Education:The policy envisages broad based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification. UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period.

4. Academic Bank of Credits to be established to facilitate Transfer of Credits

5. Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education. HECI to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.

6. End of Affiliation of Colleges: Affiliation of Colleges to be phased out in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university.

7. Research Stage (Three to Four-year duration)

Though research is an integral part of the final year undergraduate and postgraduate stages, the research scholars at research degree stage can pursue high quality research leading to Ph.D. in any core, multidisciplinary, or interdisciplinary areas for a minimum period of 3 years for full-time and 4 years for part-time, respectively. During Ph.D. they should undergo minimum 8-credit coursework in teaching/education/pedagogy related to their chosen Ph.D. subject. No MPhil programme will be offered as a research degree.

8. Lifelong learning

As lifelong learning is essential for every human being in society, the NEP 2020 also proposes lifelong learning and research to avoid the obsolescence of human beings in society in

terms of knowledge, skills, and experience leading to confidence based comfortable life. It is believed that education and research at any stage of life will give further maturity for satisfaction and enlightenment in life.

Salient Features of the Policy

- Any Degree will be 4 years. Post-graduation will be one or two years making for a total of 16 years of education on par with international standards.
- All graduation courses will have a major subject and minor subject, the student can choose any combination, say, Physics as Major and Music as a minor.
- All higher education will be governed by only one authority.
- UGC and AICTE will be merged.
- All Universities, whether government, private, Open, Deemed, Vocational, etc will have the same grading and other rules.
- New Teacher Training board will be set up for all kinds of teachers in the country, no state can change.
- Level of Accreditation to any college will be based on its rating, the college will get autonomous rights and funds.
- Credit system for graduation for each year, the student will get some credits which he can utilize if he takes a break in the course and comes back again to complete the course.
- For any graduation course if the student completes only one year he will get a basic certificate, if he completes two years then he will get a Diploma certificate and if he completes a full course then he will get a degree certificate. So no year of any student will be wasted if he breaks the course in between.
- All the graduation course feed of all Universities will be governed by the single authority with capping on each course

NEP 2020 for Higher Education

The highlights of NEP-2020 for higher education sections are listed below:

- (1) Higher education monitoring and controlling institutions like UGC, AICTE, MCI, DCI, INC, etc will be merged with the Higher Education Commission of India (HECI) as a single regulator for HEIs.
- (2) The current Accreditation Institutions such as NAAC and NAB will be replaced by a robust National Accreditation Council (NAC).
- (3) Establishment of a National Research Foundation (NRF) to fund research in universities and colleges.
- (4) Consolidation of existing fragmented HEIs into two types of Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC) with the campus having more than 3,000 students. The Timeline to become multi-disciplinary is by 2030 and have to be grown more than 3,000 students campus by 2040.
- (5) Multidisciplinary Universities will be of two types as (1) Research-intensive Universities, and (2) Teaching-intensive Universities.

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- (6) Every existing College will develop into either degree granting autonomous College or migrated into a Constituent College of University and becomes fully a part of the University.
- (7) The Gross Enrolment Ratio in HE, including Vocational education will be increased from the current 26.3% (2018) to 50% by 2035.
- (8) HEIs, which deliver the highest quality will get more incentives from the government.
- (9) All existing affiliated Colleges will eventually grow autonomous degree-granting colleges with the mentoring support of affiliated universities by improving and securing the prescribed accreditation level.
- (10) The nomenclature of HEIs in the country such as ‘deemed to be university’, ‘affiliating university’, ‘affiliating technical university’, ‘unitary university’ will be replaced simply by ‘University’ on fulfilling the criteria as per norms.
- (11) Research will be included in UG, PG level, and have a holistic and multidisciplinary education approach.
- (12) Pedagogy in HEIs will focus on an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.
- (13) An Academic Bank of Credit (ABC) will be established, which would digitally store the academic credits earned from various recognized HEIs (SWAYAM & ODL mode) so that the degrees from an HEI can be awarded taking into account credits earned.
- (14) Four-year Bachelor’s degree with multiple exit options, one to two-year Master’s degree based on the number of years spent in Bachelor’s degree as four or three, respectively, and option to do Ph.D. for four-year Bachelor’s degree with research are possible.
- (15) The post-graduate education will be reshaped with Two-year Master’s degree with full research in the second year, One-year Master’s degree for four-year Bachelor’s degree holders, and Five-year integrated Bachelor’s/Master’s degree.
- (16) All HEIs will focus on research and innovation by setting up (1) Start-up incubation centres, (2) Technology development centres, (3) Centres in frontier areas of research, (4) Centre for Industryacademic linkage, and (5) Interdisciplinary Research Centres including humanities and social science research. (17) Student centred teaching & learning process will be implemented instead of current teacher centred teaching model.
- (18) Choice Based Credit System is revised by an innovative and flexible Competency Based Credit System.
- (19) Examination system will change from high-stakes examinations (Semester End system) towards a more continuous and comprehensive evaluation examination system.

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- (20) All HEIs will have professional academic and career counselling centres with counsellors available to all students to ensure physical, psychological, and emotional well-being.
- (21) All HEIs will develop, support, and fund for topic-centred clubs and activities organized by students with the help of faculty and other experts as needed in the area of science, mathematics, poetry, language, literature, debate, music, sports, etc.
- (22) Encouragement will be made for Online Distance Learning (ODL) courses as part of degree programmes to include the credit system.
- (23) The Degree programmes may contain in-class teaching, Online teaching components, and ODL components with 40:30:30 ratio model to achieve a global standard of quality.
- (24) HE quality will be improved to a global quality level to attract more international students and the credits acquired in foreign universities will be counted for the award of a degree.
- (25) National Scholarship Portal will be strengthened and expanded to help the financial needs of merit based students. Private HEIs will be encouraged to offer larger numbers of free ship

Teacher education: The NEP 2020 puts forward many policy changes when it comes to teachers and teacher education. To become a teacher, a 4-year Bachelor of Education will be the minimum requirement needed by 2030. The teacher recruitment process will also be strengthened and made transparent. The National Council for Teacher Education will frame a National Curriculum Framework for Teacher Education by 2021 and a National Professional Standards for Teachers by 2022. The policy aims to ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well equipped teachers

Other changes: Under NEP 2020, numerous new educational institutes, bodies and concepts have been given legislative permission to be formed. These include:

- National Education Commission, headed by the Prime Minister of India
- Academic Bank of Credit, a digital storage of credits earned to help resume education by utilising credits for further education
- National Research Foundation, to improve research and innovation
- Special Education Zones, to focus on the education of underrepresented group in disadvantaged regions
- Gender Inclusion Fund, for assisting the nation in the education of female and transgender children
- National Educational Technology Forum, a platform to facilitate exchange of ideas on technology usage to improve learning

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The policy proposes new language institutions such as the Indian Institute of Translation and Interpretation and the National Institute/ Institutes for Pali, Persian and Prakrit. Other bodies proposed include the National Mission for Mentoring, National Book Promotion Policy, National Mission on Foundational Literacy and Numeracy.

The National Education Policy 2020 is a milestone in educational reforms in the history of India. The fundamental principle of this policy is to provide level playing field to students from different social backgrounds. In the sphere of higher education, this policy proposes availability of choice to students at all stages and encourages multidisciplinary approach. For example, a science student interested in history and heritage will have access to the subject of his choice. The most significant highlight of NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI), a single overarching umbrella body for higher education, excluding medical and legal education. HECI has four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. In a country, to have uniformity in education standards, a single umbrella body was always a requirement. Multiple independent governing bodies led to many standardization issues across institutions, and along with that, any improvement plan to be implemented in this higher education domain took years. If the proposed plan is implemented, uniformity and coordination for all institutions in this country will be much easier. Process changes will be easily implemented and effective too.

The second highlight of the proposal is to introduce a single university entrance exam conducted by the National Testing Agency. Earlier, to seek admission across various universities, a student had to go through the burden of multiple examinations plus the varied difficulty level of question papers across many central universities. If this plan is implemented, a student can give one entrance exam and get saved from the burden of many. At the same time, the question paper's level will be standardized, error-free as NTA conducts it, and the admission process will be streamlined.

The policy also allows universities to set up offshore campuses as well as many foreign universities can now set up institutes in India. This move is welcoming indeed. It will lead to competition, talent flow, and key practices from the outside to India, which will ultimately lead to a great deal of improvement in the country's education standards. It will also provide real exposure to children, and probably there would come a day where students can afford global education in India, instead of spending lakhs in another country.

The focus on having multi-disciplinary colleges in every district by 2030 is a promising idea as well. It will renew the countries' focus on arts, humanities, and a multi-disciplinary form of education to ensure that our students are skilled well for the career ahead. Remote learning of concepts has kept our students very far behind in terms of skills so far.

With this policy, I can foresee Gross Enrolment Ratio rising for the country as well as multiple entry and exit options at the undergraduate level have been proposed to be allowed. The academic bank of credit will help store credits, and the concept of credits will finally get more weightage in India. However, the students today will have the freedom to experiment with what they have to learn and have the flexibility in it.

The new NEP is focused on increasing the Gross Enrolment Ratio in higher education space which is currently around 26%. This is much lesser than other countries such as China, Brazil and North American nations. The Indian government needs to introduce stronger policies for educational infrastructure development. It has to promote foreign direct investments (FDI) and open up the External Commercial Borrowing (ECB) route to strengthen the capital pool for the sector. As rightly mentioned by Finance Minister, Nirmala Sitharaman during the 2021-22 Budget speech, the country needs greater inflow of finance to attract talented teachers, build better infrastructures and formalize measures which will enable sourcing ECBs and FDI.

Why is it needed?

- Lack of accessibility to higher educational institutes is identified as one of the reasons for low college/university level enrollment in the country. India's current GER is 26.3 per cent lower than the developed countries.
- India's higher education system is rife with high segmentation and specialization rates, which prevents students from having a comprehensive understanding of different concepts. Students studying Engineering, for example, have no room to think about liberal arts. The boundaries of specializations have been so set up that students do not get a chance to establish an interdisciplinary understanding even in engineering.
- The career management and advancement of faculty and other institutions involved in higher education was mostly arbitrary and based on seniority rather than merit recognition. This led to the de-incentivization of research or innovation perusal.
- And finally, Universities or colleges are undertaking very little research. There is much less scope for conducting any research on any novel or futuristic concepts. One of the critical reasons for the little research being carried out is the bifurcation of higher education into two types of institutions, one is teaching, and the other is research institutions. There is also little research funding relative to other nations.

What it offers to the Nation

- NEP 2020 has set itself the enormous task of raising GER in higher education from 26.3% (2018) to 50% by 2035. The emphasis is on making the

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curriculum flexible through an interdisciplinary approach, creating multiple exit points. According to the policy, single discipline universities will be established alongside multidisciplinary universities of education and research (MERUs) and a National Research Foundation.

- One paradigm shift will be the establishment of India's Higher Education Commission (HECI) for entire higher education. HECI will act as the single supreme body for all higher education, except medical and legal studies, which will replace all other regulatory agencies such as the University Grants Commission or the All India Technical Education Council. And to make it one of the most centralized regulatory institutions, all four of its independent verticals will also be responsible for all funding, grants, standards, and accreditation. Many educators conclude that such significant government regulation will impede the advancement of higher education in the long run.
- Digitalization of higher education and open learning systems to boost GER have been given extreme emphasis and to Conclude, NEP offers Choice, Chance, and Change, but we have to wait for things to unfold and see how it gets implemented

Higher education enrolments is expected to grow at 6% CAGR as implied by government targets GER (Gross Enrolment Ratio) in Indian higher education stands at ~26% in 2020, lagging substantially behind other nations GER %, FY 2020

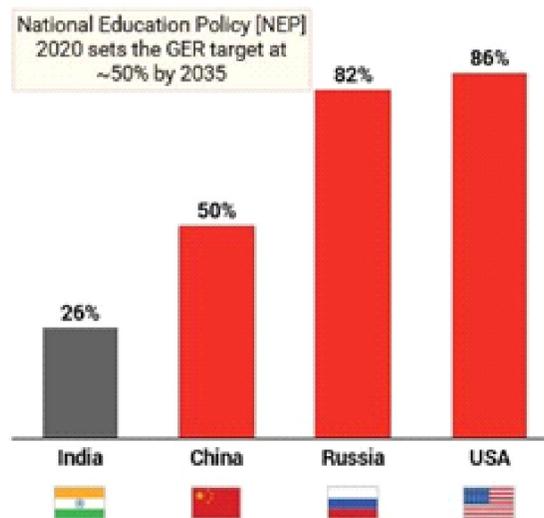


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Note: Gross Enrolment Ratio here refers to the ratio of total enrolment in higher education to eligible official primary school-age population of a country.

Expected Growth in Student Enrolment in Higher Education

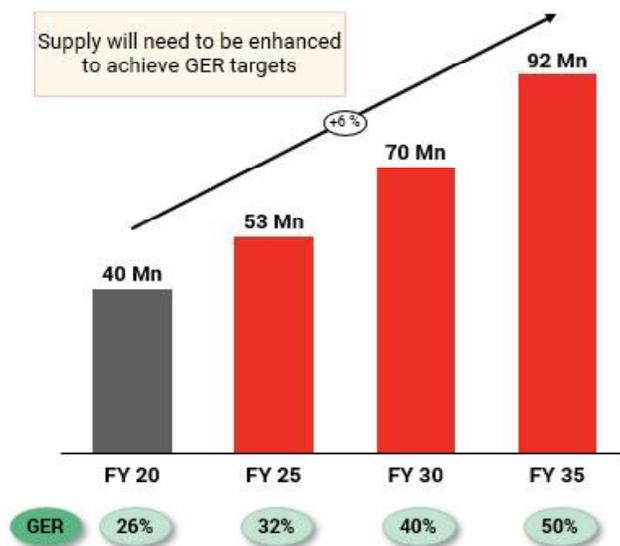


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Expected Growth in Student Enrolment in Higher Education:

Online education will play a critical role in enabling the 50% GER objectives, The gross enrolment ratio (GER) for higher education is a measure of the number of schoolchildren who go on to become undergraduates (UG), postgraduates (PG), or diploma holders. India currently has a GER of 26% for tertiary or college-going students, far behind USA 86%, Russia 82%, and China 50%. The NEP 2020 stated its ambition to achieve GER of 50% by 2035. As NEP 2020 enables demand by creation of academic credits bank and allowing multiple entry/ exit points, online education will play a critical role in enabling necessary supply for achieving 50% GER objectives.

Consequences of the New Education Policy

In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, that is bringing study material in mother languages.

According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave the course midway.

The strategy aims to increase public investment in education from 4.4% of India's GDP to 6%, and improve education for nearly 300 million students in the country through a host of reforms. To this end, the policy sets out comprehensive reforms that will affect every student, from the tiny to her first playschool to an ambitious master's degree considering a Ph. D. program.

Another Consequences of the New Education Policy

According to the national education policy 2020, students of the private schools will be introduced with English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.

How the New Education Policy will be implemented? The new education policy in 2020 came after 34 years and is all set to change the existing academic system of India with the purpose of making it at par with the international standard of academic. The Government of India aims to set up the NEP by the year 2040. Till the targeted year, the key point of the plan is to be implemented one by one. The proposed reform by NEP 2020 will come into effect by the collaboration of the Central and the State Government. Subject wise committees will be set up the GOI with both central and state-level ministries for discussing the implementation strategy.

Conclusion

In the end, it is important to point out that these policies have all been proposed, and there is a long way to go before the implementation rolls out. The policies and the suggested changes look great on paper, and they would change the face of the Indian education system in the years to come, but that would depend on how they are approached and implemented

The new National Education Policy looks picture perfect currently. But the key to its success is its implementation within the set deadline. Now, we have to patiently wait and see how things turn out in the future and how we can reap the massive benefits that will be brought into the system with its successful execution The Government aims to make schooling available to everyone with the help of NEP 2020.

With the introduction of NEP 2020, many changes have been made and one of those is the discontinuation of M. Phil course. Even though there are many drawbacks in the new education policy, the merits are more in number. It is believed by many that by implementing these changes, the Indian academic system will be taken a step higher. Findings show that policy measures have a significant impact on our country's education system and that stakeholders from different education sectors must work together to maximize the effectiveness of these policies.

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A REVIEW ON NATIONAL EDUCATION POLICY 2020 IN INDIA: FEATURES, IMPACT AND CHALLENGES

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Education plays a powerful role in building nation, education decides the future of the nation, the destiny of its people. The impact will be a long-lasting one in terms of growth and development of the nation and citizen. The role of education and its significance cannot be overlooked in today's scenario. The growth and development can be seen if we compare the pre independence and post - independence era. After 34 years Indian Govt. is going away to modify the mode we learn, this is the third modification in the education policy. There are many changes proposed in new National Education Policy 2020 that would certainly affect all the stakeholders. In this paper the author is going to explore about National Education Policy 2020 and its effects on the stakeholders and also try to bring awareness and future impact of National Education Policy 2020 by ask a sequence of questions float on all the existing social media and analyze the alike. Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Poles apart countries assume different education systems by allowing for the belief and culture and take up different stages for the duration of their life cycle at school and college education levels to make it successful. Recently Government of India announced its new Education policy which is based on the recommendation by a professional committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). This paper highlights on various policies announced in the higher education system and match up to them with the currently adopted system. Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed. Finally, some suggestions are proposed for its useful accomplishment towards achieving its objectives.

Introduction

India, mortal a rising moderate country for educational reforms, at present has concerning 845 universities and around 40,000 higher education institutions dazzling the overall high fragmentation and many small sized Higher Educations in the country which are affiliated to these universities. It is found that over 40% of these small sized institutions are running single programme beside the anticipated change to a multidisciplinary mode of higher education which is an crucial obligation for the educational reforms in the country for the 21st century. It is also well-known that

more than 20% of the colleges have yearly enrolment less than 100 students making them nonviable to progress the excellence of education and just 4% of colleges enroll more than 3,000 students once a year due to local one-sidedness as well as the quality of education they offer. Some of the reasons found for the fragmentation of the higher education system in India are early streaming of students into unlike disciplines. Lack of access to Higher Education, more than ever in socio-economically underprivileged areas which resulted in the current gross enrolment ratio of 25% only. Lack of teacher and institutional autonomy to make innovations in Higher Education to attract many students. Inadequate mechanisms for career management and succession of faculty and institutional leaders. The lack of research and innovations at most of the universities and colleges. Suboptimal levels of governance and leadership at higher education institutions.

A dishonored dictatorial system allowing sham colleges to boom while constraining excellent, innovative institutions. It is predicted that India will be the third largest economy in the world by 2030-2032 with estimated GDP of ten trillion dollars. The ten trillion economies 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 do up it by introducing a wide-ranging National Education Policy 2020. This is in line with the Prime Minister's new call on leveraging the Fourth Industrial Revolution to take India to new heights. The currently introduced National Education Policy 2020 envision an India centered education system that contributes directly to transforming our nation sustainably into an impartial and animated knowledge society, by given that high quality education to all . The first national education policy after independence was announced in the year 1968 and the second national education policy which was improved version of the first was announced in the year During the past 8–9 months, the intact humanity has undergone a near-total transformation, due to COVID-19 pandemic. The life as we knew has become more or less outmoded and we have by now altered into a new world order/system, a system, which is governed by Covid-19 and all the issue unified to it.

A simple act of going out of the closed confine of one's home has been converted into a major area of concern. The previous cheery appearance has changed into, making one acutely think about over, "Shall I go out?," "Do I need the things, I want to go out to buy?," "Is it safe to visit, that public space?," "have I done thorough enough grounding before I get on such a 'hazardous journey'?", and most outstandingly, "have I put on my mask or not?" so on and so out...!

However, life has to go on. After opposite all "lockdowns/ curfews" and other isolators events, one understands, despite all the restrictions/limitations and taboos because life is a energetic and regularly changing process and endurance is possible only for those who adapt become the fittest. "Survival of the fittest" a famous term

borrowed by Charles Darwin from the inventive text of Herbert Spencer in his 1864 book “Principles of Biology.” Here, the accent is on the word “fittest,” which whether clarified by Darwin himself or not, but is true, “It is not the strongest of the species that survives, not the most intellectual that survives. It is the one that is the most flexible to change.”

In the famous words of Albert Einstein, “We cannot solve our troubles with the same thinking we used when we created them.” So by consequence and same logic, the present-day problems, more than ever related to the education and execution of policies related with it cannot be solved using the older/erstwhile policies. With changing India or rising “new” India, the policy on education needed to be reinvented and remained.

Objectives

- To grasp and recognize the concept of “National Education Policy 2020”.
- To study and understand the features of NEP 2020.
- To examine the impacts of “National Education Policy 2020” in Indian Economy.
- To assess the advantages of implementation of NEP 2020.
- To discuss about the Challenges and Quick results of “National Education Policy 2020” in India.

Impact of “National Education Policy 2020”

1. The NEP 2020 proposes a four-year undergraduate program with multiple exit options to give students flexibility. A multi-disciplinary bachelor’s degree will be awarded after carrying out four years of study. Students exiting after two years will get a diploma and those parting after 12 months will have studied a vocational/professional course. MPhil (Master of Philosophy) courses are to be discontinued.
2. A Higher Education Council of India (HECI) will be set up to standardize higher education; the focus will be on institutions that have 3,000 or more students. Among the council’s goals is to increase the gross enrolment ratio from 26.3 percent (2018) to 50 percent by 2035. The HECI will not, however, have authority over legal and medical colleges.
3. The policy, the government has said, aims at reducing the prospectus pack of students and allowing them to become more “multi-disciplinary” and “multi-lingual”. There will be no inflexible parting between arts and sciences, between curricular and extra-curricular activities and between professional and academic stream, the government said.

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4. The mother tongue or local or regional language is to be the medium of lessons in all schools up to Class 5 (rather till Class 8 and beyond), according to the policy. Under the NEP 2020, Sanskrit will be obtainable at all levels and foreign languages from the secondary school level.
5. To that end, the policy also proposes that higher education institutions like the IITs (Indian Institute of Technology) move towards “holistic education” by 2040 with greater enclosure of arts and humanities subjects for students studying science subjects, and vice versa.
6. Teacher recruitment and career path; staffing, promotions, evaluation of Teachers will be passed out, through, a forceful, transparent and merit based process. “National Professional Standards for Teachers (NPST)” will be developed by 2022, by National Council for Teacher Education (NCTE), in alliance with NCERT, SCERTs. There shall be a review/revision in 2030 and every 10 years afterward.
7. School governance; to be aerodynamic.
8. Accreditation and standard setting of school education; A State School Standards Authority will be set up. SCERTs shall build up, school quality assessment and accreditation framework. There shall be same evaluation and accreditation criteria, benchmarks and processes for both public and private schools.
9. Vocational education; the target of at least 50% of learners being uncovered to vocational education, both at school and the higher education level, has been planned to be achieved by 2015. The students are planned to be sloping with vocational education at middle and secondary school, which will then be incorporated into higher education, through it is, polytechnics, even local industry. They will learn at least one vocation, with point of reference to many. Ten days of internship between 6 and 8 grades with, local experts such as carpenters, potters and gardeners same program being followed every year during vacation in Grades 6–12.
10. Multilingualism and power of language; the medium of instruction at least until Grade 5, but sooner till Grade 8 and afar will be in local/regional language/mother tongue. A project “Languages of India shall be conducted between Grades 6 and 8, for every student. “Sanskrit” will be offered as an option, at all the levels of school/higher education under three language formulas. Classical Indian languages as well as many foreign languages will be at the secondary level. Indian Sign Language will be unvarying, for offering.

**Comparison of National Education Policy 1986 & National Education Policy
2020**

S. N. NEP 1986	NEP 2020
1 The role of education is the all-round development of students.	Objective is to provide Multidisciplinary & interdisciplinary liberal education.
2 Common education structure of 10 (5+3+2)+2+3+2 is followed.	Objective is to provide Multidisciplinary & interdisciplinary liberal education.
3 The first preliminary education starts at 6th year of a child as Primary school level.	The first preliminary education starts at 3rd year of a child as a Foundation stage.
4 Two years higher secondary level and two Years pre-university levels were separately considered and both had board exams.	Four years Secondary education stage is designated by clubbing Two years higher secondary level and two years pre-university levels. Exams are suggested at the school level except for Board level exams at 10th and 12th.
5 All undergraduate and postgraduate admissions are based on the entrance exam conducted at the college level or state level except NITs & Medical Colleges.	All undergraduate and postgraduate admissions of public HEIs are based on National Testing Agency (NTA) scores conducted by the national level.
6 Undergraduate programmes are for three to four years.	Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with project based degree.
7 Postgraduate education is of two years with specialization focus.	Postgraduate education is of one to two years with more specialization & research focus.
8 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 there will be no affiliated colleges to state universities and autonomy in deciding curriculum and evaluation.
9 Examination is independent of teaching. All examination and evaluation is affiliating university controlled. There is a little role of teaching faculty members in evaluating the Students directly.	Examination is a part of a continuous evaluation system. Faculty members who are teaching a subject are responsible for evaluation and examinations are departmental affairs.
10 The support of research funds through UGC or any other agencies	The support of research funds through the National Research Foundation and

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	is mainly for Universities than Colleges.	any other agencies will be equally distributed to all three types of HEIs based on a fair evaluation of the research proposal.
11	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 undergraduate and post-graduate courses.
12	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 all three types of HEIs based on a fair evaluation of the research proposal.
13	HEIs accreditation is compulsory for availing funds and government facilities only.	HEIs accreditation is compulsory for functioning and offering the degree. Compulsory accreditation is required once for every five years for continuous operation.
14	Faculty performance & accountability is linked to promotion but not linked to compensation.	Faculty performance & accountability is linked to Promotion and compensation.
15	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 holders with proven research performance during the fourth year can directly admit to Ph.D. programme without Masters degree in both types of HEIs.

Conclusion

NEP2020 has been unveiling, with set of consideration process, brightness, as well as ordeal by Government of India. The proposed delivery of education is particularly broad based, guarded and inclusive. There are no specific compartments, limitations and divisions. The predicted times pan is notably extended, with nearly 20 + years of duration envisage. Main plunge as contemplated is on multidisciplinary, holistic and broad-based education. At school level, the old 10+2 system shall be replaced with new 5+3+3+4. More stress on the local/Indian languages, more help to SEDGs and teachers to be assisted in self-improvement and thus up gradation.

At university/HEI level, no single stream/discipline university shall remain in existence but transformed into multidisciplinary, holistic delivery systems. A single nomenclature, “University,” shall prevail. There shall be HECI to preside over the higher education. At professional level, a health-care education shall endure incredible transformation, by integrating the various systems of medicine.

CHALLENGES OF DIGITALIZATION OF PRIMARY EDUCATION IN RURAL INDIA

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Education is a very important aspect of a person's life as well as for the community. Primary education is an important part of education as it is the foundation of further learning at later stages and it is the first footstep in building the persona of the child. In the Indian education system, primary education has two levels Lower Primary (Class I-IV), Upper Primary (Class V-VIII). To make improvements and enhance the education system of India, the Ministry of Human Resource and Development (MHRD) has come up with the National Education Policy 2020, which is the first education policy of the 21st century. According to National Education Policy 2020, there will be two stages under primary education i.e., the Foundational Stage and the Preparatory Stage. Digitalization of education is one of the main aspects of the National Education Policy 2020. This paper is an attempt to discuss the main mandates related to the digitalization of education with reference to primary education and what are the main challenges that the population living in rural areas is facing in accessing online education.

Introduction

Education forms the base of the community. It is accountable for the social, economic, and political growth of the country. Thus, it is very necessary to mold down the future by facilitating the future citizens. National education policy (NEP) 2020 is the policy issued by the Ministry of Human Resource and Development (MHRD). It is the first education policy of the 21st century and approved on 29 July 2020 by the Union Cabinet of India. It is the first vision document to fulfill the desired requirement in the education sector of India for the 21st - century classroom. It has been established upon four pillars, Access, Equity, Quality, Affordability, and Accountability.

The structure of education has been modified in the policy from 10+2 structure to 5+3+3+4 covering ages 3-18 years. A strong focus has been made on Early Childhood Care and Education (ECCE) in the new policy so that each and every student is prepared for Class- I beforehand. The following is the latest structure:

- Foundational Stage (age 3-8 years): 3 years of pre-primary plus Grades 1-2
- Preparatory Stage (8-11 years): Grades 3-5
- Middle Stage (11-14 years): Grades 6-8
- Secondary Stage (14-18 years): Grades 9-12.

It had been contrived, according to the recent needs and trends, to enhance the quality of education, to enhance the opportunities for the youth of the nation who are the future of our country, and improve the system of education in India.

National Education Policy 2020 promotes a multi-disciplinary approach of teaching and learning for the holistic development of the individual in terms of cognition, social, emotional, cultural, life skills, physical skills, and activities. The primary concerns of National Education Policy 2020 are to provide education to each and, every person irrespective of distance as well as the inclusion of disadvantaged persons and persons with disabilities.

Digitalization of Education

Technology plays a very important role in education at all levels of education. The use of technology helps to boost up the learning experiences as it helps to build the interest of students as well as helps to build up an inclusive setup for persons with disabilities. The recent time when the whole world was fighting with pandemics made us realize that it is mandatory to have an alternate option through which teaching and learning can take place when the traditional model of teaching is not possible. Digitalization of education refers to as amalgamation of digital technologies in the teaching and learning process. Digital India Campaign, which has been launched on 1st July 2015 by Prime Minister of India Shri Narendra Modi. It is a drive to enhance the online infrastructure as well as provide a high internet speed connection in both rural and urban areas.

NEP 2020 mandates the following for digital education

- In NEP 2020, the various technologies that were talked about are “Artificial Intelligence, Smartboard, Machine learning, Blockchains, Handheld Devices, Assistive technology and other hardware and software to build a digital classroom for the teachers as well as the students for the 21st-century classroom.
- Creation of the National Educational Technology Forum (NETF) has been proposed.
- Development of various educational applications such as “Diksha App”, “Swayam” for the students as well as the teachers.
- To make digital education accessible for all it has been translated into all the major regional languages.
- To make the education applications accessible for persons with disabilities.
- E-content to be developed by the states as well as National Institute of Open Schooling (NIOS), Central Board of Secondary Education (CBSE), Central Institute of Educational Technology (CIET), and National Council of Educational Research and Training (NCERT).
- To aware the public of the various developments in digital education.
- Development of “PARAKH” tool for the assessment of students.
- Training of teachers about the creation of e-content and pedagogy for online teaching.
- Promotion of Blended learning has been focused.

Primary Education

In India education is predominantly provided by two-sector that are government schools and private schools. The government schools are divided into three levels i.e., central school, state schools, and local schools. As mentioned in the constitution of India it is obligatory to provide free and compulsory to children aged from 6-14 years as a fundamental right, child labour is also banned to corroborate that children attend school and gain knowledge and are not engaged in unsafe working atmosphere.

Primary education in the Indian education system is segmented into two levels that are Lower Primary (Class I-IV), Upper Primary (Class V-VIII). Primary education is also called, elementary education. The age group is between 6 to 14 years for primary education.

Primary education is an important part of education as it is the foundation for further learning at later stages and it is the first footstep in building the persona of the child. The main purpose of primary education is to make certain that broad-based learning takes place for the holistic blossoming of the child in terms of physical, social, cognitive, cultural, ethical skills.

According to National Education Policy 2020, there will be two stages under primary education i.e., the Foundational Stage and the Preparatory Stage.

- **Foundational Stage:** Students who are in the age group of 3-8 years will be grouped into the foundational stage. It will be further divided into two parts; Anganwari / Pre-school / Balvatika (3-6 years) followed by class I, and class II (6-8 years). The aim of this stage will be to accomplish optimal results in the domains of gross motor and fine motor skills, cognitive skills, social skills, emotional skills, development of communication and early language, literacy, and numeracy.
- **Preparatory Stage:** Students who are in the age of 8-11 years will be grouped into the preparatory stage. It will be from class III to class V. The learning will be based on the play-way method. The main aim will be on developing cognitive, affective, and psychomotor abilities, early literacy, and numeracy. Mid-day meal shall also be extended to Preparatory Class in primary classes.

Challenges in digitalization of Primary Education in Rural India

- Geographic isolation, racial segregation, and limited resources are the major obstacles for schools located in rural areas. In terms of digitalization also the schools in rural areas face a lot of challenges that are as follows:
- **Lack of Digital Infrastructure:** Although the Indian government is working a lot and coming with a lot of schemes and projects to enhance the digital infrastructure, poor internet connection and less speed is a major challenge for the students to attend and teachers to conduct online classes. Having a good and high-speed internet connection is the pre-requisite for online classes. Most of the rural areas in India have poor connectivity issues. According to the report of the World Economic Forum, only 15 percent of households have access to the Internet, and mobile broadband remains accessible to very few.

- **Improper Supply / Availability of Electricity:** In rural areas of India, electricity is a very big challenge as it is very unstable and for internet connection, electricity is necessary. Thus, online classes get restricted.
- **Restricted availability of Technological Devices:** In rural areas, there is a shortage of technological devices, as a majority of the population do not have their personal gadget such as smartphones, laptops, and computers to attend online classes on daily basis for prolonged hours.
- **Low Level of Awareness and Education of Parents:** In rural areas, parents of most of the students, who are not educated and aware about the latest trends of education and technology, faced difficulty in accessing online classes as well as keeping a check upon the progress of their ward even if they had the facility of technology and related devices & gadgets.
- **Poor Financial Status of Parents:** Poor financial status is also a major issue in access to online education and it is very difficult to afford a proper good speed internet connection and devices such as laptops, mobiles, tablets to attend online classes.
- **Lack of Trained Teacher:** While in the urban areas, smart classes and digital learning have become the new way of teaching and interacting with students. However, in the rural areas, the teachers still rely on the traditional modes of teaching, as they are not well versed with the latest technologies, applications, and features. It is very necessary to train both the teachers as well as students and make them familiar with the latest trends in education technology for smooth conduction of digital classes.
- **Limited Social Interaction:** Online classes can be accessed easily at home and are very convenient in nature but it makes the interaction of the students and the peers very limited. Most of the discussion takes place via e-mail, chats, and discussion forums. Thus, face-to-face and informal interaction is very less and leads to limited social interaction.
- **Dialect Issues:** India is a country with a multi-linguistic language and consists of most of the population from rural India. The content in the digital classroom is mostly in the English language. Hence, it becomes difficult for the students who are not that strong in the English language. It is the duty of the educators to provide the content to students in regional languages as well.

Conclusion

In recent times when the whole world was hit by Covid-19, it was a technology only that helped us to conduct online classes so that the academics are not hampered. In rural areas, a lot of work has to be done and we have to make people aware of the latest trends and technology in both the rural and urban areas. It is very necessary that the areas whether rural or urban have strong and good digital infrastructure to sustain online classes.

The National Education Policy (2020) has lot of provisions to enhance the digitalization of education. The NEP 2020 reflects the ideas of education such as the

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Gandhian theme of Nai Talim. The timeline of NEP 2020, 5+3+3+4 broadly corresponds to the Gandhian scheme of Nai Talim. The emphasis on mother tongue mentioned in the policy also corresponds to the philosophy of Mahatma Gandhi.

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POLICIES FOR THE IMPROVEMENT IN HIGHER EDUCATION

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Education is a multiple learning lifetime process of gaining knowledge from all means the present education system is mainly based on the intelligence quotient aspects, and qualities like independent thinking , problem solving ability, initiative leadership skills and social competence fall by the wayside as getting high grades becomes their only goal. We have discussed here that how the present education system is like training of monkeys to read and write, with zero creativity. To improve the quality of Education system emotional intelligence subject should be implemented as compulsory subject at college level in Indian universities.

Here we have focused attention on teacher's-pupil relation also because effective use of communication skills make the teaching effective and conveys the knowledge of the teacher's to students. It is the students who are better source information about the communication skills of a teacher than anyone else. Hence Education system should be redesigned.

Introduction

India has a great heritage of knowledge. For many years, knowledge has been flowing throughout. Many scientists, mathematicians, astronomers, and other professionals have done many kinds of research. They have made many inventions through education. The Indian education system is undoubtedly one of the oldest education systems in the world.

Any kind of learning of an individual beneficial to mankind and nature is under the scope of education". The knowledge equips everyone to suit for the changing world and also to modify the societal conditions to realize his own goals.

Historical Review

The history of education began with teaching of traditional elements such as Indian religions, Indian mathematics, Indian logic at early Hindu and Buddhist centres of learning such as ancient Takshashila (in modern-day Pakistan) and Nalanda (in India) Before Christ, Jain astronomical work Surya Prajnapti Sutra on paper, Western India, ca. 1500, in Devanagari script.

Education differs around the world, from its format to the underlying cultural beliefs in why education may or may not be a priority. Most countries have their own approach to education systems. There is no universal measure of what success looks like, although, literacy rates, access to education, economic indicators, and how much a government invests in educational streams are common metrics.

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It has been 34 years since India made any significant changes to its education system. However, finally, the National Education Policy (NEP) was unveiled on 31st July 2020. The strategy aims to increase public investment in education from 4.4% of India's GDP to 6%, and improve education for nearly 300 million students in the country through a host of reforms. To this end, the policy sets out comprehensive reforms that will affect every student, from the tiny to her first playschool to an ambitious master's degree considering a Ph. D. program.

In Uttar Pradesh, a range of Government Degree College has been set up by the Government of Uttar Pradesh for providing Higher Education to scholars who are interested in different course work (undergraduate, postgraduate and research) and program (Humanities, Science and Commerce) in higher studies. At present in Uttar Pradesh, 137 Government Degree Colleges has been established to fulfill the above criteria. The U.P. government administers and controls these colleges through Department of Higher Education, Uttar Pradesh; however, syllabus and affiliation to the universities concerned are depending upon the locality of Government Degree College. Beside government instructions, the government degree colleges also follow the norms and regulations of the University Grants Commission, New Delhi. Few private college likewise, IIMT Group of Institutions (Institute of Integrated Management and Technology) in Varanasi has been established. Uttar Pradesh Board of Technical Education is the body responsible for pre degree vocational and technical education.

Higher Education System in India

Higher education After passing the Higher Secondary Examination (the Standard 12 examination), students may enrol in general degree programmes such as bachelor's degree in arts, commerce or science, or professional degree programme such as engineering, law or medicine. India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission. As of 2012, India has 152 central universities, 316 state universities, and 191 private universities. Other institutions include 33,623 colleges, including 1,800 exclusive women's colleges, functioning under these universities and institutions, and 12,748 Institutions offering Diploma Courses. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning is also a feature of the Indian higher education system. The Government has launched Rashtriya Uchchattar Shiksha Abhiyan to provide strategic funding to State higher and technical institutions. A total of 316 State Public Universities and 13,024 colleges will be covered under it.

Some institutions of India, such as the Indian Institutes of Technology (IITs), Indian Institute of Sciences have been globally acclaimed for their standard of under-

graduate education in engineering. Several other institutes of fundamental research such as the Indian Association for the Cultivation of Science (IACS), Indian Institute of Science (IISc), Tata Institute of Fundamental Research (TIFR), Harish-Chandra Research Institute (HRI), are also acclaimed for their standard of research in basic sciences and mathematics. However, India has failed to produce world class Universities both in the private sector or the public sector. Besides top rated universities which provide highly competitive world class education to their pupils, India is also home to many universities, which have been founded with the sole objective of making easy money. Regulatory authorities like UGC and AICTE have been trying very hard to extirpate the menace of private universities which are running courses without any affiliation or recognition. Indian Government has failed to check on these education shops, which are run by big businessmen & politicians. Many private colleges and universities do not fulfil the required criterion by the Government and Central bodies (UGC, AICTE, MCI, BCI etc.) and take students for a ride. For example, many institutions in India continue to run unaccredited courses as there is no legislation strong enough to ensure legal action against them. Quality assurance mechanisms have failed to stop misrepresentations and malpractices in higher education. At the same time regulatory bodies have been accused of corruption, specifically in the case of deemed-universities. In this context of lack of solid quality assurance mechanism, institutions need to step-up and set higher standards of self-regulation. Our university system is, in many parts, in a state of disrepair...In almost half the districts in the country, higher education enrolments are abysmally low, almost two-third of our universities and 90 % of our colleges are rated as below average on quality parameters... I am concerned that in many states university appointments, including that of vice-chancellors, have been politicised and have become subject to caste and communal considerations, there are complaints of favouritism and corruption.

Current Scenario of Education in India

It is a fact that our education system in India is not the best one. Lack of reforms and improvements are making it quite boring and ineffective. Students are not taking much interest in studies. There are many factors that are leading this problem of students' disinterest in education. People are blaming this orthodox education system. The image of studies and education has been made so reflective by the system. Education is more exploration than slogging for passing examinations and tests. However, the current system of education appears to be a burden.

A) Lack of Computer-based Education -The most burdensome aspect of our education system is focusing only on books and paperwork. I just wonder why schools are not making the education system paper-free! Education should be imparted through Computer Assisted techniques in today's world. All tasks in the education system should be totally computerized.

Improvement in Indian Education System

The schools and teachers must not corrupt the joy-giving pursuit of education by putting unnecessary burdens of unnecessary rules. Teachers must intrigue the

students towards the charms of education and learning as well as gaining the knowledge. Teachers must expose and reveal to the students the thrill involved knowledge imparting process. Classroom learning must be more interesting than a boring experience. Many policies have been introduced by our government to overcome the drawbacks of our education system. Therefore it is a great beginning. Although, education has come a long way and has still we need to do a lot more in the coming time. There should be a foolproof system to track students' commuting to the school. The sensors in the identity cards are capable to send automated SMS to the parents confirming the arrival of their children at the school. Also, teachers must make the learning experience very thrilling at school. Education is much more charming and intriguing than the temptations of distractions unnecessary. Our education policymakers must look into the problem to make a better system that is more practical and provides hands-on learning to the students.

Issues and Challenges

The Standing Committee on Human Resource Development (Chair: Dr. Satyanarayan Jatiya) submitted its report on 'Issues and challenges before higher educational sector in India' on February 8, 2017. The report examined the challenges of higher education in India after studying the higher education institutions in Hyderabad, Chandigarh, Patiala, Thiruvananthapuram, Udaipur, Chennai, Vishakhapatnam, Bhopal and Indore. The Committee also interacted with public sector banks regarding the education loan facilities being provided to students for higher education. The key observations and recommendations of the Committee are as follows-

A) Shortage of resources- Bulk of the enrolment in higher education is handled by state universities and their affiliated colleges. However, these state universities receive very small amounts of grants in comparison. Nearly 65% of the University Grants Commission (UGC) budget is utilised by the central universities and their colleges while state universities and their affiliated colleges get only the remaining 35%. The Committee recommends that the mobilisation of funds in state universities should be explored through other means such as endowments, contributions from industry, alumni, etc.

B) Teacher vacancies- According to UGC, the total number of sanctioned teaching posts in various Central Universities are 16,699 for professors, 4,731 for associate professors and 9,585 for assistant professors. Out of the total sanctioned teaching posts, 5,925 (35%) professor posts, 2,183 (46%) associate professor posts and 2,459 (26%) assistant professor posts are vacant. The Committee reasoned that this could be due to two reasons- (i) Young students don't find the teaching profession attractive and (ii) The recruitment process is long and involves too many procedural formalities. The recruitment process should start well before a post is vacated. In addition, to make the profession of teaching more lucrative, faculty should be encouraged to undertake consultancy projects and be provided financial support for start-ups. Accountability and performance of teachers: At present, there is no mechanism for ensuring the accountability and performance of professors in

universities and colleges. This is unlike foreign universities where the performance of college faculty is evaluated by their peers and students. In this context, a system of performance audit of professors based on the feedback given by their students and colleagues should be set up. Other inputs like research papers, publications by teachers should be added in the performance audit in due course of time. Lack of employable skills: Lack of employable skills in students of technical education has been observed. Identification of skill gaps in different sectors and offering courses for enhancing employability in them has been recommended. Some strategies in this regard can include-

- Industry Institute Student Training Support,
- Industrial Challenge Open Forum,
- Long Term Student Industry Placement Scheme, and
- Industrial Finishing Schools.

C) Accreditation of Institutions- The Committee notes that accreditation of higher educational institutions needs to be at core of the regulatory arrangement in higher education. Further, quality assurance agencies should guarantee basic minimum standards of technical education to meet the industry demand for quality manpower. The National Board of Accreditation should act as a catalyst towards quality enhancement and quality assurance of higher technical education. Credit rating agencies, reputed industry associations, media houses and professional bodies should be encouraged to carry forward the process of rating of Indian universities and institutions. A robust rating system will give rise to healthy competition amongst universities and help improve their performance.

Observations for improving Quality of Higher Education

After the snap shot of NKC and renovation and rejuvenation committee of two eminent personalities i.e., Prof. Yashpal and Mr. Pitroda, some personal observations are made in order to improve the quality of higher education. They are mentioned here-

- Committees headed by Kothari, Pitroda and Yashpal committee are agreed that autonomous bodies of education should be free from pressure of party and power politics.
- Genuine publicity campaign must be started for hiring better teachers to get rid of the short fall and crisis of good teachers at undergraduate and postgraduate level.
- The selection of the new teachers should not be just on the basis of personal interview and research paper written by them, in addition to that interest and aptitude in teaching profession and presentation skill in selection would give a better slot.
- Fixed-pay system for the new appointees must be stopped urgently by replacing the pay to honour knowledge and motivate the new entrants in teaching profession.

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- The role of teacher is something beyond curriculum, so they should also share different life learning experiences with students.
- Teachers should be encouraged to pursue research work because it is the right mode of developing the knowledge about local and world class practices. Single yard stick of mere experience of teaching for many years should be corrected by proper feedback of peer teachers and principals of college and rating of teachers from several more angles should be introduced to make them competitive.
- It is very essential to train students according to the need of job market. This can be achieved by redesigning the curriculum and syllabus in core areas.
- Entire higher education system should envisage equipping students not only through the specialization or Super specialization but with inter-disciplinary knowledge which was earlier offered in ancient Gurukul system at Nalanda or Takshshila, the ancient vibrant educational campuses.
- Colleges and Universities should take initiative to develop rapport with industry on timely basis to increase the employability ratio of trained and professional human resources for society.
- The barrier of financial constraint for reform can be reduced by establishing liaison with the initiative of the corporate people who have ample funds under research and development for the upliftment of the society and country as a whole.

New Education Policy

A New Education Policy has been sanctioned by our Government in July 2020; after a gap of 34 years, for bringing the changes in the National Education System. The New Education Policy has its objective of making the learning process more efficient by enhancing students thinking and creative ability. The New Education Policy includes several changes in the school level as well as higher education. These essays on the New Education Policy will help you to understand in detail about this subject. The Vision of the New Education Policy relies on-

- The new education policy is the reworking of the earlier national education policy. It is the change of the entire system of education by new structural outlines.
- The vision laid in the New Education Policy is turning the system into a high-spirited and energetic one. There must be an effort in making the learner responsive and skilled.

A) Advantages

- New pedagogical and curricular structure of school education (5+3+3+4).
- Earlier, schooling was mandatory for children aged between six and 14 years. Now education will be compulsory for children aged between the three and 18 years-Now children above the age of 14 too can demand this. Meaning

they can get educated up to 12th grade free of charges at any government educational establishment.

- Mother tongue as the medium of instruction-understanding newer concepts will be much easier when if done in the mother tongue itself
- Multi-Stream Flexibility-Now students will be allowed to take up courses from varied streams depending on their interests.
- Opening up higher education to foreign players this move will not only go a long way in reducing brain drain but also help in making global education more accessible.
- 4-year bachelor degree This move does not simply make bachelor degrees longer but also provides students with the option to change degrees if they feel it does not suit them. A student who realizes this and will be allowed to drop.
- Fee Cap the new policy suggests a cap on the fee charged by private institutions in the higher education space. One of the major hindrances a student faces when trying to obtain quality higher education has been affordability.

B) Disadvantages

The implementation of the language i.e. the teaching up to 5th grade to be continued in the regional languages is the utmost problem. The child will be taught in regional language and therefore will have less approach towards the English language, which is required after completing 5th grade. Kids have been subject to structural learning, which might increase the burden on their small minds.

Conclusion

Thus, it is the need of the hour if we have to safeguard our independence. Our country has witnessed how a few thousand Englishmen, had ruled here for over a hundred years. This was due to a lack of a true education system. We should not allow this to happen again, and this is possible only by having a suitable and perfect education system. The true education system would indeed make us master of our destiny;

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EFFECTS OF PRIVATISATION ON HIGHER EDUCATION

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Higher education is a global phenomenon. Higher education system plays pivotal role for the country's overall development including industrial social economic etc. Indian Higher Education system is the second largest in the world after USA. Privatization of Higher Education was initiated in 1991 with the initiation of the Liberalisation, Privatization and Globalization (LPG) policy. Privatization of Higher Education in India introduce new policies and programs to increase more employments, outcomes and income opportunities and achieve economic development at regional State wise, National and International levels. It has brought about a rapid change in the educational scenario of India. Privatization encourages the individual and Society to establish school, colleges and private universities to meet the growing demand for education. As, a result, Private educational institutions are going day by day throughout the country. Privatization of Higher Education in India has positive and negative effects on education and Society, Hence, the prime objective of this paper is to present the emergence of privatisation in present higher education in India and also to analyse the impact of privatisation in higher education. Besides, in this paper, some suggestion for privatizing the higher education was prescribed.

Introduction

A well developed and equitable system of Higher Education that promotes best quality learning as consequence of both teaching and research is central for success in the emergence of knowledge economy. So, our government is responsible for providing higher education accessible to all as per constitutional rights. But Indian higher education is always Facing several challenges. The challenges of global competitiveness have been added to other demanding tasks such as equity, quality, and access to all in the face of a resource crunch. To overcome these problems, our Indian government has resorted to privatisation of higher education system. Privatization of higher education system has the potential to improve the quality of education as well as other relative factors.

Diversities in privatisation

Higher education system in the world present in enormous diversity. Two major categories of higher education can be found in this context: predominantly public higher education systems, where higher education is provided and funded by the state (as it is in socialist countries, for example) and mixed higher education system with varying roles by both public and private sectors (as found in the west of the

world), Again under the latter category, there is significant diversity from country to country. Some systems are dominated by the private sector, which can be termed as 'mass private and respect in public sectors' as in several market economics (e.g. Japan, Republic of Korea, Philippines and Latin American countries such as Colombia). Then there are mixed systems dominated by the state sector, as in several developing countries of South Asia (including India), Africa, and Western Europe. These systems can be up aptly described as 'parallel public and private sectors'. In some welfare state such as the Netherlands and Belgium, both coexist under state funding. Systems where the private sector has a very limited role, as in Sweden the United Kingdom, France, Spain, Thailand etc., can be described as 'peripheral private sector' (Geiger, 1987a)

Higher education in India

Indian education system is a start at 6 years of age of a child. It comprises of 10 years of primary or elementary and secondary stages, 3 years bachelor degree, 2 years of master degree and at least 3 years beyond master degree for a Ph.D. According to national education policy 1986, this is known as 10 + 2 + 3 + system. The post Higher Secondary Education is known as higher education in India. Higher education includes teaching, research, exciting applied work and social services activities of colleges and Universities.

The higher education system in India includes both private and public universities. Public universities are supported by the government of India and the state government, while private universities are mostly supported by various bodies and societies. Universities in India are recognised by the University Grants communication (UGC), which draws its power from the University Grants Commission Act, 1956.

The types of universities include

Central universities

Central universities or Union universities are established by an Act of Parliament and are the under purview of the Department of Higher Education in the Union Human Resource development Ministry. The UGC lists 46 central universities.

State Universities

State universities are run by the state government of each of the states and territories of India, and are usually established by a local Legislative assembly act. As of 9 February 2017, the UGC lists 358 State Universities.

Private Universities

Private universities are approved by the UGC. They can grant degrees but they are not allowed to have off campus affiliated colleges. The UGC list of private universities as on 9 February, 2017 lists 258 private universities. India has 785

universities. There are universities of some kind in each of the 29 states of India as well as three of the union territories: Chandigarh, Delhi and Puducherry.

Concept of privatisation

Generally, privatization means initiation of private ownership, management and control of organisation or institutions. The main silent feature of privatisation is gradual transformation of public enterprise into private enterprise. So, it is a process which can be defined as the transfer of activities, decision, making and responsibility of money, administration from public Institutions or organization to private individual and agencies.

Objective of the study

The objectives of the present study were as follows.

1. To analyse the emergence of Higher Education.
2. To find out the positive and negative impacts of Higher Education.

Emergence of the privatization of higher education in India

The private sector has emerged in India scenario due to the following responsible factors.

1. Policy shifting : According to article 45 of the Constitution of India, there should be free and compulsory education for all children between the ages of 6 to 14 years, so focus has shifted the elementary education. As a result, the involvement of the state in higher education has been reduced.

2. Rapid growth in population : India has a population of nearly hundred and thirty fivecrores. In order to provide a large number of people more private institution are needed. To fulfill the demand for higher education of young people in the country privatization of higher education is needed.

3. Quest for quality : Private into Institutions do not require long procedures for procurement of human as well as material resources. In order to purchase and maintain good qualitatives infrastructure and equipment like furniture, buildings, different type of laboratories, who can be paid as per the demand, there is a need for privatisation.

Impact of privatization of higher education in India

In India perspective there are two types of impact of privatization of Higher Education.

A. Positive Impact of Privatization of Higher Education:

1. Easy access to higher education: To get higher education has become easy due to privatization number of education institution that is colleges and Universities are increased.

2. Reduced distance of educational institutions: Privatization of Higher Education increased the number of educational institutions are rural and urban areas

so, that distance is decreased between educational institution and residential place of students.

3. Relief of financial burden: Privatization of Higher Education decrease the financial burden of the state and Central governments on higher education.

4. To provide of quality education: Better quality higher education can also be provided by private sector. As we know, government is facing acute shortage of funds and grants given by government for higher education has been cut on a drastic scale and on the other side demand of higher education is increasing then only feasible way is privatisation of higher education. so, this is the major factor responsible for it.

5. Better employment: Privatization on higher education causes the generation of employment opportunities so the graduates, post graduates, researcher, and trainers in different fields. Generation of employment and income opportunities to educated youth is positive impact of privatization of higher education in the Indian labour market.

Impact of privatization in India

Privatization has also negative impacts on higher education and a society.

1. High cost of Education: In higher education the privatisation always increase the cost of education. The authority collects the different fees to increase its income this situation is beyond the fixed capacity of the poor middle class income group.

2. Poor Faculty: The main object behind privatization of higher education is said to be quality improvement, this object is not fulfilled in majority of educational institute quality compromise is observed. Their staffs are not properly qualified and provide services for fewer sums. By using such stuff such institution earn considerable amount of profit but in return to not provide better quality education.

3. Education a Business: At Higher Education level mushroom colleges have grown rapidly such colleges are becoming the centre for selling degrees. After paying money, you need not attend the classes. such Institutions or more in professional courses like engineering , pharmacy ,education and Management courses. Due to this, employers get low wages. So government should check these kinds of colleges in control.

4. Violation of right to education: privatization of Higher Education has resulted into violation of right to education. It has created a big problem in our country.

5. Lack of transparency: There is a lack of transparency in private sector and its stockholders do not get the complete information about the functionality of the enterprise.

Recommendations and suggestion

1. Change the business mind : It must be kept in our mind that to provide education is not a business, but it is a noble service and so private sector educational institutions should also take affirmative actions to help weaker sections to get better quality education. State can make it compulsory by suitable legislations.

2. Monitoring by state: Privatization of higher education cannot be opposed totally, State may allow Private Institutions to provide education but such Institutions should be subject to control of state. Whenever any constitutional right including right to education is violated by such Institutions state should intervene in it .

3. Control the number of private institutions: State by suitable legislation should fix the criteria regarding the number of private educational institutions, State's control over it, services to be provided by them etc.

4. Micro-planning: Area based planning for inter institutional networking and utilisation of resources for reduction in cost of providing of services by public and private sector education institutions.

5. Transparency: Transparency of all receipts and accountability of all Expenditures should be ensured in all private sector institutions.

6. Global policy: A competition policy should be evolved to prepare the private sector colleges in the face of global competition under WTO regime.

7. Alternative policy devices: Best practices of post privatization control devices of other countries should be explored for design and implementation of alternative policy devices.

Conclusion

The private initiative in education, especially higher education is not new to India. Some of the leading universities like Banaras Hindu University and Aligarh Muslim University came up with the efforts, dedication and financial support of community and since 1990's; trend towards privatization has been on a large scale.

Providing free and compulsory education to all is a basic duty of Government and it cannot be neglected. So government has to invest more and more funds in development of primary education. A huge cut in expenditure on higher education by government is the direct outcome. But it doesn't mean that higher education is not important. Government cannot absolve its responsibility of regulating private institutes. So, some regulating agencies have to be formed which assure quality and transparency and prevent profiteering. There is an emergence need to regulate quality but not growth of supply. There is also a fact that private investors would not run an institute at a loss. If a private sector Educational Institute cannot at least recover its

costs, it would be closed down. At the least, private institutions must be allowed to be commercial i.e. they must be allowed to break even or make a small fair profit. If they are allowed to do so transparently, there would be no need to disguise their profit and the institute will not compromise with quality. To ensure access to higher education by weaker section of society, government has to increase public expenditure on higher education. On the whole, an improvement in the standards of education could be achieved through a balanced relationship between public and private sector. Although there are many drawbacks of privatisation of higher education in India, it is sure to improve the present education system.

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CHALLENGES AND OPPORTUNITIES IN DIGITALIZATION OF HIGHER EDUCATION

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Digital education is fun learning for all cadres and particularly effective for child learning as the innovative audio video features boosts the cognitive elements in child brain . Last few decades, although it already existed in various forms slightly earlier. The INFO- TAINMENT combination involved in digital learning makes it more practical. Shortly, the educational system environments are anticipated as mitigation to unforeseen natural and artificial pandemics such as Covid-19 in 2020 by the significant changes associated with the digitalization of some portion of the system. This article aims to provide valuable perspectives of ICT and digital education into its future benefits, risks, and challenges of embracing the latest technologies in the digital era, and vast online open courses. We have checked a profound change in the way we interact and generate within the academics with the advent of internet technologies. Globally, the digital revolution favored open access to information. Classrooms today have a lot of ICT resources nearly all the teachers have made great strides to incorporate digital technology to increase access to information and collaborative activities for the learners. So, online methods of teaching and learning deserve our highest praise but only when cast in their proper role , which is to be supplement, support and amplify the techniques of face-to-face education.

Introduction

Digital education is largely a result of the past few years, though it has already existed slightly earlier in various ways. It is obvious; however, that modern equipment and means of transmitting information are important for its growth. Thus, without the rapid development of computers and the Internet, this form of education would not be feasible. It can be inferred that they were primarily concerning digital education and somehow forced its advent because the proliferation of computers and broadband Internet gave a very strong impetus to use them in educational activities as well . Consequently, interactive classes, modern e-learning courses, educational games, electronic assessments, educational resource portals, digital school registers, and learning process management systems have entered into daily existence today. This article aims to illustrate the context of digital education, the current state of its implementation, the anticipated outcomes, and concerns in this regard. The reelection here will culminate in the presentation of the viewpoints for interactive course books

Three related items in education are made possible by digital technologies: *teaching without physical contact*, *immersive practice*, and *contact on-site*. Clickers were an early device to improve interaction in class, but now the pervasiveness of

smartphones enables students to use these devices as an alternative medium of contact with teachers and between students. We will clarify how to use top content produced for MOOCs to enhance on-campus classes, where a key added feature is personal interaction.

The provision of electronic or digital educational facilities is known as e-learning. This involves materials for studying, preparation, knowledge transfer, etc. The successful implementation of e-learning is achieved with the aid of technology, modern pedagogies, degree of instructor and facilitator participation, quality of the programs, and other demographic factors. This article discusses the opportunities, threats, and challenges involved in delivering digital education , Tools will continuously play an essential part in motivating institutions of higher education. To this end, educational practitioners, faculty , staff and administrators must counter academic integrity, human rights, and intellectual property concerns that have become a major concern in the educational environment [3]

It is unquestionable that, as we experience a rapid technology transition and reach a new millennium, new technologies have given instruments for reconstructing education. In particular, interactive technologies such as CD-ROMs, the Internet, and the Web create countless new tools and materials for educational expansion. The information and communication technology (ICT) that has emerged nowadays plays a major role in globalization, where national boundaries are blurred by instant communications, communication and even sharing of information.

The world's borders seem to be reduced in this global age. Other people living in other countries can easily know and perceive one activity that happens in a corner of a globe. Supported by various advanced technological technologies, a wealth of information, science, expertise, and other useful research findings and inventions can be accessed by people from different parts of the world, often from continents away. Besides, the Internet plays a paramount role in the educational environment. It is used as a class enhancement or as a vehicle for greater education, which is becoming increasingly popular. The Internet is now used in lecture halls, tutorials, laboratories, and in the preparation of assignments as a strong complement to the conventional forms students study and learn. There is a very similar match between the structures and processes of the Internet and the teaching and learning structures and processes in the conventional forms of education at the University .

Students need to be able to collect and use online information in a world that is increasingly adopting digital media as the principal means of communication. To learn to access the web objectively and effectively, they must be acquainted with the text formats encountered online. The typical texts encountered online involve certain processes of reading, such as determining the confidentiality of sources, drawing inferences from multiple texts, and navigating within and across pages, more than conventional printed texts do. Both of these processes can be learned and practiced in school environments.

Empowering young people to become full participants in today's digital public space, equipping them with the codes and tools of their technology-rich society, and enabling them to use online learning opportunities – all while exploring the use of digital technology to improve existing educational processes, such as student assessment or school administration – are goals that justify [4]

The remarkable growth of advanced communication technologies has driven universities, businesses, and educational institutions into experimenting with alternatives to conventional teaching methods in classrooms. ICT's growing pace and distribution already shows that our local universities and learning and science groups are no longer purely local, but have gone global .

Concepts

Education, Teaching, and Technology

Education, teaching and technology are hand in hand now days with the following standardized and general concepts-

ICT

Information and Communication Technology is a truncation, which means "Information and Communication Technology" ICTs are a paragliding concept that combines all developments for all digital data management and communication. ICT finds all current computerized programming vocations to support individuals, companies, and organizations as of now. ICT is difficult to depict because it is hard to keep up with the motions that happen so quickly. ICT is a matter of restricting, extracting, handling and transmitting computerized data. It can be identified as processing and communication agencies and highlights that differently support educational instruction, learning, and scope.

Digital Education

Digital education also referred to as Technology Enhanced Learning (TEL) or elearning, is the creative use of digital resources and innovations while teaching and learning. Exploring the use of emerging technology offers teachers the ability in the classes they offer to design interactive learning environments, which can take the form of mixed or entirely online programs and courses.

Virtual Learning

Virtual Learning (VL) dated back to 1840, when Sir Isaac Pitman, the English inventor of shorthand, came up with the idea of delivering instruction via correspondence [5] courses by mail. But only with the advances of modern technology has distance education grown to a multibillion-dollar market . Virtual University (VU) is the best example of virtual learning with zero-physical contact but virtually 100percent connected with its e-Students. The VU is a 'university without walls', an unpacked virtual institution thus 'The University' as an institution, seizes to exist. Where content and instructions are delivered through the Internet, intranet, extranet,

satellite TV, and CD-ROM with multimedia capabilities. The university, then, becomes far more externally oriented; an intermediary on the global stage, acting as a collaborator, client, contractor, and broker of higher education services. .

Online Learning

Online learning is highly versatile, allowing you to research around your busy schedule conveniently. The bulk of our learners also work when they research digitally.

Blended Learning

Blended techniques use different techniques to provide learning that incorporates face-to - face experiences with online activities. In short, the alignment between the elements of the classroom and the operation that is digitally activated differs based on the learning formulation and construction. The versatility inherent in this type of delivery allows instructors to rethink where and how they concentrate educational process and learners to build self-directed learning skills and electronic literacies.

Potential Opportunities of Digital Education

Rather than anything else, education influences the prospects of a nation for human growth and competitiveness. Fortunately, in education, the knowledge revolution provides some exceptional opportunities. Common sense teaches us that different learners should be trained differently by us. Parents show this innate insight as they interact with their children differently according to their unique age. Universities and even smaller corporate divisions are being able to afford integrated digital systems

- **Enhancing Teaching & Learning:** For all of our children and young people, digital technologies will enrich the learning experience. From consultation activities, we know that our students are already highly exposed to digital technology and will support its expanded use as part of their education
- **Increasing ROI From K-12 and Higher Education:** Although the United States spends more of its GDP on education than other OECD nations, in terms of reaping the benefits of that investment, it does not rank among the top 10
- **Innovation Imperative in A Global and Competitive Workplace:** Economic indicators, particularly in the United States' high-wage industries, have led towards a decline in jobs and new firm growth. The competitive effect of a working environment compounds these trends. As shown by the life sciences industry, innovation and entrepreneurship are important to driving job creation.
- **Enhancing Parental and Students Engagement:** There is promising evidence that the use of digital equipment and software for direct communication with parents would improve compliance with teacher demands for involvement, behavior, and learning sources.

- **Increasing Student Enrichment:** For learners using innovation, the K-12 learning process may be more relevant, engaging, and interactive.
- **Mitigating Inequality:** For many high-poverty, rural, urban and many other underserved learners who may not otherwise have access to these essential resources, designing an innovation-enriched curriculum will provide enhanced learning opportunities.
- **Anywhere, Anytime & Any Place:** 24/7, the Virtual Classroom is accessible. Another strength brought about by the online learning format is time quality. Asynchronous communication via online conference programs enables the job, family, and study schedules of professional juggling to participate in class discussions (ION Professional Elearning Programs, 2020).

Threats and Challenges of Digital Education

Although digital education has important strengths and provides unique access to quality education, the use of this platform has limitations that can pose potential challenges to the success of any online courses , (ION Professional Elearning Programs, 2020).

Computer Literacy: To work effectively in an online environment, both students and intermediaries must possess a basic level of computer literacy. They need to be able to use a range of search engines, for example, and to access the World Wide Web easily, as well as to be familiar with newsgroups, FTP procedures, and e-mail. They cannot excel in an online program if they do not have these technological tools; a student or faculty member who cannot work on the system can pull the whole program down (ION Professional Elearning Programs, 2020).

Lack of Teacher-Student Physical Interaction: How much teacher contact learners get on a physical campus is easy to underestimate. Then there is the instruction time itself, with the question-and-answer in real-time. Then right before and after training, once hours, chance encounters in the corridor, there is an opportunity for discussion ... all possibilities that are not accessible for digital education.

Need for Self-Discipline: In a tertiary education classroom environment, many students struggle with self-discipline. They don't have parents and teachers constantly checking in for the remainder of their time. If they miss homework to go socialize, they don't get grounded. It takes time for others, and the intrinsic drive to buckle down and do the job. It's even easier to "skip class" or place an assignment on an online course.

Technological Difficulties: We prefer to take it for granted that a laptop or desktop computer of the latest model is available to everyone. Not every student has had the same access to technology, however, even for a generation of digital natives. For all their online operation, many rely on their smartphone or a tablet. Some would have restricted broadband or Wi-Fi connectivity, even though all their information comes from their phone plan (ION Professional Elearning Programs, 2020).

Poor Time Management: This challenge is connected to the aspect of selfdiscipline, but it deserves its entry. One of the main benefits of this approach is that students can learn at their speed. The profit can also be a liability, however. At the end of the term, there is a point at which “their own pace” becomes “procrastination and a crazy scramble.” It is necessary to help students maintain their pace well before the deadline.

Digital Education is not suitable for Practical Courses: For practical activities in tertiary education, digital and e-learning are incompatible. E-learning offers realistic session-related knowledge and preparation, but instead of mastering preparing, the learner does not measure their output or real-time experience. Knowing things and moving them in an unsystematic way is pointless.

Transmitting virus: These programs attach themselves to a file and then circulate. They usually affect the data on a computer, either by altering or deleting it.

Conclusion

Many countries have responded to rapid technological change by reshaping school education to develop learners’ capacities for working with data and computation. Despite the present situation, many nations’ curriculum now lags behind digital education.

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SKILL DEVELOPMENT THROUGH NEP-2020

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“Skill development remains our priority. We are blessed with a demographic dividend that can take us to great heights.

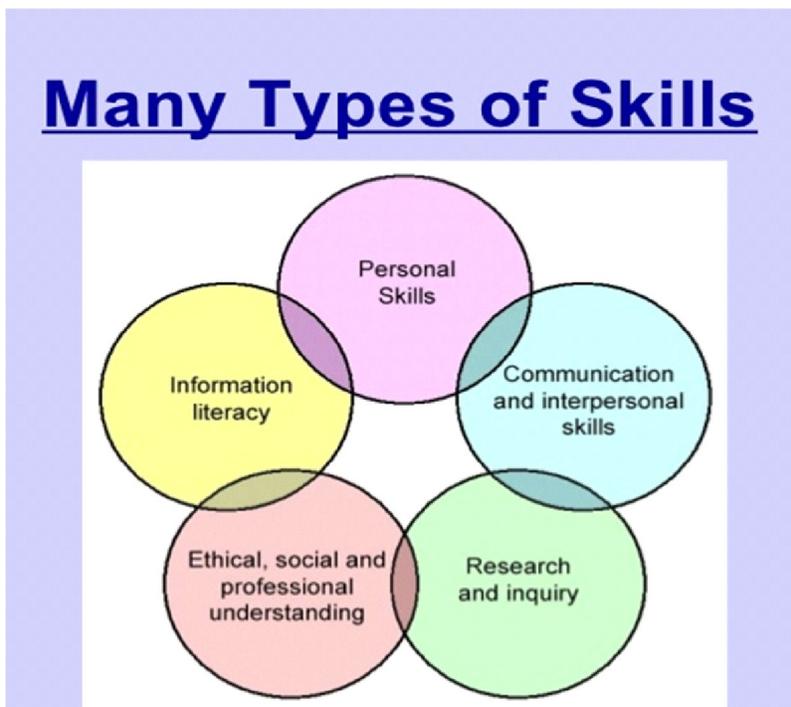
-Narendra Modi.

India is recognized as one of the youngest nations in the world with over 50% of the population under 30 years. It is estimated that by 2025, India will have the 25% of the total global workforce. Hence there is a need to further develop and empower the human capital to ensure the nation's global competitiveness. Skill and knowledge are the driving force of economic growth and the social development for any country. Presently the country faces a demand supply mismatch, as the economy needs more skilled workforce and also the managers and entrepreneurs then create annually. In the present scenario, it is found that most of the youth being educated are facing severe unemployment problem due to less of skills and technical knowledge. The present paper discusses about the present challenges, developments and aims in the direction to make India more skilled and self-reliant.

Introduction

The NEP 2020 drafted by Dr. Krishnaswamy Kasturirangan committee and was announced by Ministry of Human Resource and Development (soon to be called as Ministry of education) July 29, 2020 with a very vast vision of transforming Indian education system to meet the needs of 21st century. However, its success depends on the will and way in which it will be implemented. It focus on creativity and critical thinking will encourage decision making, and innovative practices activities. The NEP lays emphasis on research innovation through start-up incubation centres, technology development centers, in frontier areas of research, greater industry-academic linkages and inter disciplinary research includes humanities/social science research. Setting up quality research institution and promoting innovation, creation of new technologies, research and development at universities, state and national level in all disciplines will be accorded priority under this policy. The present spending on education in India is merely 4.43% of the GDP whereas the policy aims to increase the expenditure upto 6% of the GDP.

Skill India campaign was launched by PM Narendra Modi on 15 July 2015 to train over 40 crore people in India in different skill by 2022. The International Labour Organisation defines Vocational skills as the ability to carry out tasks and the duties of a given job. The British Council has recently adopted the concept of core skills to underpin our work in schools and English Language Training.



Need for Skill Development

Livelihood opportunities are affected by supply and demand side issues. On the supply side, India is failing to create enough job opportunities. On the demand side, professionals entering the job market are lacking in skill sets. This results a scenario of raising unemployment rates along with low employability.

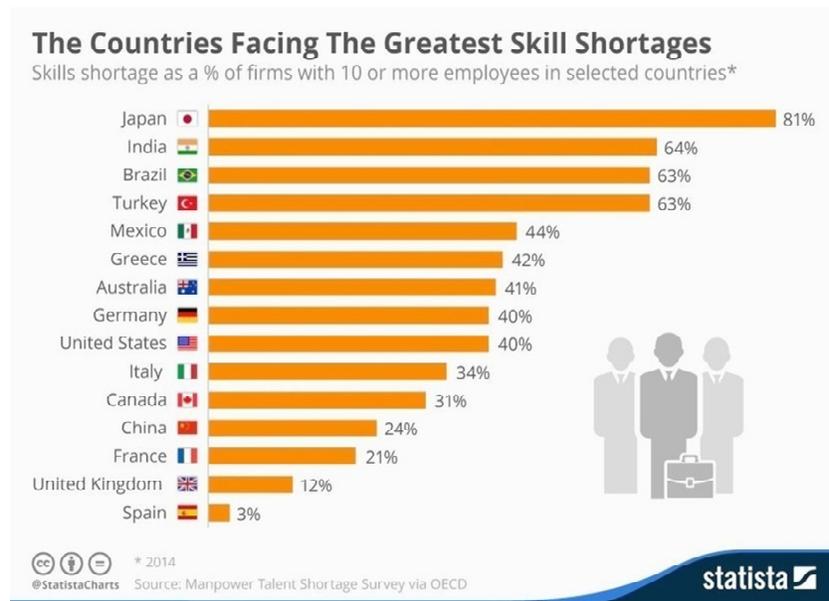
1. Job creation:- Between 1999-2000 and 2004 the no. of jobs increased by 59.9 million person against an increase in labour force of 62% million. Currently about 26 million people enter the working age group every year with about 65% of them looking for jobs.

2. Youth skilling:-As per the India skill report 2015, only 37.22% of surveyed people were found employable -34.26% among male and 37.88% were female. National sample survey office (NSSO) showed that only 10.1% of the labour force had received vocational training, with only 25.6% among them receiving a formal vocational training. India ranked last among 60 countries on labour productivity (World competitiveness yearbook, 2012).

3. Demand for skilled workforce:- CII (2009) has projected Incremental Human Resource Requirement till 2022 at 201 million, making the total requirement of skilled workforce by 2022 at 300 million. A major share of these jobs was to be added in the manufacturing sector. More recently, study reports commissioned and

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released by ministry of skill development accessed incremental human resource requirement across 24 sectors as 109.73 million by 2022.



Historical Review

To have a historical perspective about skilling in our country, since independence much importance was accorded to formal education as a result, large amounts of money were spent on establishing centres of higher learning across the country. Industries too failed to recognize the necessary standardisation required to keep up with the skill requirements of growing market. While 90% of workforce in the other developed countries is vocationally qualified, in India only 5-7% of the workforce is. By 1990s, it was clear that there was a huge gap in formula training programmes planned for the service sector, and significant shortfall in skilling and reskilling productivity improvement in agriculture, manufacturing and construction sectors.

With an aim to create a more inclusive cohesive and productive nation, the recently unveiled NEP 2020 has come as a ground breaking reform by Ministry of Human Resources Development (MHRD). Under the NEP 2020, the focus area of reform seeks to cultivate 21st century skill's among students, including critical thinking, problem solving, creativity and digital literacy.

International Collaborations

a). Technical Intern Training programme (TITP) FOR JAPAN:-

- TITP first commenced in 1993 in Japan aiming to promote international cooperation with the aim of transferring professional skills to young and middle aged youth of developing countries.

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- TITP in India was officially launched from October 2017 as per the memorandum of cooperation (MoC) signed between the MSDE and the Ministry of Justice, the Ministry of Health, Labour and welfare of Japan.
- Under this project NSDC has been designated as MSDE, as the “monitoring agency” to monitor and overseas TITP execution in India.

b).Engagement with Singapore:-

- Memorandum of Understanding (MoU) signed with Temask foundation international and Singapore polytechnic (SP) on 31st may 2018. SP with the support of grant from Temask Foundation International (TFI) is collaborating with NSDC to strengthening the training of trainers and accessors program pertaining to short term skilling across India and develop quality assurance frameworks for performance monitoring of the trainers and accessors academies.
- MoU signed between NSDC and National University of Singapore Institute of system science (NUS-ISS) in may 2018 to collaborate in adequately skilling India’s workforce in emerging technologies such as big data analytics, AI and robotics.
- MoU signed amongst NSDC, Terra Orient Skills Academy Private Limited and Singapore Polytechnic in February 2019 for setting ups COEs for advanced skilling. Training of trainers has already commenced who would then be deployed in COEs.

c). Collaboration of UAE:-

- MoU between National Qualification Authority, Govt. of UAE and MSDE for benchmarking qualification,assessment and certification leading to incentivization, By UAE Govt. for hiring skilled certified workers from India. First phase of benchmarking 13 UAE skill qualifications to 15 Indian skill qualification is complete.

Indian Collaborator

a). CENTRE LEVEL:-

i. National Skill Development Agency(NSDA):-

- It is an autonomous body of ministry of skill development and entrepreneurship, which aims to coordinate the skill development efforts of the government and the private sector to achieve the skilling target to 2022.
- It work in partnership with several agencies like NSDC, Central ministry skill development and entrepreneurship, sector skill council.
- It works with 26 different kinds of skill sector.
- The NSTA aims to be the major agency for state skill development mission and also ensure that the skilling need of the disadvantages and the marginalised groups like SCs, STs, OBCs, minorities, women and differently abled person are taken care of without any bias.

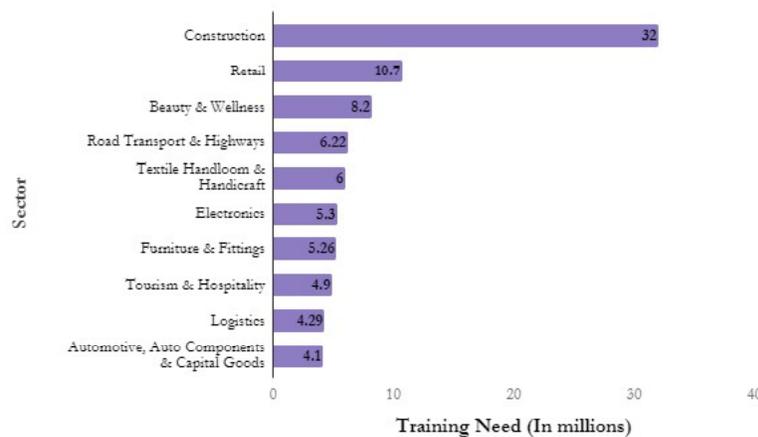
ii. Skill India Mission:-

- It is launched in 2015 by the central Govt. to train over 40 crore Indians in different industry related jobs.
- The vision is to create an empowered workforce by 2022 with the help of various schemes and training courses.
- It is a smart works toward the development of the country as a whole.

Skill Targets And Achievements Across Ministries



Top 10 Sectors Requiring Skilled Training (2017 to 2022)



iii. Pradhan Mantri Kaushal Vikas Yojana (PMKVY):-

- It enable and mobilise a large no. of Indian youth to take up outcome based skill training, become employable and their livelihood.

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- It is a skill development initiative scheme of Govt. of India for recognition and standardisation of skills.
- Key feature of PMKVY includes adhering to standards, direct target, target aligned to national flagship programmes and regions, Recognition of Prior Learning (RPL) and variable amount of monetary reward.

iv). Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY):-

- It is a scheme under the ministry of rural development.
- It is a placement linked programme for rural youth with the help of various stakeholders.
- Components of DDU-GKY are to promote livelihoods by placement linked skilling, monitoring both input/output, focus on social inclusion, financial management, certification through NCVT/SSC.

Schemes and Initiatives through NSDC

- Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
- Rozgar Mela
- Pradhan Mantri Kaushal Kendras (PMKK)
- Capacity Building Scheme
- Udaan
- School Initiatives and Higher Education
- India International Skill Centres (IISCs)
- Pre-Departure Orientative Training (PDOT)

Schemes and Initiatives through DGT

- Craftsman Training Scheme (CTS)
- Craft Instructor Training Scheme (CITS)
- Apprenticeship Training the Apprentice Act
- Advanced Vocational Training Scheme
- Vocational Training Programme for Women
- Scheme for Up Graduation.
- Flexi MOUS
- STRIVE
- Initiatives in North East and LWR Region
- Trade Testing.

b).STATE LEVEL

i).UP Skill Development mission:-

- UPSDM has been established to make the youth employable by providing free vocational training.

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- Privileges has been given to the weaker sections of society i.e. SCs, STs, minority, women, and BPL candidates, etc.



C). Skill Courses In school and Colleges

- NEP 2020 as cleared by the Union Cabinet has proposed to make VET as an integral part of school and higher education in a phased manner.
- This is a historic reform that has potential to address the long standing issues of integrating vocational and academic education, ensure mobility and make skill programmes.
- At present vocational subjects can be taken at the secondary (classes 9-10) and higher secondary level (classes 11-12) under Samagra Siksha Abhiyan of the Ministry of Human Resource and Development (MHRD).
- Skill based programmes can also be taken as a part of higher education system under University Grant Commission (UGC).
- In this flexible credit-based skilling programmes there is also scope for multiple entries and exit enabling the candidates to enter job markets at the end of a course and re-join skilling programme.

Challenges

There have been three major challenges to skill development in India.

a. Industry and private sectors collaborations:-

- Creating awareness for private engagement has been a crucial strategic pillar for India.

- Skill development faces several forms of market failures, including information asymmetries a skilled person knows his or her own skills, but a potential employer does not; if employers had all the information, their willingness to pay for a skilled person would rise. E.g., Recognition of Prior learning (RPL).

- Another market failure is externalities.

- A.C. Pigou argues in 1912's wealth and welfare firms themselves do not have an incentive to spend on developing the skills of their workers, because as skilled can quit and join a new firm.

b. Encouraging international mobility

- India is committed to becoming the "Skill Capital" of world and structured efforts such as India International Skill Centres (IISC) programmes.

- A new market driven IISC network has been proposed to council and guide potential emigrants with a focus on skills test, up skilling, language and pre departure orientation.

- The Government of India and Japan are cooperating to implements Japan's Technical Intern Training Programme (TITP), an on the job training scheme providing 3 to 5 years of internship opportunities for foreign nationals in Japan with NSDC.

- Technical collaboration have been undertaken with countries such as the UK, Australia and UAE for benchmarking and mutual recognition of standards.

c. Women's participation in labour force

- 3rd major challenge is low participation of women in labour force.

- Labour force survey data suggests that of the country's labour force of 395.2 million, only 91.6% million are women.

- Skilling initiatives complemented by a wider push towards empowerment through gender sensitization, creation of economic opportunities and economic and social support can be used to raise the no.

- More than 50% of candidates trained under PMKY are women.

- A significant no. of women have also been trained in unconventional roles, such as in the electronics and hardware sectors.

Conclusion

The NEP 2020 is a good policy as it aims at making the education system holistic, flexible, multidisciplinary, aligned to the need of the 21th century and the policy put India on track to achieve SOG set out by UN "guaranteeing equal access to opportunities for access to quality technical and vocational education for everyone.

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It is move demand of time to engage all stakeholders i.e., the industry governments and the students themselves to construct a roadmap to effectively realise the demographic dividend. A young workforce equipped with practical industrial acumen will enhance productivity and play a vital role in building a self-sufficient India.

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IMPORTANCE OF CBCS SYSTEM IN PRESENT SCENARIO IN THE IMPROVEMENT OF TEACHING LEARNING QUALITY

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Choice based credit system (CBCS) aims to redefine the curriculum keeping pace with the liberalization and globalisation in education . Education system of India is full of intricacies of different nature. Every ladder of education has its own problems and prospects. However, attempts have been taken to lessen complexities. From ages, time to time commissions have been constituted to improve and remove the anomalies of Indian education system especially, ensuring quality and uniformity in India education system. Idea of Quality assurance cell has not only been mooted out but also implemented across the national level. So, quality is the major concern of the present higher education which could be judged and assessed only by the universally acclaimed system of evaluation and this could be possible through the CBCS. Thus, the present article aims to highlight the importance of cbc system in present scenario .

Introduction

University grant commission (UGC) has suggested the choice based credit system (CBCS) system to be adopted in Indian universities in which the students have a choice to choose from the courses which are referred as core , minor or soft skilled courses and they can learn at their own pace and the entire assessment is graded best on the credit system . The basic idea is to look into the needs of the students so as to keep up to date with development of higher education in India and abroad.

Ministry of Human Resource Development (HRD), Government of India, has already been taken initiative for making ground to the formulation of New Education Policy. The logic behind it to bring out reforms in Indian Education System as well as to ensure the quality of Indian higher education and make it as par the world level. University Grant Commission is sole responsible in making progress to develop the National Education Policy. Execution of policy and promotion of higher education comes under the responsibilities of University Grant Commission. Time to time, several initiatives are taken by UGC in order to bring academic efficiency, excellence, ensuring equity, landing the norms for recruitment of teachers and administrators at different levels of relevant posts in Higher Education. But the important and recognisable one is the innovation, reformation and improvement in curriculum, pedagogy of teaching and learning, examination and evaluation system. Undoubtedly,

education plays very important role in the process of nation building. Among all the sectors of education, higher education is considered as the backbone of the nation. As, all the sorts of discoveries and innovations took place within the premises of higher education. At present, research activities got much attention that is why it has become necessary to reform the higher education system and put it on the path of academic efficiency, efficacy and excellence.

In India, Higher education is imparted largely through Universities and Colleges. Majority of universities and colleges, particularly central universities, have adapted semester system to make higher education more compatible. However, present Indian education system producing graduates who are lacking in knowledge, skills, values, confidence and academic efficiency as a whole. The current pathetic conditions of Indian higher education system calls the necessary reformation and transformation of higher education system by introducing and devising innovations, and also by developing learner centre approach as well as globally claimed evaluation system.

Most of the Indian Universities and Colleges have been following marks or percentage based evaluation system, which is acting as a barrier for students' mobility and not letting them to move from institutions to another one to pursue the desired subjects or courses. This calls that there should be a flexible system of education so that students could pursue different nature of professional and non- professional courses according to their choice and desired. That why, after a prolonged debate among the educationists and experts of concerned fields, University Grant Commission (UGC) has made it mandatory to be implemented choice based credit system(CBCS) in all the undergraduate (UG) and postgraduate (PG) courses under the XI plan of Higher Education. (Kelkar, A.S & Ravishankar, L. 2014) revealed in their study that many universities/autonomous institutions have already implemented the same, Mumbai University made it compulsory in 2011. By 2013, the entire UG and PG programmes became credit-based. The main objectives of introducing such programmes by UGC are: Need for reforms in higher education; enhanced learning opportunities; ability to match learners' scholastic needs and aspirations; interuniversity transferability of learners; improvement in quality of education and excellence; greater flexibility to complete the course; standardization and comparability of educational programmes across the country. Undoubtedly, CBCS has added a new vista in the existing system of higher education. It provides full opportunity to the learners to pursue courses as per their choice. It is a system of evaluation which offers maximum opportunities and avenues to the learners to learn core subjects with the provision of additional soft courses for the holistic their development. It will prove as an instrument to bridge the gap between the two students of various courses as it has a provision of offering core subjects with the addition of different soft courses. It means students have an opportunity to pursue core subjects as well as soft courses of other department simultaneously. CBCS gives emphasis on the continuous and comprehensive evaluation. It gives 40% weightage to the

internal assessment and remaining 60% to the final exam. Internal evaluation consists of one test for 20 marks, one assignment for 10 marks and 10 marks: 5 marks for the active participation in the class and 5 marks for over all conduct of the learners during class hours.

Basic Features of CBCS System

SEMESTERS: Each year is divided into two semesters and the assessment of students is done semester wise. A student progress is calculated on the basis of the courses taken rather than time taken to complete the course like three years for science, arts, commerce or four years for engineering etc. Each semester will have 15–18 weeks of academic training and assessment which is equal to 90 teaching days. There is flexibility in creating the curriculum and assigning credits based on the course content and hours of teaching.

CREDIT SYSTEM: Each course is assigned a certain credit. When the student passes that course, he earns the credits which are based on that course. If a student International Journal of Engineering Research and Modern Education (IJERME) ISSN (Online): 2455 - 4200 (www.rdmodernresearch.com) Volume I, Issue I, 2016 281 passes a single course in a semester, he does not have to repeat that course later. The students can earn credits according to his pace by taking any amount of time.

PROVISION OF CREDIT SYSTEM: If for some reasons, a student cannot cope with the study load or if he falls sick, he has the freedom to study fewer courses and earn fewer credits and then he can compensate this in the next semester. A student can also take the remaining credits in another college.

COMPREHENSIVE CONTINUOUS ASSESSMENT: There is a continuous evaluation of the student not only by the teachers but also by the student himself through assignments, open book exams along with semester end examinations.

ALLOTMENT OF GRADES: UGC has introduced a 10-point grading system in CBCS to allot grading as shown in the following table 1.

COUNTINGS OF CREDITS IN CREDIT SYSTEM: One credit per semester is equal to one hour of teaching, which includes both lecture (L) or tutorial (T) or two hours of practical work/field work (P) per week. A study course can have only L component or only T or P component or combination of any two or all the three components. The total credits earned by a student for each semester is L+T+P.

IN COMPLIANCE WITH THE GLOBAL GRADING SYSTEM : All the major higher education institutions across the world are implementing this credit system. For instance, the European Credit Transfer System (ECTS) in Europe's universities, the 'National Qualifications Framework' in Australia, the Pan-Canadian Protocol on the Transferability of University Credits the UK Credit Accumulation and Transfer System (CATS) and even in the US system, Japan system, etc. are based on credit system.

Advantages of CBCS system

Following points can be said the pros or advantage of credit based choice system.

1. It can be seen as a major shift from the teacher centre to learner centre education.
2. Learners can offer as many credit as they can cope up the pressure of the examination.
3. It permits learners to choose soft courses of different interdisciplinary and intra disciplinary subjects with the core subjects.
4. It is also helpful to the learners to choose courses and papers as per their choice and interest.
5. It promotes mobility of learners from one institution to another one.
6. It would take education system as par the global standard.
7. It also helps to the learners to pursue their courses at different times.
8. It helps learners to realize their potentials through the flexibility in offering courses.
9. It has broadened the base of education system.
10. All round development of learners or multi facets personality of learners can be promoted. Through it.
11. It is also helpful in employment, as knowledge of different soft courses may helpful for that.
12. Stress and anxiety of learners can be reduced through it.
13. Work efficiency can be enhanced.
14. Development of professional skills can be possible.
15. Helpful in ensuring the uniformity in education system in terms of evaluation and assessment.
16. It puts emphasis on seminar presentation, assignment, discussion, project etc. based teaching.
17. It stressed on exercising maximum use of ICT in class room teaching.
18. It gives importance to the internal assessment too.
19. Slow learners can get advantage from it, as it has the flexibility in choosing credits at one time.
20. Equality among the learners can be ensured through it, as it has the grading system.
21. Globally acclaimed education system can be maintained through it, as it has the provision of offering different courses at the same time.
22. Learners could pace their learning or course as per their habit and ability.
23. It is also helpful in building favourable learning environment, as everyone is supposed to take part in learning process as per their ability and competency.
24. Cooperation and healthy work temperament can be ensured and developed among the learners.
25. Habits of work commitment of learners can be strengthen

Weakness of CBCS

1. Less focus and credits for core area or main subjects
2. Students are compelled to study languages in higher education level
3. The option to take courses according to their ability and pace is limited. There is no freedom for the first year student to take an advanced course or a third year student to take an introductory course.
4. Students are compelled to be inside the classroom for the entire five hour per day schedule leaving no scope for independent study

Challenges for CBCS

1. For any new system usually there will be a strong resistance to change from every quarter of the academic world.
2. Accepting grade points in subject instead of marks and letter grade instead of exact total marks is difficult due to the fact that allotment of individual ranking is not possible by merely referring grade points and letter grades.
3. ?Opportunity to take credits outside the core subject area may dilute the depth in core area of studies.
4. Students may face dilemma in choosing the subjects due to their inexperience in predicting future demand.

Suggestions/opinions

Following points could be considered as the suggestions/opinions regarding the CBCS.

1. Undoubtedly, CBCS is students' friendly but things are yet to be needed to justify the efficacy of it. Class room teaching should be given importance.
2. Seminars, Conferences and debate should be organised to discuss its merits and demerits in detail.
3. Professional training should be given to the teachers to handle it effectively.
4. Provision of both Percentage and grading system should be maintained.
5. Its adaptation should be optional or choice based rather than mandatory.
6. All the P.G college of India should also be brought under the CBCS, as they also catering the responsibility of Higher Education on a large scale.
7. Equalization in standard of education system should be maintained so that mobility of students could be checked.
8. Selection of papers and choosing credits should be governed by the concerned department/ institution.
9. To make it more effective, guidance and counselling services should be arranged for the teachers and students while choosing soft core papers.
10. Care should be taken about the gap between Central and state Universities in regard to quality of education as well as the availability of infrastructure at point.

Conclusion

Indian education system is expected to go under reformatory process. Keeping it in mind, UGC has sought the feedback from the experts in relation to the formulation

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of New Education Policy. However, UGC has confirmed compulsory that CBCS to be implemented across the National level. Undoubtedly, it would cast positive effect on the higher education system. But, India is a giant country in terms of education system which is consisted of primary, secondary and tertiary education, i.e. higher education. The last one is considered more complex because it houses different nature of courses and streams. Therefore, maintaining harmony, among all the courses and streams, is a tough task. However, it has been assumed that implementation of CBCS would have been succeeded in equalising the higher education system through the uniform evaluation system. Flexibility in choosing credits, opting different soft course, mobility of students and common syllabi are the major features of CBCS. But the existing variability and differences between Central University, State University and Colleges in terms of efficient teachers, academic environment, infrastructure etc would pose problem in the success of it.

Therefore, it should be better for educationists and policy makers to go with the having open debates, seminars and conferences as well as go through the basic nuances of CBCS and its implications to the broader perspectives.

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NATIONAL EDUCATION POLICY 2020 AND ROLE OF ICT IN HIGHER EDUCATION

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A university level education, usually known as higher education, is becoming a necessity for every grown up individual to compete in the race to improve and change his or her lifestyle. A degree, diploma earned in higher education has turned out to be a means to get a better opportunity in career. With so much importance of higher education in everyone's life, education policies from decades have developed and enhanced their outlook. National Education Policy 2020 has a particular section of higher education in it. It is the very first education policy of 21st century that seeks to discourse our country's many growing sprouting requirements. One of the principles of this policy is extensive usage of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management. Technology has evolved its faces all over the decades. It has helped the nation a lot to compete, interact, maintain, and develop in all aspects. This paper highlights the role of information and communication technology in higher education in context to NEP 2020. This paper also reflects the enhancement in higher education with the usage of technology along with it.

Introduction

In this day and age, technology and education both go hand in hand. From the conventional era of teaching to modern practices of teaching, from black boards to smart boards, results of learning have always evolved and enhanced. Learners and tutors both have enhanced their skills with development and usage of technology. It has made it do the work at ease and effectively to understand.

UNESCO's goal is to ensure that all countries, developed and emerging, have access to the best educational resources needed to train young people to participate fully in global society and contribute to a knowledge-based society. In the current situation of COVID-19 pandemic, technology has been proven as a wheel in moving forward the track of education, work, in all we can say that technology has saved the situation. The COVID-19 pandemic is rapidly highlighting the importance of online education in teaching and learning. Teachers should harness online learning as an effective teaching platform by incorporating technology into current curricula, rather than using it exclusively for crisis management.

The people who work in higher education form the student community's attitudes, brains, and social and human values. As teachers learn new skills and methods, effective use of technology will inspire pupils, make our classrooms more dynamic and exciting, and revive teacher excitement. Technology is now assisting students in simply comprehending any complex ideas. ICT has been a necessary component of today's teaching and learning processes. The use of ICTs in teaching in general, and teacher education in particular, is becoming increasingly important.

The use of ICTs in teaching and preparation may have a significant impact in two ways: first, the rich portrayal of knowledge shifts the learner's interpretation and comprehension of the meaning. Second, the massive dissemination of knowledge and the ease with which it can be accessed can alter relationships between teachers and students. ICT will also help educators innovate more effectively. We have seen an increase in the number of young people having access to higher education over the past few decades. This phenomena represents a global pattern, which is primarily attributed to the democratisation and growth of economies, the transformation in living standards and institutions, and the need for more highly educated success both in careers and citizenships. As a result, we have seen a shift in both quality and income in the student population.

“The emancipatory and transformative potentials of the ICT in higher education in India has helped increase the country's requirement of higher education through part- time and distance learning schemes. It can be used as a tool to overcome the issues of cost, less number of teachers and poor quality of education as well as overcome time and distance barriers.”(MC Gorry, 2002).

National Education Policy 2020

National Education Policy 2020 has a vision of an India-centred education system that will directly lead to the long-term transformation of our country into a nation that is equal in all respects and has a thriving knowledge base, and this will be achieved by providing high-quality education to all. It was written in four main fields where improvements and reforms would yield better outcomes. School education, higher education, additional core priority points, and education transformation are among these areas.

The National Education Policy 2020 lays out a plan for changing and revitalizing the educational framework in order to respond to the demands of rapidly emerging, information-based social orders by taking into account the diversity of Indian people, their customs, cultures, and dialects. It aims to ensure that human capital, the most important form of capital that can drive transformative change, is safeguarded and strengthened. The task of ensuring widespread access to high-quality, broad-based

education that would support India's continued rise, progress, and initiative on the global stage - in terms of monetary advancement, social equity and uniformity, ecological stewardship, logical progress, and social safeguarding, and help create and amplify our nation's rich cultural heritage - is viewed as the most pressing need. Value-based training is seen as essential for sustainable improvement, success in the emerging knowledge economy and society, financial flexibility, and the creation of a fair, just, and altruistic community.

Information and communication technology:

The term "information and communication technologies" (ICTs) refers to a wide range of electronic devices and tools that are used to communicate. They can also be used to create, transmit, store, and manage data. ICT is a powerful entity that has altered many facets of our lives. Information technology is extensively used in the field of education. The application of ICTs in the educational sector would not be able to address the educational system's existing challenges, but will also offer potential alternatives to the difficulties faced in the traditional educational system. Unlike traditional educational programs, ICTs will be able to deliver information and awareness to a broader audience, albeit with fewer funding. The use of ICT in education enhances the effectiveness of instruction and brings importance to teaching and learning. It gave learning a new layer that it didn't have before. It has an impact on every area of education, from teaching and learning to assessment and evaluation, and it also enhances educational effectiveness.

Higher Education and Information and communication technology:

In the last five decades, higher education programs have expanded at an unprecedented rate to satisfy the need for high-quality education for everyone. Due to rapid advances in Information and Communication Technology, this aspect has gained much more traction (ICT). For the past two decades, ICT advancements have been incorporated into higher education programs all over the world.

In the recent years, ICT played critical role in the advancement of higher education. Several ventures have cut expenses while still increasing transparency. India has taken big steps forward in terms of content distribution and education advancement using ICT. Every day, education programs are broadcast on Gyan Darshan and Doordarshan national channels as part of the UGC's country-specific classroom initiative. IGNOU founded E-Gyankosh in 2005 as an information archive with the aim of maintaining digital learning opportunities. Almost all of the written materials at IGNOU have been digitized and uploaded to the library. Another joint venture of IITS and IISC, the national program for technology enhanced learning (NPTEL), was initiated in 2001. Sristi, the society for science and projects for

sustainable technologies and organisations, is promoting the use of information and communication technology (ICT) to strengthen the ability of grassroots inventors, innovators, and entrepreneurs working to conserve bio diversity and create environmental friendly solutions to local problems. Gyan Darshan, for example, began broadcasting instructional programmes for schoolchildren, university students, and adults in 2000. Similarly, Gyan Vani was a significant move forward, with contributions from institutions such as IGNOU and IITs.

ICTs may help to increase the standard of Higher Education in a variety of areas, including increasing student enthusiasm and dedication, allowing students to learn basic skills, and strengthening teacher preparation. Inside universities and management institutes, the use of online pedagogy is growing. The advent of the Wi-Fi technology has also resulted in the development of a hi-tech education system, in which students have access to and responsibility for subject matter. Students will now learn and comprehend the pertinent knowledge at their leisure. Higher education is seen as a potent means of building a knowledge-based culture, so it plays a critical role in a country's growth. Universities in India face problems in terms of access, equity, and quality when it comes to higher education. In terms of the number of institutions and student enrolment, India's higher education system has developed itself as the world's largest. The University Grants Commission is the primary regulatory authority at the tertiary level, enforcing its guidelines, advising the administration, and assisting in coordination with the federal and state governments.

Role of Information and Communication Technology in Higher Education in Context to NEP 2020

The Digital India Campaign is assisting the country in becoming a technologically driven society and knowledge economy. While education will be key in this transition, technology will also be critical in improving educational processes and outcomes.

Tech incorporation and use to enhance different facets of education would be encouraged and implemented, provided that these interventions are rigorously and transparently tested in specific settings before being scaled up. The National Educational Technology Forum (NETF), a self-governing body, will be established to provide a forum for the free exchange of ideas on the use of technology to improve research, evaluation, planning, administration, and other aspects of education at both the secondary and higher levels.

The aim of the NETF is to make decision-making on technology induction, rollout, and usage easier by delivering the most up-to-date information and research to educational officials, state and federal governments, and other stakeholders, as well as the ability to collaborate and discuss best practices.

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A broad range of educational applications will be available in all major Indian languages and will be open to a wide range of users, including remote students and Divyang students. Both States, as well as the NCERT, CIET, CBSE, NIOS, and other bodies/institutions, will continue to build and upload teaching-learning e-content to the DIKSHA portal in all regional languages. This tool can also be used for e-content-based teacher professional development. DIKSHA, as well as other educational technology programs, will be promoted and expanded by CIET. Teachers will be provided with appropriate equipment so that they can effectively incorporate e-contents into their teaching-learning activities. DIKSHA/SWAYAM and other technology-based education channels can be better interconnected across school and higher education, and can provide user ratings/reviews to help app creators produce user-friendly and qualitative content.

Higher Education institutions will be involved not only in conducting emerging technology studies, but also in developing early iterations of teaching resources and classes, including online courses in cutting-edge disciplines, as well as evaluating their effect on particular fields such as technical education. When the technology matures, with thousands of students higher education institutions will be in a great position to scale these teaching and skilling efforts, which will include tailored career preparation training. Certain occupations will become obsolete as a result of disruptive technology, so effective and quality approaches to skilling and deskilling will become increasingly important in order to generate and maintain work. Institutions will have the authority to accept institutional and non-institutional collaborators for the delivery of such instruction, which will be incorporated into skills and higher education systems.

Universities will strive to deliver Ph.D. and Master's programs in key areas such as Machine Learning, as well as multidisciplinary fields such as "AI + X" and specialist fields such as health care, agriculture, and law. They could also create and distribute courses in these areas through platforms like SWAYAM. HEIs can combine these online courses with conventional teaching in undergraduate and vocational programs to speed up adoption. HEIs may also include tailored instruction in low-expertise activities including data annotation, image recognition, and speech transcription to help the AI value chain. Efforts to teach languages to students in schools will be coordinated with efforts to improve Natural Language Processing for India's diverse languages.

This Policy proposes the following main policies in light of the advent of new innovations and the growing relevance of using technology for teaching and learning at all stages, from elementary to higher education:

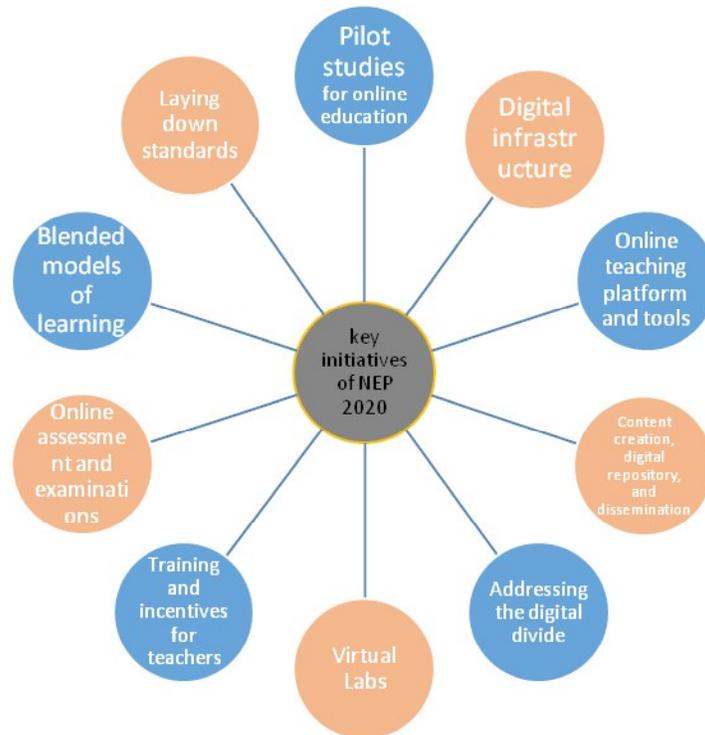


Figure: Key initiatives of National education policy 2020 for technology integration in education

- **Pilot Studies for Online Education:** Appropriate organizations, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, and others, will be listed to perform a series of pilot studies in parallel to assess the benefits of combining curriculum with online education while mitigating the drawbacks, as well as to investigate related topics such as student computer addiction, most favoured formats of e-content, and so on. The findings of these pilot tests will be made public and used to refine the program.
- **Digital Infrastructure:** To address India's size, variety, sophistication, and device penetration, there is a need to invest in the development of transparent, interoperable, evolvable public digital infrastructure in the education sector that can be used by multiple channels and point solutions. This would mean that technology-based technologies do not become obsolete due to accelerated technological advancements.
- **Online Teaching Platform and Tools:** Established e-learning sites, such as SWAYAM and DIKSHA, will be enhanced to provide teachers with a

streamlined, user-friendly, and comprehensive range of resources for tracking learners' progress. As the current pandemic has shown, tools such as two-way video and two-way audio interface for conducting online courses are a true requirement.

- **Content Creation, Digital Repository, and Dissemination:** A digital archive of content will be created, including coursework development, Learning Games and Simulations, Augmented Reality, and Virtual Reality, as well as a transparent public framework for user reviews on effectiveness and quality. Student-appropriate technologies such as apps, gamification of Indian art and culture, in multiple languages, with simple operating instructions will also be developed for fun-based learning. There would be a secure backup system for disseminating e-content to students.
- **Addressing the Digital Divide:** Given that a significant portion of the population also has insufficient access to new technology, traditional public media such as tv, radio, and community radio would be heavily used for telecasts and broadcasts. Such training programs will be offered 24 hours a day, seven days a week in a variety of languages to meet the diverse demands of the student population. A special emphasis on content in all Indian languages will be stressed and required; interactive content will need to enter teachers and students as far as possible in their medium of instruction.
- **Virtual Labs:** Existing e-learning sites such as DIKSHA, SWAYAM, and SWAYAMPBHA can be used to build interactive laboratories, ensuring that all students have fair access to high-quality realistic and hands-on experiment-based learning opportunities. The feasibility of providing SEDG students and teachers with sufficient access through appropriate digital devices, such as tablets with preloaded content, will be considered and created.
- **Training and incentives for teachers:** Teachers will receive extensive instruction in learner-centric pedagogy as well as how to use online educational formats and resources to become high-quality online content producers. The teacher's involvement in promoting successful student interaction with the curriculum and with one another will be emphasized.
- **Online assessment and examinations:** Appropriate bodies can develop and enforce evaluation systems that include design of competencies, portfolios, rubrics, structured tests, and assessment analytics, such as the planned National Assessment Centre or PARAKH, School Boards, NTA, and other defined bodies. Studies will be conducted to test innovative methods of assessing 21st-century abilities using educational technology.
- **Blended models of learning:** The value of face-to-face in-person experience is thoroughly understood, when encouraging immersive learning and

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education. As a result, various successful blended learning frameworks will be established for suitable replication in various subjects.

- **Laying down standards:** NETF and other relevant bodies will develop content, technologies, and pedagogy guidelines for online/digital teaching - learning as literature on the subject emerges. These principles will assist States, Boards, schools and school complexes, HEIs, and others in developing e-learning guidance.

Conclusion

Several policies has come to enhance our education system, along with that many changes in integration of technology with education have come over. In summarizing the whole scenario it has been seen that technology has its own importance and role in education sector. Talking about higher education, through ICTs quality education is reaching out to every individual in the whole country. NEP 2020 is aiming to reach SDGs by 2030 and in doing that technology will have the major part in accomplishing the goal. Usage of ICTs in giving higher education is must now a days and now it is becoming necessity of students to grab the knowledge at ease and with more accuracy. NEP 2020 has given various key initiatives to integrate technology with higher education. These initiatives can bring a whole new change in spreading knowledge and empower student with great knowledge and skills.

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CHALLENGES, OPPORTUNITIES AND REFORMS IN HIGHER EDUCATION IN INDIA

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The economic success of the states is directly determined by their education systems in this developing world. It is universal truth that “Education is a Nation’s Strength”. A developed nation is inevitably an educated nation. The education system of India is the third largest in the world followed by the United States and China. Since independence, India as a developing nation is contentiously progressing within the education field. However, there has been lot of challenges to higher education system of India but equally have lot of opportunities to overcome these challenges and to make higher education system much better. It needs greater transparency and accountability, the role of schools and universities within the new millennium, and emerging research project on how people learn is of utmost important. India need well skilled and highly educated people that can drive our economy forward. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation. Higher Education Commission of India act, 2018 has been came forward for the improvement of education in India by the government. The current study aims to highlight the challenges and to point out the opportunities in Indian higher education system.

Introduction

The higher education system of India is the world’s third largest in terms of students, followed by China and the United States. India will be one of the largest education hubs in coming years. Since independence, India’s Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges. The ‘Right to Education Act’ which stipulates compulsory and free education to all children within the age groups of 6-14 years, has brought about a revolution in the education system of the country with statistics revealing a staggering enrolment in schools over the last four years. The involvement of personal sector in education has seen drastic changes within the field. Over sixty percent of higher education institutions in India are promoted by the private sector. This has accelerated establishment of institutes which have originated over the last decade making India home to the largest number of Higher Education institutions in the world, with student enrolments at the second highest (Shaguri, 2013). In 2014, the number of Universities has increased thirty four fold from twenty in 1950 to 677. Instead of these numbers, international education rating agencies have not placed many of these institutions within the best ranking of the world. India has failed to

produce world class universities. It is said “Knowledge is power”. The more knowledge one has, the more empowered one is. However, India continues to face stern challenges.

Despite growing investment in education, 25 per cent of its population is still illiterate; only 15 per cent of Indian students reach high school, and just 7 per cent graduate (Masani, 2008). The quality of education in India whether at primary or education , is significantly poor as compared to major developing nations of the planet . India’s post-secondary institutions offer only enough seats for 7 per cent of India’s college-age population, 25% of teaching positions nationwide are vacant, and 57% of college professors lack either a master’s or PhD degree, in 2008(Newsweek, 2011). As of 2011, there are 1522 degree-granting engineering colleges in India with an annual student intake of 582,000 (Science and Technology Education, 2009) plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of college and concerns are raised over the standard of education (Mitra, 2008).

Besides these challenges in higher education system of India, there is equally have lot of opportunities to overcome these challenges and have the capability to make its identity at international level. However, it needs greater transparency and accountability, the role of universities and colleges in the new millennium, and emerging scientific research on how people learn is of utmost important. India provides highly skilled people to other countries; moreover, India is capable to transform from a developing nation to a developed nation of the world.

Development of Indian Higher Education Sector

The growth and diversification of the higher education systems society also concerned about the quality of public assessments programmes, and international rankings of higher education institutions. Therefore, these comparisons tend to overemphasize research, using research performance as a yardstick of institutional value. If these processes fail to address the quality of teaching, it is in part because measuring teaching quality is challenging (Hernard, 2008). India has been always been a land of scholars and learners since ancient times. India was regarded all over the world for its universities like Nalanda, Taxila and Vikramshila and also by its scholars. By independence India had 20 universities, 500 colleges enrolling about 2,30,000 students. Since independence India has progressed significantly in terms of higher education statistics. This number has increased to 659 Universities and 33023 colleges up to December 2011-12.

The Government of Centre and States are trying to develop and nurture talent through focusing on the number of Universities and Colleges for expansion of higher educations. There is no doubt to the fact that much of the progress achieved by India in education has come from private sector. In fact the general public sector and personal sector isn’t con to every other but they’re working simultaneously in Indian

education sphere. UGC (University Grants Commission) is that the main administration that enforces the standards, advises the govt and helps coordinate between center and states. The rapid growth of universities and colleges in India was from 1970 to 2012. The number of universities has grown quite sixfold in last four decades and therefore the number of schools has been increased from 3603 in 1970-71 to 33000 colleges in 2011-12. The growth of universities and Colleges in India from 1970 to 2012 and became the one of the largest education sector of the world.

Challenges in Indian Higher Education system

It is India's 74th year of independence still the education system has not been developed perfectly. Moreover, India is not able to list a single university in top 100 universities of the world. Various governments changed during past decades. They tried to boost the education sector and implemented various education policies but they were not sufficient to put an example for the universe. UGC is continuously focusing and working on education quality in higher education sector; still facing a lot of problems and challenges in our education system. There are some of the basic challenges in higher education system in India are detailed below:

The Gross Enrolment Ratio (GER): GER of India in higher education is only 15% which is quite low as compared to the developed as well as, other developing countries. With the increase of enrolments at school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

Equity: there's no equity in GER among different sects of the society. According to previous studies the GER in education in India among male and female varies to a greater extent. There are regional variations too some states have high GER while as some is sort of behind the national GER which reflect a revelant imbalances within the higher education system.

Education Quality: The quality in higher education is a multilevel, multi-dimensional and a dynamic concept. Ensuring quality in education is amongst the foremost challenges being faced in India today. However, Government is continuously that specialize in the standard education. Still sizable amount of schools and universities in India are unable to satisfy the minimum requirements laid down by the UGC and our universities aren't during a position to mark its place among the top universities of the world.

Political scenerio: Most of the educational Institutions are owned by the political leaders, who are playing key role in governing bodies of the Universities. They are using the innocent students for his or her selfish means. Students organise campaigns, forget their own objectives and start to develop their careers in politics.

Poor infrastructure: it's another challenge to the upper education system of India particularly the institutes, run by the general public sector suffer from poor

physical facilities and infrastructure. There are large number of colleges which are functioning on second or third floor of the building on ground or first floor there exists readymade hosieries or photocopy shops.

Faculty: Faculty shortages and therefore the inability of the state educational system to draw in and retain well qualified teachers are posing challenges to quality education for several years. Large numbers of NET / PhD candidates are still unemployed even there are lot of vacancies in education , these deserving candidates are then applying in other departments which is a biggest blow to the higher education system.

Accreditation: According to the data provided by the NAAC, June 2010, “not even 25% of the total higher education institutions in the country were accredited. It is also reported that, among those accredited, only 30% of the universities and 45% of the colleges were found to be of quality to be ranked at ‘A’ level”.

Research, technology and Innovation: In the area of research, there are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate specialise in research in education institutes. The insufficient resources and facilities, as well as, limited numbers of quality faculty to advice students make the worst condition for the research environment. Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research career. Moreover, Indian Higher education institutions are poorly connected to research centers. So, this is often another area of challenge to the upper education in India.

Management and tructure of higher education: Management of the Indian education faces challenges of overcentralisation, bureaucratic structures and lack of accountability, transparency, and professionalism. As a results of increase in number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and therefore the core specialise in academics and research is diluted (Kumar, 2015).

Opportunities in Indian Higher Education System

India may be a large country, with an estimated population of children aged between 18 to 23 years to be around 150 millions. The sheer size of the market offers huge opportunities for development of the higher education sector in India. India now boasts of getting quite 33,000 colleges and 659 universities, which has been quite remarkable growth during the last six decades. The year 2012 witnessed 21.4 million enrollments, which makes India the 3rd largest educational system within the world. Unfortunately, the tutorial infrastructure of India is insufficient to handle such huge volumes. In spite all the government spending in the educational sector, it is just too insufficient to meet the growing requirements. Therefore, education sector has now been identified together of the promising areas for personal and foreign

investments. It offers immense investment opportunities in both non-regulated and regulated segments (Nexus Novus, 26 July, 2013).

Indian higher education system is growing very fast irrespective of various challenges but there is no reason that these Challenges cannot be overcome. With the assistance of new-age learning tools, it's easy for country like India to beat these problems and convey a paradigm shift within the country's education sector. With such a vibrant country with huge population properly educated, the chances are endless. If knowledge is imparted using advanced digital teaching and learning tools, and society is made aware of where we are currently lagging behind, our country can easily emerge as one of the foremost developed nations within the world. There are opportunities for strategic engagement and capacity building in higher education leadership and management at the state level. There are opportunities for India to collaborate at national and international level on areas of systemic reform, including quality assurance, international credit recognition, and unified national qualifications framework.

Equality of educational opportunity in education is taken into account essential because education may be a powerful tool for reducing or eliminating income and wealth disparities. The idea of equalising educational opportunities also lies within the incontrovertible fact that "the ability to profit by education is spread among all classes of individuals. There are great reserves of untapped ability within the society; if offered the prospect they will rise to the highest . A great deal of talent of the highest level is, in fact, lost by an inegalitarian system of education" (Balachander, 1986). The need to reinforce the employability of graduates is presenting entry points for collaboration in enterprise education and entrepreneurship, links with industry, research skills and therefore the wide selection of transferable skills, including English. The emerging interest in the most of the Indian education institutions within the vocational skills market provides areas for potential engagement with international partners. There is a need to build stronger relationships and increase mutual understanding in higher education by increasing support and participation in platforms (conferences, workshops, seminars) which enable debate and dialogue with other countries of the globe.(British Council, 2014).

Higher Commission of India (HECI) Act, 2018

Government is willing to change the UGC into Higher Commission of India (HECI), which will have some specific functions:

- 1) The Commission shall take steps for promoting the quality of academic instruction and maintenance of academic standards.
- (2) The Commission shall, subject to the provisions of this Act and regulations made under this Act, take measures to promote the autonomy of higher educational institutions for the free pursuit of data , innovation, incubation

and entrepreneurship, and for facilitating access, inclusion and opportunities to all or any , and providing for comprehensive and holistic growth of higher education and research during a competitive global environment.

- (3) The Commission shall ensure maintenance of academic standards in the Higher Education system in the Country and for pursuance of which, shall:
 - (a) Specify learning outcomes for courses of study in higher education;
 - (b) Lay down standards of teaching / assessment / research or any aspect that has bearing on outcomes of learning in higher educational institutions including curriculum development, training of teachers and skill development;
 - (c) Evaluate the yearly academic performance of higher educational institutions, by monitoring the performance on criteria laid down;
 - (d) Promote research in HEIs and coordinate with Government for provision of adequate funding for research;
 - (e) Put in place a robust accreditation system for evaluation of academic outcomes by various HEIs;
 - (f) Provide for mentoring of institutions found to be failing in maintaining the required academic standards;
 - (g) Order closure of institutions which fail to stick to minimum standards without affecting the student's interest or fail to urge accreditation within the required period;
 - (h) Advise the Central Government or any government on any question which can be mentioned the Commission by the Central Government or the government , because the case may be;
 - (i) Prescribe proactive public disclosure of various parameters of academic performance and academic outcomes by all Higher Educational Institutions relating to the branches of learning undertaken in that Institution;
 - (j) Perform such other functions as could also be prescribed or as could also be deemed necessary by the Commission for advancing the explanation for education in India or as may be incidental or conducive to the discharge of the above functions.

Suggestions Improving the System of Higher Education:

- Govt. already took initiatives for improvement but there is a need to implement innovative and transformational approach from primary to higher education level to make Indian educational system more relevant and competitive globally.
- The respective institutes need to improve quality and reputation for better upliftment.

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- Good infrastructure should be applied into colleges and universities which may attract the students.
- Indian government must promote the collaboration between their higher education institutes and top class International institutes and also generates linkage between national research laboratories and research centers of top institutions for better quality and collaborative research which may perform up to the international level.
- There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment within the companies which might reduce unnecessary rush to the upper education.
- The institutes, Universities and colleges in both public private must be away from the political affiliations and pressure,
- The bad culture like favouritism which is the money making process should be out of education system etc.
- Multidisciplinary approach of the education should be given in higher education so that student knowledge may not be restricted only up to his own subjects and they can perform in all fields.

Conclusion

The Education is defined by a process which a person's body, mind and character are formed and strengthened. It compiles the head, heart and mind together and thus enabling a person to develop an all round personality identifying the best in him or her. Higher education in India has expanded very rapidly in the last six decades after independence yet it is not equally accessible to all. India is today one among the fastest developing countries of the world with the annual rate of growth going above 9%. Still an outsized section of the population remains illiterate and an outsized number of children's don't get even primary education. This is not only excluded an outsized section of the population from contributing to the development of the country fully but it's also prevented them from utilising the benefits of whatever development have taken place for the benefit of the people. No doubt India is facing various challenges in higher education but to tackle these challenges and to boost higher education is utmost important. India is a country of huge human resource potential, to utilise this potential properly is the issue which needed to discuss. Opportunities are available but how to get benefits from these opportunities and how to make them accessible to others is the matter of concern. In order to sustain that rate of growth, there's got to increase the number of institutes and also the standard of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance, infrastructure and at the end the Responsiveness.

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ROLE OF ICT IN HIGHER EDUCATION

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Today's time is the time of technology, we can see the presence of technology in the sphere of every domain whether it is Agriculture , Manufacturing or Service sector. Technology became the indispensable part of our life. We cannot assume our life without the technology. Technology make our work easy, convenient and comfortable. In the today sphere it became important to revamp our higher education system by blending it with technology. Many subject like cloud computing , artificial intelligence, robotics , nano technology have huge demand in market. It is on us at what rate we start to adopt changes in our education system. NEP-20 also mooted on the need of ICT in higher education so that our education system became flexible which enhance its quality , through ICT we also make our education more economical without compromising its quality. IGNOU , MOOC , SWAYAM are some of the successful initiatives for the vision of digital India. But there are some pre-requisite for the application of ICT in education , first is uninterrupted economical supply of electricity , second is the universal internet coverage, third is reliable and affordable gadgets and the last is software infrastructure i.e, content quality , authenticity and validity , only then we will successfully able to use ICT in higher education, otherwise it divide our country between have or have not and widen the gap for accessing quality education.

Introduction

ICT stand for Information and communication technology. It may be defined as the process to search information by the use of telecommunication. In the today's world where all the physical communication is closed due to COVID-19 pandemic ICT prove to be panacea. According to UNESCO " ICT is a scientific , technological and engineering discipline and management technique used in handling information, its application and association with social , economical and cultural matters". Teacher is an imperative part of the education field in our society. So the use of ICT not only help teacher to enhanced its skills but also make the teaching-learning process more enjoyable and effective. ICT help the teacher to reach at every part of the society. It help him to achieve the constitutional provision of Right to Education with quality

ICT is not merely a technology it is an innovation , it is a concept and process to educated all learner irrespective of their economic status , gender , religion , cast , creed or boundary. Sometimes it become practically impossible to bring all the learners in one roof due to various reasons so in that case ICT come into play and reach to every individual accordingly to its demand.

Technology use for Integration

India is a global leader in information and communication technology and in other cutting-edge domains, such as space. The Digital India Campaign is helping to

transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bi-directional. India is a global leader in information and communication technology and in other cutting-edge domains, such as space. The Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bi-directional. Use and integration of technology to improve multiple aspects of education will be supported and adopted, provided these interventions are rigorously and transparently evaluated in relevant contexts before they are scaled up. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. The aim of the NETF will be to facilitate decision making on the induction, deployment, and use of technology, by providing to the leadership of education institutions, State and Central governments, and other stakeholders, the latest knowledge and research as well as the opportunity to consult and share best practices. The NETF will have the following functions:

- a) provide independent evidence-based advice to Central and State Government agencies on technology-based interventions;
- b) build intellectual and institutional capacities in educational technology;
- c) envision strategic thrust areas in this domain; and
- d) articulate new directions for research and innovation.

Objective of the study

Some of the objective are discussed below

- Understanding the Concept of Educational Technology
- Learning objective of educational technology
- Responsibility of educational technology facilitator
- Educational technology at micro level
- Educational technology at macro level

Online and Digital Education: Ensuring Equitable Use of Technology

New circumstances and realities require new initiatives. The recent rise in epidemics and pandemics necessitates that we are ready with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible. In this regard, the National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and

appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all. However, the benefits of online/digital education cannot be leveraged unless the digital divide is eliminated through concerted efforts, such as the Digital India campaign and the availability of affordable computing devices. It is important that the use of technology for online and digital education adequately addresses concerns of equity. Teachers require suitable training and development to be effective online educators. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom. Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends the following key initiatives:

(a) Pilot studies for online education: Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.

(b) Digital infrastructure: There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology.

(c) Online teaching platform and tools: Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and two-way-audio interface for holding online classes are a real necessity as the present pandemic has shown.

(d) Content creation, digital repository, and dissemination: A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. For fun based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created. A reliable backup mechanism for disseminating e-content to students will be provided.

(e) Addressing the digital divide: Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available 24/7 in different languages to cater to the varying needs of the student population. A

special focus on content in all Indian languages will be emphasized and required; digital content will need to reach the teachers and students in their medium of instruction as far as possible

(f) Virtual Labs: Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRAKASH will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences. The possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded content, will be considered and developed

(g) Training and incentives for teachers: Teachers will undergo rigorous training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.

(h) Online assessment and examinations: Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics, standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.

(i) Blended models of learning: While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.

(j) Laying down standards: As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc.

Creating a Dedicated Unit for Building of World Class, Digital Infrastructure, Educational Digital Content and Capacity

Technology in education is a journey and not a destination and capacity will be needed to orchestrate the various ecosystem players to implement policy objectives. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the Ministry to look after the e-education needs of both school and higher education. Since technology is rapidly evolving, and needs specialists to deliver high quality e-learning, a vibrant ecosystem has to be encouraged to create solutions that not only solve India's challenges of scale, diversity, equity, but also evolve in keeping with the rapid changes in technology, whose half-life reduces with each passing year. This centre will, therefore, consist of experts drawn from the field of administration, education, educational technology, digital pedagogy and assessment, e-governance, etc.

Suggestion and finding

From above discussion we have find that the role of technology in education is going to help in long run. Like it make the education cost effective as it remove various hinderence which increase the cost of delievering the quality education , secondly the education thorough online mode is learner centered as it depend upon the pace of learner speedlearning learn according to their speed ,thirdly through the mode of technology there is possible to cover everyone in the blanket of education , fourthly through technology there is no more need for more talented and subject expert as we can record the session of any of the most experienced researched person and deliver it through life telecast or recorded to audience in real time. Hence we can say that online education going to revolutionize the method of empacting education in a very posiive way.

Conclussion

ICT play a very crucial role in today time. With the help of ICT we can deliever more interactive courses to the learners ,success of SWAYAM , EDUSAT , MOOC , IGNOU is the testimony of ICT in eduction that is the reason that NEP-20 mooted to blended technology in teaching. Through ICT there is increase in flexibility of course. We can provide lectures to learners by the best faculty of the world which ultimately rise the standard of education. Now, it is the perfect time to invest in education technology to build a infrastructure for use of ICT in education. It is on us how to grasp the situation if we able to blend ICT in education then it is no far where our vision of universalisation of education is fulfilled and all the disparity between the citizens disappeared and we proudly count as a one of the advanced economy.

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NEW EDUCATION POLICY 2020: INCLUSION IN HIGHER EDUCATION

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New National Education Policy 2020 has at long last been approved by the Cabinet. The bureau instructions by Union Ministers Prakash Javadekar and Ramesh Pokhriyal Nishank, both of whom have a critical part in the policy improvement, would introduce the equivalent. With the declaration, the Ministry of Human Resource Development would hence be alluded to as the Ministry of Education. To make the Indian education framework all around the world serious, the Government has expanded the education financial plan from 4.46% to 6 % of GDP. It imagines to change over the current framework into an ‘exceptionally evenhanded and dynamic information society’ by expanding the enrolment proportion. However, certain difficulties are lying ahead because of the enormous influx of new students entering the education framework. It would need to deal with the designated assets to guarantee the correct usage of the change from School Education to Higher Education, the NEP imagines to give a new construction to the education area of the country. This paper explores the New Education Policy 2020 and highlights the policy regarding higher education. This paper also highlights the various policies given in the draft for higher education and inclusion.

Introduction

The NEP 2020 is the primary new education policy to be presented in India in the 21st century, the last having been actualized in 1986, 34 years back. The NEP, along these lines, replaces the National Policy on Education, 1986, which was adjusted once in 1992. Before that, the primary education policy was passed in 1968. A new education policy was one of the Bharatiya Janata Party’s survey guarantees in the 2014 Lok Sabha races. Endeavors for a new education policy have been in progress since 2015, and in May 2016, the Committee for Evolution of the New Education Policy presented its report, in light of which the then MHRD arranged ‘A few Inputs for the Draft National Education Policy, 2016’.

In the long run, in June 2017, the Committee for the Draft National Education Policy was established under the chairmanship of Dr. K Kasturirangan, previous head of the Indian Space Research Organization (ISRO), which presented the Draft National Education Policy 2019 to Dr. Ramesh Pokhriyal on 31 May 2019, after he

assumed responsibility for the service. The draft had supposedly before been submitted in December 2018 also. As indicated by the public authority, the NEP 2020 has been planned in the wake of having considered almost more than 2 lakh proposals from 2.5 lakh gram panchayats, 6,600 squares, 6,000 ULBs and 676 regions.

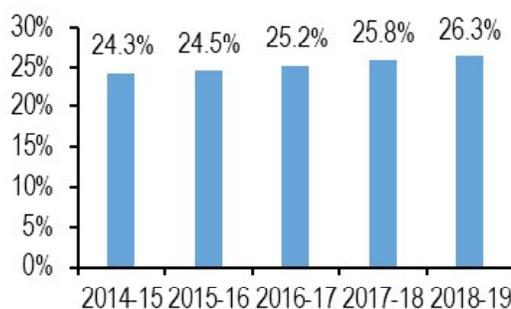
The policy report says that it “**targets delivering drew in, gainful, and contributing residents for building an equitable, comprehensive, and plural society**”.

NEP-2020, which will supplant the National Policy on Education-1986, is an inclusive structure zeroing in on the elementary level of schooling to higher education in the country. As the goal of any instruction framework is to profit kids so no kid loses any chance to learn and dominate in light of conditions of birth or foundation, NEP-2020 has an objective of 100% Gross Enrolment Ratio (GEER), in school training by 2030.

GER in Higher Education

The NEP plans to build the GER in higher education to 50% by 2035. Starting at 2018-19, the GER in higher education in the nation remained at 26.3%. Figure shows the pattern of GER in higher education in the course of the most recent couple of years. Note that the yearly development pace of GER in higher education over the most recent couple of years has been around 2%.

Figure 1 : GER in Higher Education (2014-2019)



Sources: All India Survey on Higher Education, MHRD; PRS

During the declaration of the New Education Policy, Prakash Javadekar enlightened that the fundamental plan behind presenting the same is the need of great importance and it will set up the students to confront the difficulties of the new world. The NEP will advance expertise based schooling and improve the practical abilities of the students. Tending to the country on 74th Independence Day, PM Modi expressed that the New Education Policy will assume a significant part in making India independent. As indicated by him, the NEP has been acquainted with a point objective with reinforce examination and development in the country.

NEP gives a unique spotlight on the National Research Foundation since development is quite possibly the main parts for a nation to advance. Just when research and advancement are sufficient we will actually want to advance in this serious world.

NEP 2020 is a progressive strategy for the both students and educators. The approach has addressed a few new angles for educators to instruct and students to realize where computerized mindfulness and selection of cutting edge innovation will stay at the core of the whole educating learning process. Extra employability openings for instructors is suggested for the individuals who have information on the local languages (to handle high dropout rates), and techfriendly for the total redesign of the educational plan.

Further, from the educators' point of view, ideas like one-on-one companion mentoring (to make establishment proficiency and numeracy stronger) are presented for the absolute first an ideal opportunity to make it a viable encounter for the both students and educators. Furthermore, the educators would get advancements and pay increases independent of the stage/level of training, they are instructing. A 4-year integrated B.Ed. degree is made compulsory (till 2030) for teachers under NEP 2020 with multidisciplinary 2-year B.Ed. program, contingent on their differed advantages. The administrative component is advanced as another rule where National Professional Standards for Teachers (NPST) will set the fundamental norms to encourage instructors' appraisals in conference with NCERT (and SCERTs) to deal with their individual vocation and ensuing movement. Likewise, personnel designated at Higher Education Institutions (HEIs) won't be adaptable across establishments (in contrast to existing practices) so they remain really contributed, submitted, and associated with a similar organization. The National Education Policy, 2020 has passed on the structural change in the education framework which plans to make India the worldwide information superpower guaranteeing value and Inclusion

Why is it Required?

- Absence of availability to higher educational establishments is distinguished as one reason for low school/college level enlistment in the country. India's present GER is 26.3 percent lower than the created nations.
- India's higher education framework is overflowing with high division and specialization rates, which keeps students from having an extensive comprehension of various ideas. Students contemplating Engineering, for instance, have no space to consider human sciences. The limits of specializations have been so set up that learners don't get an opportunity to set up an interdisciplinary seeing even in designing.
- The vocation the board and progression of staff and different foundations associated with higher education was for the most part self-assertive and

dependent on status as opposed to justify acknowledgment. This prompted the de-boost of examination or advancement perusal.

- And finally, Universities or schools are attempted almost no exploration. There is considerably less extension for leading any exploration on any novel or cutting edge ideas. One of the basic purposes behind the little exploration being done is the bifurcation of higher education into two kinds of foundations, one is instructing, and the other is research organizations. There is likewise little exploration financing comparative with different countries.

Objectives

- The NEP normally achieves an ocean of changes in the arrangement of higher education also, planning to improve it with the objective of “making of more noteworthy freedoms for individual employment.”
- An objective of the NEP is likewise to build the Gross Enrolment Ratio in higher education, including professional education from 26.3 percent starting at 2018 to 50 percent by 2030.
- One of the fundamental points of NEP is to upgrade the divided idea of India’s current higher education framework and rather unite higher education foundations (HEIs) into huge multidisciplinary colleges, universities, and HEI bunches/information centers. The approach expresses that over the long haul, single-stream HEIs will be eliminated over the long run.
- One change that the NEP achieves is that the college degree will be of either a three or four-year term, with different leave choices inside this period, with fitting affirmations for those exiting at one point in the course. HEIs can likewise offer bosses courses of various plans, in light of the college level of the learners.
- The college degree will be of one or the other 3 or 4-year length, with numerous leave choices inside this period, with suitable affirmations, e.g., an endorsement in the wake of finishing 1 year in an order or field including professional and expert territories, or a certificate following 2 years of study, or a Bachelor’s certificate following a 3-year program. The 4-year multidisciplinary Bachelor’s program, be that as it may, will be the favored alternative.
- Students seeking after long term degree program would have a choice of getting a degree with Research if the research cycle is finished in the area of study as determined.
- National Research Foundation would be define up with an objective to enable ‘a culture of research’. NRF would be administered autonomously by pivoting leading body of lead representatives. Essential errand or NRF is store serious, peer investigated award recommendations, everything being equal, and across

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all orders and furthermore go about as a liaison among researchers and pertinent parts of government to permit forward leaps.

- The approach additionally permits colleges to set up seaward grounds too as numerous unfamiliar colleges would now be able to set up establishments in India. This move is inviting surely. It will prompt rivalry, ability stream, and key practices from an external perspective to India, which will eventually prompt a lot of progress in the country's education norms. It will likewise give genuine openness to learners, and presumably there would come a day where learners can bear the cost of worldwide education in India, rather than spending lakhs in another country.
- Higher education organizations will move away from high-stakes assessments towards nonstop and far reaching assessment.
- India will be advanced as a worldwide report objective giving premium education at moderate expenses. An International Students Office at every foundation facilitating unfamiliar understudies will be set up.
- High performing Indian colleges will be urged to set up grounds in different nations. Chosen colleges like those from among the main 100 colleges on the planet will be encouraged to work in India.
- An administrative structure encouraging such section will be set up, and such colleges will be given extraordinary agreement in regards to administrative, administration, and substance standards comparable to other self-sufficient establishments of India.
- In each education foundation, there will advise frameworks for taking care of pressure and enthusiastic changes.
- Efforts will be made to boost the value of understudies having a place with SC, ST, OBC, and other Sustainable Development Goals (SEDGs).
- Vocational education will be coordinated into all school and higher education establishments in a staged way over the course of the following decade. By 2025, at any rate half of students through the school and higher education framework will have openness to professional education.
- The B.Voc. degrees acquainted in 2013 will proceed with exist, however professional courses will likewise be accessible to understudies taken a crack at all other Bachelor's certificate programs, including the 4-year multidisciplinary Bachelor's projects.
- 'Lok Vidya', i.e., significant professional information created in India, will be made available to understudies. The HRD service, which could be renamed education service, would comprise a National Committee for the Integration of Vocational Education (NCIVE).

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- Music, expressions and writing to be instructed altogether colleges. Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theater, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation, and Interpretation, and so on will be presented on the whole higher education organizations.
- M.Phil to be stopped. According to the NEP 2020, M.Phil will be ceased. The insights about a similar will be delivered soon.

Thought of Inclusion in Higher Education

The point of value and inclusion is presently at the core of new NEP. In the fields of higher or school education, inclusion includes rebuilding the entire framework with the point of guaranteeing the wide scope of educational freedoms; this incorporates educational program, teaching method and sporting freedoms, and so on. The approach is intended to stay away from isolation and disconnection of ethnic and semantic minorities, those with disabilities and furthermore the individuals who face learning troubles because of language obstructions and are at the danger of educational prohibition. NEP 2020 has defined the objective for all to be legitimate with the order of various dialects at various degrees of education.

The fundamental tone in the record clarifies that an inclusive higher education isn't only an instrument of individual and community strengthening, yet in addition an important condition for the achievement of democracy.

Even after over seventy years of receiving the Constitution of India, fair investment in quality higher education has not been completely accomplished. There are various individual and social determinants that keep an individual from getting to and taking an interest in higher education. In the Indian setting, these conditions can be: standing, sexual orientation, financial status, special needs, spot of home and so on. The inclusion in higher education requests that these conditions don't hinder the educational capability of people.

The National Education Policy (NEP) 2020 deconstructs the center hindrances and their various measurements and simultaneously comprehends their interconnectedness. The NEP means to give an overall structure to inclusion in education. This strategy likewise clarifies arrangements for expanding support and openness in higher education at various levels. The basic standards of NEP root themselves to the center thoughts of the Constitution and seek to 'assemble an evenhanded, comprehensive, and plural society as conceived' in the Constitution'. Indeed, even regarding education-related dynamic interaction, the NEP vouches for 'full value and inclusion as the foundation' of these cycles. Simultaneously, the development towards equivalent admittance to higher education is additionally in accordance with India's obligation to the Sustainable Development Goals (SDGs) received by the United Nations in 2015. The objective of the SDGs means to

accomplish equivalent access for all ladies and men to reasonable and quality specialized, professional and tertiary education before the finish of 2030.

It is fraudulent to suggest that the NEP 2020 is the principal archive that takes a stab at a inclusive higher education in India. Aside from the education arrangements of the past, different governments have consistently attempted to make arrangements for governmental policy regarding minorities in society to satisfy the Constitutional command. Lately, the means taken towards the inclusion of the 'divyang' (individuals with disabilities) and Other Backward Classes in higher education is a relevant model. In spite of the normal and evident congruity, the NEP 2020 likewise makes inventive proposition and makes spaces of huge and considerable flights to guarantee openness and interest. It may be argued that there are some major thoughts, which structure the philosophical center behind the arrangements for value and inclusion in higher education in NEP 2020.

Traditionally, the issues and destinations of separation and avoidance in India have been seen through the ordinary worldview of class-caste-sex. The NEP recognizes the traditional sites of segregation, and yet fathoms the multidimensionality and interconnectedness of these sites. The NEP plainly understands that the issues of under-portrayal can't be completely tended to with customary models of classification. Furthermore, the strategies dependent on this oversimplified understanding neglect to give sufficient roads of access and investment to all people. There are numerous different locales of rejection that had been generally ignored over the most recent seventy years due to the compartmentalized comprehension of reality that disregarded the intersectionality of the destinations of segregation. Along these lines, ordering avoidance on the lines of sex, socio-social and topographical characters, incapacities and weaknesses that incorporate casualties of dealing, vagrants incorporating youngster bums in metropolitan regions, and the metropolitan poor, the strategy has widened the system of taking a gander at prohibition. Understanding rejection in education through a more extensive rubric of Socio-Economically Disadvantaged Groups (SEDGs) is creative and shows the farsightedness of the policymakers.

The NEP has additionally attempted to address the issue of execution gap in higher educational establishments. There is a worry that the HEIs should pursue diminishing execution gaps between students of different foundations. The students coming from the diverse areas need extra help for access as well as for fruitful finish of their education. The NEP has plainly distinguished 13 significant strides to be taken by the HEIs in such manner. These means expect to give facilitative scholarly space and steady climate to lessen and dispose of execution gaps. The effective culmination of degree with poise implies upward portability. A few examinations have shown that higher education is a significant mechanism for upward versatility. Proposing severe adherence to the standards of human nobility and common freedoms,

the NEP sets an objective for HEIs to turn out to be really fair spaces, enabling students and ingraining a feeling of social duty in them.

Benefits of NEP 2020:

- A portion of the significant advantages of the New Education Policy 2020 are as per the following:
- The New Education Policy will offer significance to learner's practical information rather than simply pushing them towards repetition learning.
- It will assist students with creating logical temper since early on.
- The NEP expects to make it simpler to set up new nature of higher educational foundations which will be at standard with the worldwide guidelines.
- Since NEP will make it simpler for unfamiliar universities to set up their grounds here numerous understudies who can't travel to another country because of various reasons will actually want to encounter it and get worldwide openness.
- This will advance worth based education.

Conclusion

National Education Policy (NEP) 2020 is a major insurgency supplanting the 34-year-old approach thought and imagining to achieve the truly necessary adjustment in the Indian Education System. The Policy has kept a fragile harmony between the customs and the interdisciplinary methodology, which is the need of the 21st century. NEP can possibly patch up the abilities of the young people of our country and has quite a few apparatuses that are should have been serious at the worldwide level.

With a focus spotlight on value, inclusivity and advanced education, the changes under NEP 2020 plan to change India into an information superpower. It welcomes the Indian education framework comparable to worldwide practices in the section while making a tech-driven age who are prepared to dive into the future labor force.

By consolidating supportable improvement objectives (SDG) and the ethos of Indian way of thinking in the educational plans, NEP will make an age of Young India with balanced basic abilities and a creative way to deal with work and life. Obviously, the New Education Policy is without a doubt a reformist and driven strategy that India is sitting tight for.

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EMPOWERMENT OF WOMEN THROUGH NATIONAL EDUCATION POLICY 2020

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Women Empowerment refers to the creation of an environment for women where they can make decisions of their own for their personal benefits as well as for the society. Women Empowerment refers to increasing and improving the social, economic, political and legal strength of the women, to ensure equal-right to women, and to make them confident enough to claim their rights, such as: freely live their life with a sense of self-worth, respect and dignity, have complete control of their life, both within and outside of their home and workplace, to make their own choices and decisions, have equal rights to participate in social, religious and public activities, have equal social status in the society, have equal rights for social and economic justice, determine financial and economic choices, get equal opportunity for education, get equal employment opportunity without any gender bias, get safe and comfortable working environment Women have the rights to get their voices heard. Women population constitutes around 50% of the world population. A large number of women around the world are unemployed. The world economy suffers a lot because of the unequal opportunity for women at workplaces. Women are equally competent. Nowadays, women are even ahead of men in many socioeconomic activities. Women Empowerment leads to decrease in domestic violence. Uneducated women are at higher risk for domestic violence than an educated woman. Women Empowerment comprehends the action of elevating the status of women through education, awareness, literacy, and training. Empowerment is also about equipping them to make life-determining decisions and giving them power in that space of society where they didn't have it earlier. Though policies on women's empowerment exist, there are significant gaps between policy advancement and 'actual' practice at the community level.

Introduction

The new National Education Policy – 2020 has been designed by the scientist K. Kasturirangan committee. This is the India's first education policy of the 21st century, could be a thin ray of hope for the seemingly unremitting darkness in the quest for girls' education. The policy seeks to address the many shortcomings of our existing education system and sets itself lofty ideals to this end. It endorses the UN Sustainable Development Goal 4, of free universal access to quality education, and promises to transform the Indian education system such that, by 2040, it will be second to none in the world.

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The policy recognizes teachers to be at the centre of the education system and promotes teacher welfare and on-the-job training as central to a vibrant and well-rounded schooling experience for children. It underscores the importance of nurturing a child's cognitive development not in isolation, but in conjunction with other key capacities such as social, ethical, and emotional development. The policy aims to shift the lens of education such that it is rooted firmly in the traditional and profoundly varied knowledge and cultural heritage of India.

To that end, it has been recommended that the medium of instruction in schools, private as well as government, be made the local vernacular language of the region till Grade 5, but preferably till Grade 8. This decision is also in keeping with research results that demonstrate that children absorb and retain non-trivial information best when taught in their mother tongue. This is a brave and commendable stance to take, particularly at a time where increased Anglicisation of thought and culture seems to have become a global norm.

The policy prescribed to approach gender as a cross-cutting priority to achieve gender equality in education with the partnership of states and local community organizations. The GOI will constitute a "Gender Inclusion Fund" to provide quality and equitable education for all girls. The fund will focus on ensuring 100% enrollment of girls in schooling and a record participation rate in higher education, decrease gender gaps at all levels, practice gender equity and inclusion in society, and improve the leadership capacity of girls through positive civil dialogues. The policy will emphasize the number of women on leading positions of the institution, including principals, teachers, wardens, physical instructors, and other staff. To decrease the gender imbalance among teachers (especially in some rural areas), alternate pathways for female teacher recruitment will be introduced without compromising on merit and qualification, both educational and professional. NEP 2020 will focus on the safety and security of school-going girls both inside and outside of the campus. The schools have to ensure harassment, discrimination, and domineer free campus before enlisting for yearly accreditation. This will increase the attendance number of girl children in the class. The policy will identify social mores and gender stereotypes that prevent girls from accessing education and causing regular dropouts. The teachers, Anganwadi workers, and local social entrepreneurs will be trained to deliver proper counseling to girl children's families. All educational institutions will be mandated to conduct awareness sessions on gender issues to break stereotyped gender roles, on the importance of harassment-free environments and equal treatment of genders, and on legal protections and entitlements for girls and women including the Prohibition of Child Marriage Act, Protection of Children from Sexual Offenses Act (POCSO), the Maternity Benefit Act, and the Sexual Harassment of Women at Workplace Act. This training will aim to raise teachers' and educational administrators' awareness of gender-sensitive and inclusive classroom management. The policy will specifically concentrate on the educational upliftment of under

represented socio-economic and socio-cultural groups and facilitate additional scholarships and fellowships.

NEP -Encouraging Girl Child for Education

In developing countries like India, girls are more likely to drop out of school as compared to boys. Universalizing affordable, accessible and equitable public education thus becomes a tool for women empowerment because it enables them to respond to everyday challenges (patriarchy, sexism, etc.) to confront their traditional roles (unpaid care work, homemaker, etc.). It brings a reduction in gender inequality and functions as a means of improving their status within the family, along with developing the concept of public participation. Inclusive educational environments, planned carefully so as to not jeopardize the quality of education will progressively empower female students (especially poor and vulnerable girls) to continue their education, reach their fullest potential in the future- as informed choices fuel productivity at the individual level, and economic growth at the larger level. Almost all these educational policies are primarily focused on temporary direct actions aimed at enrolment, and lack initiatives regarding generating awareness of the benefits of educating and retaining girls in schools for their empowerment - both occupational and social. Policy-makers must thus lay emphasis on strengthening existing education policies for the girl child and further focus on these schemes and related provisions from a gender and sexuality perspective.

The government must be applauded for its nuanced move not only towards improving learning outcomes for children but also in its effort to revitalize Indian knowledge, languages, and traditions that may be at the risk of getting lost forever in an incessantly homogenizing world.

The girl child, too, has some reason to be hopeful. The policy recognizes the additional barriers in education that beset female education, particularly at the primary level. Four distinct Socio-Economically Disadvantaged Groups (SEDGs) are identified within the policy, and it is acknowledged that girls within each segment – approximately 50% of each group – face additional disadvantages due exclusively to their gender.

Important measures have been enlisted towards reducing the disparity of female dropouts in school – specifically by reinforcing the infrastructural credibility of government schools that will ensure the availability of safe, hygienic, and fully functioning toilets. Since personal safety becomes a key reason for female dropouts, provisions for the creation of walking groups and distribution of bicycles – proven to have improved female attendance in schools particularly in the higher grades by providing a safe mode of transportation – have been mentioned within the policy. The broadening of Kasturba Gandhi Balika Vidyalayas, which provides boarding facilities and food for girls throughout their schooling, has also been recommended to this end. Commendably, the policy underscores the importance of gender

sensitization as an important part of teacher training as well as classroom culture. There has been mention of a Gender Inclusion Fund, to facilitate the implementation of these measures. But the benefits accruing to the girl child from this policy might turn out to be too little, too late. There are several significant omissions, starting with the fact that though female students should account for nearly 50% of the total student body of the country, the unique difficulties faced by the girl child have not been given commensurate attention, being brushed by a broader stroke within the SEDGs category.

Challenges of Indian Girls Education

Additionally, instruction and awareness regarding menstrual health can equip girls to deal with this integral but inevitably difficult aspect of femininity more effectively. As for the issue of nutrition, while the broadening of the midday meal system to include a simple and nutritious breakfast has been mentioned in the policy

Negative parental attitudes- Poor families are more likely to keep girls at home to care for younger siblings or to work in family enterprise mostly in rural areas . If a family has to choose between educating a son or a daughter because of financial restrictions, typically the son will be chosen. Negative parental attitudes toward educating daughters can also be a barrier to a girl's education.

Inadequate school facilities- Another challenge to education in India is the lack of adequate school facilities. Many schools do not have enough classrooms to accommodate all of the school-age children. Furthermore, the classrooms that are available often lack of basic necessities such as sanitary facilities (FOR GIRLS) or clean drinking water . Lack of latrines can be particularly detrimental to girls' school attendance.

Shortage of female teachers- Lack of female teachers is another potential barrier to girls' education. Girls are ore likely to attend school and have higher education academic achievement if they have female teachers. This is particularly true in highly gender segregated societies such as India. Currently, women account for only 29% of teachers at the primary level. The proportion of teachers who are female is even lower at the university level, 22 % of instructors.

Lack of Awareness about Education- Basic awareness initially arises from the motivation of parents from good background but if talking about girls belonging to rural background and less privileged classes are less aware about the various schemes because of lack of proper media and no connection with the developed part of the country. The bad effect of all this is that girls having great interest in studies or also those being interested in the field of research and education miss the golden opportunity of exploring and making a good future for themselves. A basic way of overcoming this situation is that girls should be more aware of the different schemes

proposed by the government for them along with this they also should participate in various internship programmers as these programs are a golden path setter for their future.

NEP Influencing the working of NGO's

NEP is committed to developing dialogue between government and civil society on education issues, undertaking and disseminating research on key issues, and helping education NGOs increase their effectiveness.

The National Education Policy 2020 is an ambitious project and an important one. Interestingly, it is also a source of much pride and assurance to Katha. As our Founder President KATHA lab schools, Geeta Dharmarajan, rightly mentioned in recent times, the NEP seems to be a national endorsement of the work and ethos that Katha has built over time. Katha emphasizes the 'joy of learning' for children, an element that has been highlighted in the NEP's focus on holistic education, along with the importance of cognitive capacities together with social, ethical, and emotional capacities.

The policy recognizes the importance of building community stakes and involvement in children's education, one of the bedrocks of Katha's working model. The NEP includes a clause promising increased ease for individuals and organizations in setting up schools, and it can be hoped that the policy will facilitate Katha, other organizations, and committed individuals in carrying on with their work in the field of providing quality education to India's children, particularly her girls. As the government itself maintains, "padhega India, tabhi toh badhega India!"

Benefits of NEP and Women Empowerment

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. The NEP gives special emphasis on Early Child Care Education and development. Besides, a new system of self, peer and teacher assessment will give parents and children a full progress report about the new skills learned during an academic year. Recognizing the contribution teachers can make in reforming pedagogy to improve the learning outcomes, the NEP 2020 gives Teachers autonomy in selecting appropriate pedagogy and encourages them to also ensure socio-emotional learning of their students, which is a critical aspect of holistic development.

The new education policy proposes measures to recruit the very best and brightest to enter the teaching profession at all levels, by ensuring livelihood, respect, dignity, and autonomy, while also instilling in the system basic methods of quality control and accountability.

Conclusion

Thus, Empowerment in the case of women is very important in terms of establishment of a developed society. As it has been a set fact that 50% of population, who are females are equally important for socioeconomic growth of the nation. Gender equality is the right; then it is an obligation for sustainable growth of any state or economy in the modern world gender equality is interconnected to the environment and sustainable requirements and for economic development. Therefore it is directly linked to women empowerment as well. Moreover, empowerment will help reduce domestic violence because men will not approach a woman who is empowered and aware. Therefore if we empower the women, then they will resist domestic violence as such cases will not occur. Lastly, empowered women can reach a high-level position in the management as well, and this can create great importance because they can affect the management and culture of the company in significant ways. In many ways, the woman leader can be better than a man because the women have the power to do multiple tasks in the same way at the same time, and this makes them more productive as compared to men. NEP 2020 has a straight vision to reconstruct the nation's learning-teaching methodology and build a vibrant Bharat.

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CHALLENGES AND OPPORTUNITIES IN DIGITALIZING HIGHER EDUCATION

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Education is a key process that plays a significant role in molding the ethics and culture of the society. Education globally is one of the important sectors to witness revolutionary changes in recent times. This happens primarily because of digital revolution taken place all across the globe. Education plays an important role in the development of stable and civilized society, polishing human skills, developing the personality of individuals which makes the person knowledgeable, competent and skillful. Schools and Colleges are increasingly adopting digital teaching solutions in their academic, and trying to make the classroom environment more inclusive and participatory. In India, from last few years there has been a considerable rise in Digital and Live Virtual Classrooms at different levels of learning. Digital Education can be defined as the use of a combination of technology, digital content and instruction in the education system to make it more effective and efficient than the traditional education system. This paper aims to describe the challenges and opportunities in digitalization of our education system.

Introduction

The use of digital technologies has helped to reconfigure attitudes towards learning, seen as a process that follows the individual only along the educational path, in a life-long process. Indeed, people need to continue to develop and renew their skills and knowledge to keep up with the constant innovations and new developments in the digital world. The New Education Policy (NEP), which aims at universalization of education from pre-school to secondary level.

The modes of teaching in higher education have drastically changed in last 15 years. Abundant information on any subject is available on such sources as YouTube , Facebook, Wikipedia, and Google. New ways of teaching may include development of new information and communication technologies such as a cable and satellite transmissions, audio and video conferencing, PC software and in particular the internet sources. Digital learning occurs across all learning areas and domains.

Digital education gives win-win opportunities for all, at one side School, colleges and other institution finds the rapid rise in enrolments and added revenue because of digital education and on other side students views this as a flexible and alternate option allowing them to study as per their convenient time and pace. Teachers and professors too find it convenient to prepare their teaching plans aided by digital technology. Teaching and learning becomes a smoother experience as it includes animations, gamification and audio-visual effects.

Over the last few years digital education in India is evolving at faster pace. It is changing the way students learn different concepts and theory in school and colleges. The traditional chalk and talk method in school and colleges has been slowly changing with more interactive teaching methods as schools and colleges are increasingly adopting digital solutions. Digital learning guarantee more participation from students as the current generation of students are well-versed with laptops, I-pads, and smartphones. There are different private players in the field of digital education like Edu comp, and Teach NeXT who are continuously engage and developing different interactive software to help teachers in classroom teaching.

Benefits of Digital Education

1. Benefits to Academic Institution:

Academic institution can easily manage their activities with the help of digital education.

Some of the important benefits are:

1. Time and money of the Institution will be saved.
2. It makes knowledge to transfer easily and equally from teacher to each and every student with the help of effective and advanced technology based teaching tools.
3. It helps in creating interest among student which will help them in learning many concepts through interactive- audio-visual teaching contents.

2. Benefits to Students:

As all the study contents will be taught in the classroom through multimedia slides, it creates interest and enthusiasm among the students. Learning will be fun for them. They are able to memorize many concepts through interactive audio-visual teaching contents. Some other benefits to them are:

1. They can easily view their daily time-table, class assignments, any events planned in school etc. from home.
2. They are able to prepare projects and presentation online.
3. They can give online exam and view their results.
4. They can easily collect teaching contents of missed lecture online.

3. Benefits to Parents:

In today's world, it is difficult for parents to visit the school or colleges because of their busy work schedule. Digital education helps the parents to view all the information of their ward from comfort of their home or office. Some of the other benefits are:

1. The web facility of digital education helps the parents to view their child's attendance record, progress in syllabus, timetable, etc.

2. They can easily check the subject taught in school, homework given to their ward, any future assignments and projects and guide the ward accordingly to participate and practice.
3. They can easily pay the school fees and other activity charges.
4. They can get information on various school events, notices, holidays and can track the presence of ward in the classroom /outside the class.

4. Benefits to Teachers:

Digital in education also creates interest among teachers. It helps them to make teaching interaction among students very effectively. Some other benefits are:

1. It helps the teacher to manage their class time and teaching content effectively.
2. They can check daily time-table, assignments, teaching history, events and holiday list, self as well as student attendance etc.

Challenges of Digital Education

Some of the major challenges for digital education in India are:

Resource and internet connectivity related challenges.

One of the main challenges for digital education in India is poor internet connectivity in rural areas and some part of urban areas. Majority of population across India has still no access to internet and a large population in rural areas is still illiterate in the field of digital technology.

Poor maintenance and up gradation of digital equipment

In rural areas maintenance and up gradation of digital equipment is one of the major challenge. The digital education projects in rural schools are not self sustainable.

Lack of proper study environment

According to census, around 74 % of household in rural and 64 % of household in urban India with three or members have dwellings with two rooms. In such situation how student would avail education in undisturbed environment is a huge concern.

Technological Difficulties

We prefer to take it for granted that a laptop or desktop computer of the latest model is available to everyone. Not every student has had the same access to technology.

Potential Opportunities of Digital Education

Rather than anything else, education influences the prospects of a nation for human growth and competitiveness. Fortunately, in education, the knowledge revolution provides some exceptional opportunities. Different learners should be trained differently by us. Parents show this innate insight as they interact with their

children differently according to their unique ages. Universities and even smaller corporate divisions are being able to afford integrated digital systems.

- **Enhancing Teaching & Learning**

For all of our children and young people, digital technologies will enrich the learning experience. From consultation activities, we know that our students are already highly exposed to digital technology and will support its expanded use as part of their education.

- **Enhancing Parental and Students Engagement**

The use of digital equipment and software for direct communication with parents would improve compliance with teacher demands for involvement, behavior, and learning support among learners.

- **Increasing Student Enrichment**

For learners using innovation, the learning process may be more relevant, engaging, and interactive.

- **Mitigating Inequality**

For many high-poverty, rural, urban and many other underserved learners who may not otherwise have access to these essential resources, designing an innovation-enriched curriculum will provide enhanced learning opportunities.

In the digital age, through formal education that facilitates lifelong learning, it is possible to provide graduates with the tools they need to succeed in their personal and professional lives, an instrument for improving, adapting and flexing learning.

Digital Initiative in Higher Education by Government of India

- **Study Webs of Active Learning for Young Aspiring Minds(SWAYAM)**

SWAYAM is an indigenous (Made in India) IT Massive Open Online Courses (MOOCs) Platform for providing best quality education that can be accessed by anyone, anytime and anywhere using the IT system. It allows sharing of best quality education with everyone, thereby bringing in equity as far as the quality of education is concerned.

- **National Digital Library (NDL)**

National Digital Library in India aims to collect, preserve and disseminate entire intellectual output of our country and provide online access from school level to post graduate level, including technical education.

- **National Academic Depository**

NAD is a Unique, Innovative and Progressive initiative under “Digital India” theme towards achieving Digital enablement of the Education Records. NAD aspires to make the vision of Digital Academic Certificates for every Indian a reality.

- **Virtual labs**

Virtual Labs is a project initiated by the Ministry of Human Resource Development, Government of India. The project aims to provide remote-access to Laboratories in various disciplines of science and engineering for students at all levels from under-graduate to research.

Conclusion

Digitalization has no doubt changed our education system, but we cannot say that it has diminished the value of our old time classroom learning. The best part of digitalization of education in the 21st century is that it is combined with the aspects of both; classroom learning and online learning methods. This way the digitization of education industry in the 21st century proves to be a boon to our society. With so many different ways to define e-learning and the educational approaches that can be taken in these learning environments, it is the conclusion of this author that e-learning is an innovative approach to learning. It is a holistic way of teaching and learning that meets the needs of today's digital natives.

It is an environment made up of collaboration, choice, and an array of technological resources that supports a successful online learning experience.

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ROLE OF HIGHER EDUCATION IN EQUITY

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The efficacy of education in human development can never be understated. Education is fundamental to every constituent of the society irrespective of gender, physical, racial, economic, geographical, cultural, or linguistic differences. Education is a Nation's Strength. India's higher education system is the third largest in the world, next to United States and China. Equity is a major concern in higher education. This article states about access of higher education and suggestions about augmentation in allocation which can foster excellence while improving equity.

Introduction

“Where there is injustice for one, there is injustice for all.” Martin Luther.

Higher education, post-secondary education, or third level education is an optional final stage of formal learning that occurs after secondary education. Often delivered at universities, academies, colleges, seminars, and institutes of technology, higher education is also available through certain college-level institutes, including vocational schools, trade schools, and other career colleges that award academic degrees or professional certificates. in the world. The main governing body at the tertiary level is the University Grant Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Equity:- Equity is fair access to livelihood, education, participation in social, cultural, political affairs of the community/society. Higher Education in social equity :- Higher education in social equity means that the students from different social groups should have similar outcomes from educational institutes. There is no reason to accept disparities in educational outcome on the basis of caste, class, sex, religion, language etc. (may differ because of talent, efforts and motivation etc.) According to the Universal Declaration of Human Rights, “Higher education shall be equally accessible to all on the basis of merit.” Our government is promoting equity in the field of education. Steps to promote equity are listed below:

1. Equality of educational opportunities lays a strong foundation for social justice.
2. Equal opportunities in education change the living standards of different groups and this will eliminate social disparities.
3. Improve the situation of education in backward areas to enhance the educational level of these areas.
4. Arrange more and more funds, expert teachers and frame effective policies and strongly implement them, it slowly bridge the gap between less developed and developed areas.

5. Arrange education according to needs and characteristics of backward areas.
6. Scholarships and educational loans should be provided.

Issues related to Higher Education

Poor Infrastructure – This shortcoming is perhaps the chief of all in delivery of quality education. While focus on the urban segment has been heavy, the same is not replicated in most of the rural areas. Establishment of quality higher education institutes in the rural sector has not been significant, which is a serious deterrent for the rural community in general.

Inadequate faculty – The student teacher ratio on the whole is at a lamentable state. While it is still lower in the urban areas, the rural areas take the brunt of the scene with the ratios being at very high rate.

Unqualified or untrained faculty - Even as the woes of inadequate faculty remain, a major part of the ones who are present to impart higher education are woefully unequipped in terms of either qualifications or experience or proper training.

Inappropriate or over load in curriculum – The curriculum of most higher education courses is very infrequently updated even as the world sees a continuously changing scenario in industry manpower requirements. This has caused a crass divide between the industry expectations and the college passes outs that are poorly equipped with the right technical, business or social skills to be employed.

Lack of financial resources – Most under-represented communities face a lack of financial strength to pursue any reasonably high quality of education. While successive governments have declared 17 financial aid for many economically weaker sections for higher education, many communities are denied the advantage due to complex processes.

Higher Education in India - Some Suggestions for Reorganization Access to Higher Education:

1. Selective Sector: - Expanding the sector of institutions operated upon selective basis and introducing a significant element of social justice therein.
2. Maintenance of proper standard in undergraduate affiliated colleges through prescription of proper conditions of affiliation and their rigorous enforcement and the development of correspondence course on a large scale and establishment of an open university.
3. Provision of free grants to students on principles of merit and social justice.

Structure of Higher Education

1. Restricting the work of the universities mainly to post-graduate teaching and research.
2. Establishment of Boards of Collegiate Education for metropolitan cities and separately for each State to grant affiliation to colleges and award the first degree.

3. Creation of autonomous colleges on a large and effective scale.
4. Establishment of special Research Institute as Centers of Excellence.

How can we improve the quality of higher education

The Indian government has made ambitious plans to achieve a threefold increase in terms of number of institutions and enrolments by the end of the current five year plan. While this does seem achievable, there are issues which must be retrospectively and holistically measured and diligently handled so that the results may fall within the projected framework. In addition the government must put in place an effective monitoring system to ensure foolproof results in its Endeavour to make quality higher education within the reach of all and more so to the underrepresented communities.

Making a realistic financial plan – This is imperative for the government before setting any unrealistic goals as financial planning becomes the key factor in achievement of all objectives. Any mismatch between budgets and targets will lead to unsuccessful results.

Infrastructure Development – While urban infrastructure has definitely seen progress, the rural sector still lies in dismal neglect over a larger proportion. The government must ensure proper physical access to these communities and emphasize on construction of higher education institutions in closer proximity to villages. Further ample focus must be given to development of technology to enable education through Information Technology.

Provision of adequate trained and qualified faculty – Student Teacher ratio must be brought up to an ideal level and all faculty must possess adequate qualifications and training before taking up education. Periodical refresher training is an indubitable necessity to ensure adherence to performance standards. While updating curricula the faculty must be acquainted with the newer studies and technologies to keep them abreast and conduct proper delivery. Eliminate Ethnic inequalities – Caste must be removed from focus and only economic backwardness must be made criteria for extending government support to all communities. Several individuals from the traditionally down trodden groups, even after having richly benefitted from government support continue to exploit the opportunities provided, preventing the real oppressed groups from any significant benefits.

Promote use of Internet and Communication Technology – Adequate emphasis must be placed on improvement of internet and communication technology as it enables easier access to information and educational content and facilitates better education than traditional methods.

Enable better funding for institutions – Government must provide sufficient autonomy and funding for all institutions with an effective monitoring mechanism to ensure appropriate infrastructure, facilities and aids to impart quality education.

Improve financial schemes reach – This can be a shot in the arm to the weaker sections as the promise of higher education becomes closer.

- Traditionally backward sections have shirked away from higher education owing to their inability to bear the costs of higher education.
- But with genuine and easily available government financial aid, education becomes much more accessible across communities. Though there is ample funding on the government agenda, the complexities involved in obtaining finances makes them inaccessible to lower groups.

Remove overlapping of authority - Regulatory bodies function across parameters often overlapping authority, affecting the delivery of quality education. Since education is a subject of both the central and the state governments, there are frequent conflicts in several areas of education.

- The government must resolve such complexities and ensure proper delegation of authority for smoother functioning.

Make curriculum industry oriented – The higher education system must provide for updating of curriculum over regular frequencies to help learning match industry requirement.

- This way employability skill would be better and so, do the prospects

Future where do we see India

- India will have the largest population in the world, in the higher education age bracket.
- Increasing urbanization and income levels will drive demand for higher education.
- India's economy is expected to grow at a fast pace; rapid industrialization would require a gross incremental workforce of ~250 million; India could potentially emerge as a global supplier of skilled manpower.
- India has the opportunity to become a prominent R&D destination.
- Given the expected socio-economic scenario, India would need a robust higher education system that can deliver on multiple imperatives.
- A differentiated system of institutions with differing objectives and focus areas would be critical for achieving the proposed goals.

Conclusion

While it is important to address the existing shortcomings in the higher education system, it is more important to move towards a bold and aspirational vision. We strongly believe that a stratified three tiered structure that enables seamless vertical and horizontal mobility of students would be able to create the desired intellectual, economic and social value.

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The implementation framework suggests the student at the center stage to foster innovation and choice, an ICT architecture that will increase access, equity and quality, and a transparent governance framework that will enable autonomy and self-regulation. A framework for governance has been detailed in the addendum document which proposes a mechanism based on outcomes and strong institutional accountability, clearly delineating the role and responsibilities of the government as well as public and private higher education institutions.

So we can say that Indian Higher Education is crucially important to improve and it is possible to have synergy between equity and excellence. Strong political handholding will not only foster improved equity but excellence even amongst the children who are in the brinks of despair.

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ROLE OF ICT IN HIGHER EDUCATION

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ICT (Information and Communication Technology) in higher education is not only a technique for educational development but also a way of socio-economic development of the nation. The world is moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. Our higher education system need to improve the quality of education through information technology. Technology has revolutionized the way we think, work, and play. Technology when integrated into the curriculum, revolutionized the learning process. Technology helps make teaching and learning more meaningful and fun. This paper attempts to highlight the role of ICT in higher education.

Introduction

Information and communication technologies (ICT) have become commonplace entities in all aspects of life. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavor within business and governance. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. Higher education systems have grown exponentially in the last five decades to meet the demands of quality education for all. This aspect has further gained momentum due to advancements in Information and Communication Technology (ICT). Demand for skilled and competent labour is ever increasing in the contemporary globalised society. In this context, access to quality in higher education for all has emerged as determining factor of economic growth and development. The last two decades have witnessed the inclusion of developments in ICTs in higher education systems around the world.

The higher education sector has advanced with the help of various ICT tools such as smart devices, smartboards, online classrooms, digital cameras, projectors, video conferencing tools, audio recording tools, and many more.

The National Educational Policy (NEP) recognises the importance of technology in aiding teachers, bridging the language barrier between teachers and students, creating digital libraries, popularising language learning as well as ensuring greater access to education (specifically for differently-abled children).

The rapid development of Information and Communication Technology (ICT), particularly the Internet, is one of the most fascinating phenomena characterizing the Information Age. ICT powers our access to information enables new forms of communication, and serves many on-line services in the spheres of commerce, culture, entertainment and education. ICTs also allow for the creation of digital resources like digital libraries where the students, teachers and professionals can access research material and course material from any place at any time. Such facilities allow the networking of academics and researchers and hence sharing of scholarly material and leads to quality enhancement in teaching and learning. Ensuring universal service and access to information and communication technology is a top national objective in many countries. Transfer of knowledge, which is one of the foundations of learning, is among the most fundamental social achievements of human beings. The concept of moving the traditional classroom of desks, notebooks, pencils, and blackboard to an online forum of computers, software, and internet intimidates many teachers who are accustomed to the face-to-face interaction of the traditional classroom.

According to ICT, Education can be classified into three main categories

1. E-Learning

E-Learning or Electronic Learning is a general term used to refer to computer-enhanced learning. It is also known as online learning. Distance education provided the base for e-learning's development. It overcomes timing, attendance and travel difficulties. E-learning has the following advantages-

1. Eliminating time and geographical barriers in education for learners as well as teachers.
2. New educational approaches can be used.
3. It can provide speedy dissemination of education to target disadvantaged groups.
4. It offers the combination of education while balancing family and work life.
5. It enhances the international dimension of educational services.

2. Blended Learning

Blended Learning is the combination of multiple approaches to learning. It defines a situation where different delivery methods are combined together to deliver a particular course. These methods may include a mixture of face-to-face learning, self-paced learning and online classrooms. Face to face Learning refers to learning that occurs in a traditional classroom setting where a faculty member delivers instruction to a group of learners. This could include lectures, workshops, presentation, tutoring, conference etc. Self-paced Learning provides the flexibility to learn according to the availability of learners' own time and pace, it occurs in a variety of ways such as: reading specific chapters from text book, studying course

material presented through web-based or CD based course, attending pre-recorded classes or sessions, reading articles referred by faculty member, working on assignments & projects, and searching & browsing the internet.

3. Distance Learning

In order to increase the access to higher education and improving its reach to the remotest parts of the country, contribution of open and distance learning facilities is increasing day by day. It is a type of education, where students work on their own at home or at the office and communicate with faculty and other students via e-mail, electronic forums, videoconferencing, chat rooms, instant messaging and other forms of computer-based communication. It is also known as open learning. Most distance learning programs include a computer based training (CBT) system and communications tools to produce a vital classroom. Because the Internet and World Wide Web are accessible from virtually all computer platforms, they serve as the foundation for many distance learning systems.

Advantage of ICT

1. It motivates learners through hands-on activity, visual representations and improved modes of Presentation.
2. Provides in depth understanding of the subject matter.
3. Enables collaborative learning.
4. Develops communication skills and awareness of different audiences;
5. Has impact on resource-based learning and access to real world information through the Web.
6. Students get opportunity to participate in an International Conference.
7. Students get a chance to interact with research scholars from all over the world.
8. Encourages independent learning and individual preferences for process, layout, style and format.
9. Allows students to produce high quality multimedia products.
10. Has improved students' quality of work and has given them the confidence to perform enhanced learning tasks.
11. Has allowed students to learn independently, which has enabled more work to be completed.
12. Higher-quality of education and new-ways of interaction.
13. High quality, cost effective professional development in the workplace
14. Upgrading of employee skills, increased productivity.
15. Developing of a new learning culture.
16. Sharing of costs and of training time with the employees.

Challenges of ICT in Higher Education

First is the high cost of acquiring, installing, operating, maintaining and replacing ICTs. While potentially of great importance, the integration of ICTs into teaching is still in its infancy. Introducing ICT systems for teaching in developing countries has a particularly high opportunity cost because installing them is usually more expensive in absolute terms than in industrialized countries whereas, in contrast, alternative investments (e.g., buildings) are relatively less costly. Using unlicensed software can be very problematic, not only legally but in the costs of maintenance. Even though students can benefit immensely from well-produced learning resources, online teaching has its own unique challenges as not all faculties are ICT literate and can teach using ICT tools.

The four most common mistakes in introducing ICTs into teaching are:

1. Installing learning technology without reviewing student needs and content availability.
2. Imposing technological systems from the top down without involving faculty and students.
3. Using inappropriate content from other regions of the world without customizing it appropriately.
4. Producing low quality content that has poor instructional design and is not adapted to the technology in use.

The other challenge faced is that in many developing nations the basic requirement of electricity and telephone networks is not available. Also many colleges do not have proper rooms or buildings so as to accommodate the technology. Another challenge is that the teachers need to develop their own capacity so as to efficiently make use of the different ICTs in different situations. They should not be scared that ICTs would replace teachers English being the dominant language most of the online content is in English. This causes problems as in many nations the people are not conversant or comfortable with English. Skills development is another important area in which ICT could be used effectively. Attempts are being made to strengthen the ICT framework for Technical and Vocational Education (TVET). ICT can play a major role in integrating skill development as a component of a poverty alleviation strategy. High cost of content (e-journals, digital libraries) Most of the computers are not functioning well. Do not have budget to repair the broken computers. Lack of proper provision in security system such as CCTV monitoring, security guard etc., are also the challenges faced by ICT.

Suggestions

1. ICT should be a compulsory course in all Teacher preparation institutions. Teacher preparation should not be based on training for “Computer Literacy” but should prepare teachers for using technologies to construct, represent and share knowledge in real life authentic contexts.

2. Sufficient facilities and resources should be provided to in-service and pre-service teachers to practice the ICTs in teaching-learning process. They should be given environment in which they develop their ICT-based competencies.
3. Both theory and practice related to the technological, and social competencies should be the compulsory course of the teacher preparation programs.
4. Computer, internet and electricity should be made available in all higher educational institutions so as to provide access to ICT to both teachers and learners.
5. Compulsory training on the use of ICT should be provided to the Professionals of higher education
6. Administrators must be competent in the use of technology, and they must have broad understanding of the technical, curricular, administrative, financial and social dimensions of ICT use in education.
7. Steps should be taken for the installation of CCTV, employment of security guards etc. in each higher educational institution. Build the capacity of teachers, administrators and other education leaders to use and integrate ICT in education systems. Education leaders should be provided with professional development opportunities so they can engage teachers and together demonstrate a shared commitment to ICT in education.

Conclusion

Information and Communication Technology has no doubt brought about tremendous change in education, but we are yet to achieve the desired level of IT adoption in higher education in the country. The optimal utilization of opportunities arising due to diffusion of ICTs in higher education system presents enormous challenge. Nonetheless, it has become an indispensable support system for higher education as it could address some of the challenges facing higher education system in the country. While technology can influence the way how students are taught, it would also enable development of collaborative skills as well as knowledge creation skills. ICT enabled education will ultimately lead to the democratization of education and it has the potential for transforming higher education in India. The adoption and use of ICTs in education have a positive impact on teaching, learning, and research. ICT can affect the delivery of education and enable wider access to the same. In addition, it will increase flexibility so that learners can access the education regardless of time and geographical barriers in the 21st century. It can influence the way students are taught and how they learn. It would provide the rich environment and motivation for teaching learning process which seems to have a profound impact on the process of learning in education by offering new possibilities for learners and teachers. These possibilities can have an impact on student performance and achievement. Similarly

wider availability of best practices and best course material in education, which can be shared by means of ICT, can foster better teaching and improved academic achievement of students.

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NEW IDEAS TO CHANGE THE PRESENT EXAMINATION SYSTEM

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It has been said that the system mostly produces robots who possess an amazing capacity for storing facts and churning them out at the press of the right button. Qualities like independent thinking, problem solving ability, initiative leadership skills and social competence fall by the way side as getting high grades becomes their only goal. The students are unable to comprehend something, no skills are improved. Evaluation is something more than the examination. It includes quantitative description, qualitative description, and value judgement. But in the examination we never do the qualitative assessment not the value judgement. Online examination system is a web based examination system where examination are giving online, either through the internet or intranet using computer system. The main goal of this online examination system is to effectively evaluate the student thoroughly a totally automated system but system that not only reduce the required time but also obtain fast and accurate results.

Introduction

Today, Online Examination System is considered a fast developing examination method because of its accuracy and speed. It is also needed less man power to handle the examination. Almost all organisation today, are managing their exams by online examination system since it reduced student's time in examinations. Organisation can also easily monitor the progress of student that the give through an examination. As a result of this, the result is calculated in less time. It also helped diminishing the need for paper. Online examination project in PHP is very useful to learn It, According to today's requirement online examination system is significantly important to the education institution to prepare the exams, saving the time and effort that is required to check the exam papers and to prepare the result reports. Online examination system helps the educational institutions to monitor their students and keep eyes on their progress. The best use of this system in scholastic Institute and training centres because it helps in managing the exam and get the results in easy and an efficient manner. Until today the preparing for exams and preparing the results was performed manually, this required more time to complete.

New Ideas to Change the Present Examination system in India Continuous and Comprehensive Evaluation (CCE) System

Continuous and Comprehensive Evaluation (CCE) system was introduced by the Central Board of Secondary Education (CBSE) in India to assess all aspects of a

student's development on a continuous basis throughout the year. The assessment covers both scholastic subjects as well as co-scholastic areas such as performance in sports, art, music, dance, drama, and other culture activities and social qualities.

Evaluation of Scholastic Areas

Scholastic subjects are assessed using two modes: Formative Assessment (FA) and Summative Assessment (SA). Formative Assessment usually comprises of Class, Tests, Homework, Quizzes, Projects and Assignments directed throughout the year. Summative Assessment measures how much a student has learnt from the class through an examination/test conducted at the end of a term.

Evaluation of Co-Scholastic Areas

Co-Scholastic areas are assessed using multiple techniques on the basis of a specific criteria. Assessment of co-scholastic areas are done at the end of the year, and grades are generally given on a 5 point grading scale.

Outcomes, Results and Effects

The outcome of the CCE system at the initial level varies. Though most of the school implemented it quickly, teachers and students who were accustomed to the older system of evaluation and examination faced difficulties coping with the changes. The main aim of CCE is to reduce pressure on students who are unable to effectively participate in the educational system and leave it dejected and with the low self-confidence. However, the system has also been criticised for focusing more on projects and activities than actual learning. Critics also state that student's workload has not actually gone down because even though exams have been reduced, stressed students wrestle with projects and oral tests all the year round. Students are required to participate in activities even if the syllabus is not covered. Despite these criticisms, the outcomes of the system were projected to be better than the rote learning of the previous system, which placed an undue emphasis on memory and facts instead of understanding and creating a learning environment.

CBSE (Choice Based Credit Systems)

Majority of Indian Higher Education institutions have been following marks or percentage based evaluation system, which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different Institutions. There is need to allow the flexibility in education system, so that students depending upon their interests and aims can choose interdisciplinary, and intra-disciplinary and skill based courses. This can only be possible when Choice based Credit System (CBSE), an internationally acknowledged system, is adopted.

Outline of the Choice Based System

Core course: A course which should compulsorily be studied by a candidate as a requirement is termed as a Core course.

Elective course: Generally a course which can be chosen from a pool of course and which may be very specific or specialised or advanced for supportive to the discipline / subject of study or which provides an extended scope or which enables an exposure to some other discipline/ subject/domain or nurtures the candidate's proficiency/skill is called an Electric Course. An elective course designed to acquire spacial/ advanced knowledge, such as a supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/ faculty member is called dissertation/ project.

Open Book Examination

An 'open book examination' is one in which examiners are allowed to consult their class notes, textbooks, and other approved material while answering questions. There are two types of open book examination-

- One may think of two kinds of examination, say the restricted and the unrestricted type. In the restricted type of open book examinations, students are permitted to bring into the examination room or more specific documents approved by the course instructor.
- In the unrestricted type of open book examinations, students are free to bring whatever they like.

What is online examination

Online examination is conducting a test online to measures the knowledge of the participants on a given topic. In the olden days everybody had together in a classroom at the same time to take an exam. With online examination students can do the exam online, in their own time and with their own device, regardless where they life. You online need a browser and internet connection.

Benefits and limitations of an online examination system

The big benefit of online examination is the reduction of cost and time, both from the students as from the teacher. The biggest limitation is that you have to be online to use an online examination system. Hence the name 'online'.

Objectives of Online Examination System

Online examination is becoming more popular in this digital century. The objective of online examination will be explained in this article.

User friendly system

User friendly system are not only needed for the creator, but also for participants. 'Intuitive' is key. One of the best example is the software of the iPhone. It has a lot of options, but is still something you can figure out without needing a manual. Of course, an online examination system is different, but still has some similarities. Once an online examination system is not user friendly, creators and participants will move on to another system.

Responsive design

A responsive design is an approach where the web designer wants to reach an optimal web experience for a wide range of devices. A responsive site scales with the size of the screen without sacrificing the text readability or usability of the user interface.

Offering several types of questions

Multiple choice, fill in the blanks and free text. These are the options you can use with our online examination system. Having more than one options is necessary to check several types of knowledge. Not all examination can be checked with multiple choice questions.

Automatically chapter answer

Having to check all answers very time consuming so, having the answers checked automatically and instantly will eventually pay off. It's less work for the creator of the exam and participant doesn't have to wait too long for getting the result of their exams. (Catching two birds with one stone).

Group report performance analysis

Having the results and Statistics is nice to get a whole overview of the performances.

Advantages of an online examination

An online examination system has plenty of advantages:

1. It saves paper- You never have to print an exam for your students and hand them out. Save paper, Save trees, Everybody happy

2. It saves times- You can set up an exam in such a way that it will auto grade itself. If you only use multiple choice question you never have to check and exam again. The online exam system will take care of that hassle. Completely automated.

3. It saves more time The distribution of the exam does not take you any time. Just upload the email addresses of your students and send them and invite. And after the exam they get the result instantly.

4. It saves you money- You don't need to buy any paper. Sending an email is free. On top of that you save on the logistics: your students don't have to assemble in class room to take the exam. They can do it within a given time frame from their own device. You don't have to rent a classroom. You don't have to hire someone to check the students taking the exam.

5. It's more secure You can make a big question bank with a lot of questions. Every student gets a random selection from the question bank. So it's of little use to share the questions among the exam takers to give them a head start. (Try that on paper).

Disadvantages of an online examination

1. You have to keep in mind that your student will take the exam on their own device in their own time with nobody to check up on them, so you have to alter your questions to provide for the situation. You have to ask questions which are not easily to be retrieved from books on the Internet. Or you can add a timer to each question so there is no time to search for the answer.
2. Open text questions are possible, but they don't auto-grade, so you have to check them yourself.
3. An online exam system is a little bit more susceptible for fraud. so you have to keep that in mind if you set up your exam. Do you want to share the results immediately after the results. In that case you can set up a question bank to solve the issue of fraud. Handing out all questions & answers of a question bank to students is ok. Because they have to learn all the questions & answers by heart. And when they're done they master the material.

Setting of question paper and evaluation of question paper

A) General Guidelines to the Paper Setter (S)

- Make sure you have the latest version of the syllabus and you are familiar with the assessment criteria.
- Do not use material reflecting race, ethnic.
- Develop a Marking Scheme alongside the Specification Grid.
- Check the duration of the examination is entered correctly on the paper and that the time allotted is sufficient to enable the students complete the paper and revise their work.
- Examine printed papers for printing defects (e.g. unclear diagrams or pictures).

B) Layout

- The layout of the paper should be clear as possible to make it as student friendly as possible. For write on papers enough space for working or writing must be provided.
- Instructions to candidates should be clear and unambiguous. They should be presented in bold type.
- Long Complex computer questions are best split up by the use of subsidiary numbering systems.
- Structure question should follow a graded and logical sequence.

C) Sentence construction

- Use the simplest language and structure possible to convey clearly and unambiguously the meaning of the question.

- Split down even relatively short sentence if they contain a lot of condensed information.
- Make sure that introductory statements in question contain only the information which is required for answering those questions relevantly.

D) Constructing Relevant Test Items

- Use the items that are provide the most direct measures of student performance specified by the learning outcome.
- Write the test items for enough in advance that they can be later reviewed and modified as needed.
- For multiple choice items make certain that, the stem of the item present a single clearly formulated problem.
- The stem is started in simple, clear language.
- The stem is worded so that there is no repetition of material in the alternatives.
- For short answers items ensure that: the items calls for a single, brief answer.
- The item has been written as a direct question or a well stated incomplete.
- Sentence the desired response is related to the main point of the item.
- For easy questions make sure that; questions starting questions with ‘who’, ‘what’, ‘when’, ‘where’, ‘name’, ‘list’, are avoided as these terms limit the response questions demanding higher order skills.

Critical analysis of present trends examination system

The present evaluation method of examination particularly in Indian education system has become completely deviated from the set rules of evaluation. As it exist today, does not at all assess the real worth and intelligence of the candidate. If same answer is judged by the two different examiners, we find a lot of difference. One examiner may be liberal and another may be meticulous one, the way of marking differs a lot. The present evaluation system examination is nothing but a matter of chance factor, no certainty or reliability can be placed. Most of the students suffer from examination phobia, as the date of examination draws nearer, the students start becoming nervous. Many times, his nervousness so over powers him, that even his best learnt lessons seem evaporated from his mind. Many times the question paper gives him utter shock, whatever the topics he left out, thinking unimportant or unworthy of appearing in the papers, are there in the paper and topics of important find no place in the paper.

The exciting examination system and procedure of judging one’s ability is so unnatural and faculty that a mediocre student can secure distinction marks and an intelligent may cut a sorry figure. More ever in the present evaluation system excepting the question paper of objective type, only cram work is useful.

Our entire education system is centred around examinations. Evaluation means to conduct examination and give to marks and ranks to students. Student's knowledge is often limited to by hearing and reproducing the same in the examinations. Their innate talents are not recognized; instead their capability in writing examination is being tested. It is restricted to only by hearing or rote memory. There is no uniformity in evaluation, different types of evaluation systems are prevailing in different boards i.e. government, ICSE, CBSE etc. There is no flexibility in the conducting of tests. The tests and examinations conducted at present are only testing the memory power of the students; they are not measuring the higher order skills of learning, like analysis, synthesis and problem solving.

Our examination compels students to prepare for those topics or for which students are not interested. Great minds cannot be tested by the prevailing evolution of examination system that is defective. The term examination makes a student unnecessarily nervous as mentioned earlier in the present paper. Examinations are thought as a test of the ignorance of students. But it is not justifiable. The present system of examination encourages the habit of cramming.

Another method adopted by students now a day for passing it by copying. The examination encourages idleness, copying and carelessness, for eradicating such evils the progress of a student is judged not by the final result but by taking into account the result of several examinations conducted by various examiners. Otherwise dull students would be able to show their brilliance where as good and sincere students would feel neglected and helpless. There is a difference of judgement in awarding marks in easy type questions by different examiners, Examination however cannot be avoided altogether. The question papers should be designed so as to test the overall aspect of a student. By such changes, that drawbacks of evolution and in the system of examination can be brought down up to certain extent.

Major recommendation and examination system

NPE (1986) The National Policy on Education, 1986 recommended a new approach to examinations in the following words:

“Assessment of performance is an integral part of any process of learning and teaching. As part of sound educational strategy, examination should be employed to bring about qualitative improvement in education. “

The objective will be to recast the examination systems so as to ensure a method of this assessment that is a valid and reliable measure of student development at a powerful instrument for improving teaching and learning: in functional terms, this would mean:

- The elimination of excessive element of chance and subjectivity.
- Continuous and compressive comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time.

- Improvement in the conduct of examination.
- Effective use of the evaluation process by teachers, students and parents.
- The use of grades in place of marks.

The Programme Of Action (POA)

There are several specific short-term and long-term measures for carrying out examination reform at the school level as well as the university level. It also suggested that, “to formulate a national examination reform work the Department of Education would inter-alia, constitute an inter institutional committee with representative from UGC, NCERT, AICTE and state level organisation including Board of Secondary Education’.

The POA has also made some Strategies for implantation, which are as follows:

(a) Elementary stage: The minimum levels of learning (MLLS) in language Tongue), Mathematics and Environmental studies for class I to V have been developed by MHRD at the national level. Similar exercise to develop these in the remaining area and classes of elementary curriculum will be carried out.

(b) Secondary stage: Each State Board will lay down expected levels of attainments at classes IX to XII and prescribe appropriate courses, of studies to accomplish these levels in terms of Knowledge and /or comprehension, communication skills, understanding, application, analysis, synthesis, judgement etc.

(c) Higher education Stage: Selection test for admissions to all professional technical courses will be conducted on an all India basis.

The movement towards entrance tests for admission to Institution of Higher Education encouraged and promoted by UGC and state Government. The services of National Evaluation Organisation (NEO) should be utilized by the University system for developing, designing and administration entrance test for admission. The semester system introduced at the secondary stage and onwards should provide for flexibility in the combination of courses and accumulation of credits to enable the pupils to proceed at their own pace resulting in upward and horizontal mobility of the students across the country.

Kothari Commission

In 1964, Education Commission was set up with Dr. D.S. Kothari as Chairman. The Commission, while commending the work being done in evaluation by the NCERT, and being convinced that this new approach to evaluation would improve the written examination so that it became more valid and reliable, yet recommended that, External examinations should be improved by raising the technical competence of paper setter, orienting question papers objective other than the equation of knowledge.

Programme of examination reform in the country

The recommendations of the Kothari Commission and the work carried by out by the NCERT, contributed to a further program of examination reform, which Dave and Srivastava have classified into two aspects

1. Academic:

- Improving questions by making them specific in terms of objective, content and language.
- Bringing about concomitant changes in curriculum, test books, instructional material and methods.

2. Administrative:

- Appointing paper setters with proper qualifications and experience.
- Framing suitable rules for admission to an examination.

Conclusion

The online exam system benefits institutions in maintaining the integrity of the test, data and attendance records by ensuring that the data is safely stored on the cloud. There is no concern over misplacing manual entries. With authentication and browsing tolerance, the concerns about malpractices have also been addressed. Most importantly, the ease of use Candidate experience and quick turn around time make online examination a hassle-free free process. Witnessing the multi-fold benefits of an online exam system, It is high time that universities realize the importance of making the digital ship and for good.

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TRADITIONAL VS. PROFESSIONAL EDUCATION: A CHOICE FOR STUDENT

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It has always been a serious issue for the students to choose between traditional education and professional education. Some people feel it is best to get into a professional course while others think that a traditional degree would polish the knowledge in all the basic fields. Each group of people has its own logic. The main outcome of either type of education should be professional as well as being a responsible citizen.

Keywords: Professional Education, NEP-20

Introduction

Once a student is out of school after completing their 12th class in Science, Commerce or Humanities, they find themselves at a crossroad of careers wanting them to decide the course they would take up at the undergraduate level. Although there are so many courses in any field, but still decision making becomes even more difficult due to a plethora of professional and traditional courses. If you have already decided the area of your interest, studying a wide range of topics will be useless as you won't be using them in your real life. Studying them is a wastage of time. Everyone wants to earn quickly but the choice of course should be based on interest in a particular subject and not on its earning potential. The choice of course to pursue is individual based on long-term goals, interest, capability, time factor and financial resources.

Advantages of Professional Education

Professional education means any course of study or training designed to enhance the capacity of a person to obtain or pursue any kind of employment for eg M Tech, MBA and MBBS etc . It means that a professional degree can give one's career a quick start.

A professional curriculum provides a student with detailed knowledge about his area of interest and helps him build a strong foundation for the career he wants to pursue. A professional curriculum gives students a clear idea about the industry's expectations. A professional curriculum will produce a specialized market-valued fresher.

Students doing professional UG courses along with some diploma or certificate courses have a better chance of getting into the PG course of their choice.

Advantages of Traditional Courses

The traditional bachelor degree needs the students to study a wide variety of topics which are useful not just in professional life but are also useful in personal life. They enable a person to think from different perspectives. The scope for a student in PG courses is wider if he passes out his graduation with a traditional degree. There is a lot of need of highly skilled teachers in some traditional subjects like Sanskrit, Persian, Urdu, and Philosophy etc.

People usually choose between traditional and specialized courses with money. In a hurry to start earning early, they take professional courses but that is not a requirement for a student to do well in a career. Sometimes there exists a difference between quick earning and good earning.

Instead of starting earning right after UG, students should aim to specialize in their PG and take some paid internships which will further enhance their value in the market. Students should enhance their communication power and try to learn as much activities as much possible.

In NEP-20 which is implemented from 2021-22 session student has a wide range of subject selection to pursue for his career as well as interest also.

Conclusion:

Both traditional and Professional education is good if you complete your course sincerely and honestly with values. If someone has good knowledge of his field then it is fruitful for him. Graduation degree along with professional development is the need of the hour.

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