Proceedings of National Seminar On

NEP 2020: Issues and Challenges of Implementation

Dr. Priti Srivastava
Dr. Geeta Sharma

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Proceedings of National Seminar on NEP 2020:

Issues and Challenges of Implementation

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On

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"Issues and Challenges of Implementation"


Kamal Institute of Higher Education and Advance Technology
(Affiliated to GGSIP University)
आज़ादी का अमृत महोत्सव
NATIONAL SEMINAR
on
"NEP 2020 : ISSUES AND CHALLENGES OF IMPLEMENTATION"
(28/01/2023)
Key Note Speaker
Prof. Sarika Sharma
Dean, School of Education,
Central University of Haryana
Guest Of Honour
Prof.M.C.Sharma
Project Director, UNICEF
Guest Of Honour
Dr. Anjali Shokeen
Asst. Prof. , USE, GGSIPU
Patron
Dr. V.P Tandon
Chairman
Patron
Dr. Vandana Tandon
Gen. Secretary
Convener
Dr. Priti Srivastava
Principal
ORGANIZED BY EDUCATION DEPARTMENT KIHEAT
@9AM Onwards

FOREWORD

I feel highly excited to place before the reader's the proceedings of national seminar held on 28th January 2023. From the core of my heart, I express my deep sense of thankfulness to all the contributors of the research papers and also for all the efforts in the preparation of quality papers.

My heartfelt gratefulness is due to our visionary leaders Dr. V.P. Tandon & Dr. Vandana Tandon Chairpersons of the institute for his invaluable guidance and the keen interest he took to ensure that this proceeding was brought out in its best form.

My special thanks to the assistant professors working in the Institute for using this forum for show-casing their innovative talents. In pursuit of excellence, I would welcome any constructive input of the readers and scholars for strengthening the spirit of continuous improvement.

I whole-heartedly recognize the valuable co-operation of my fellow co-editor Dr. Geeta Sharma in helping me to successfully bring out the seminar proceedings in its present form.

I shall be failing in my duty if I do not express my sincere appreciation to all those who have generously provided me their creative feedback for further improvement in the quality of the compilation.

Dr. Priti Srivastava

Dr. Geeta Sharma

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Seminar Report

On

"NEP 2020: Issues and Challenges of Implementation"

On

28 January, 2023

ABOUT THE TOPIC

Teaching is considered as one of the noble professions in the world. In India, Teachers play an important role in molding and shaping the personality of an individual. It is believed that great teachers create great students. It is evident from researches that an inspiring and informed teacher plays a significant role in students' achievement. Since teaching is considered an art and a Science, the teacher has to acquire not only knowledge, but also skills. Many eminent Personalities and Educationists have focused on the importance of Educational Policy of India as per need with the changing times.

The National Education Policy 2020 seeks to introduce and implement a huge change across the all the levels of education including the indispensable understanding of education within the country. The education policy refers to programs and guidelines supported the aim of the educational. The National Education Policy (NEP) is a policy prepared by the govt**.** to foster education amongst the citizens of India.

Government of India considered all the aspects of education on top priority in framing its NEP 2020 to ensure quality Education and to meet the present and future challenges faced by all in modern societies. As reflected in NEP 2020 documents the major issues and challenges in its implementation are many, but few of them are multi-level-teaching, Multidisciplinary approach, Experiential Learning, Entrepreneurial Approach, Life-skill Development, Inclusive Education, Continuous Formative Assessment, CPD programme, etc. KIHEAT firmly believes that in-depth understanding and resolving of the challenging issues to the Teacher Educators/ practitioners, teachers, researchers, is the need of hour and thus proposes to organize a seminar to upgrade them all to meet the

present challenges and to get them resolve with innovation and good practices to improve quality in the field of education in the shades of NEP 2020.

In addition to this, the Seminar will provide a platform for intellectual interaction with experts, eminent educationists, researchers, teacher educators to look forward for smooth implementation of the National Education policy.

One Day National Seminar started with great zeal and zest. General Secretary, Dr. Vandana Tandon welcomed Key note speaker, Prof Sarika Sharma, Dean, School of Education, Central University of Haryana, along with Guest of Honour, Prof M. C. Sharma, Project Director, UNICEFF and Dr. Anjali Shokeen, Assistant Professor, USE, GGSIPU, with floral bouquet as a token of love and respect, followed by welcome of Dr. Vandana Tandon by principal of institute, Dr. Priti Srivastava.

After this, the introduction of the college was given and further theme and sub themes were discussed by Principal, Dr. Priti Srivastava. She briefed the educational experiences of the key note speaker of the day, and introduced guest of honors. In her address she said that teaching is considered as one of the noble profession in the world. In India, teachers play an important role in moulding and shaping the personality of an individual. It is believed that great teachers create great students. It is evident from researches that an inspiring and informed teacher plays a significant role in students' achievement. Since teaching is considered an art and a Science, the teacher has to acquire not only knowledge, but also skills. Many eminent Personalities and Educationists have focused on the importance of Educational Policy of India as per need with the changing times.

She further discussed that National Education Policy 2020 seeks to introduce and implement a huge change across the all the levels of edu-cation including the indispensable understanding of educa-tion within the country. The education policy refers to pro-grams and guidelines supported the aim of the educational institutions. The National Education Policy (NEP) is a policy prepared by the govt. to foster education amongst the citizens of India.

Conveenor of seminar, Dr Priti Srivastava also highlighted that Government of India considered all the aspects of education on top priority in framing its NEP 2020 to ensure quality Education and to meet the present and future challenges faced by all in modern societies. As reflected in NEP 2020 documents the major issues and challenges in its imple-mentation are many, but few of them are multi-level-teaching, Multidisciplinary approach, Experiential Learning, Entrepreneurial Approach, Life-skill Development, Inclusive Education,

Continuous Formative Assessment, CPD pro-gramme, etc. KIHEAT firmly believes that in-depth under-standing and resolving of the challenging issues to the Teacher Educators/ practitioners, teachers, researchers, is the need of hour and thus proposes to organize a seminar to upgrade them all to meet the present challenges and to get them resolve with innovation and good practices to improve quality in the field of education in the shades of NEP 2020.

The day one session started with the Key Note addressed by Prof. Sarika Sharma. She threw light on the challenges for implementation of the NEP 202 in detail and informed that the draft of the policy took 36 years to complete with the collection of data not only from various parts of our country but also from other various countries. The document has 66 pages and each page has content of a book. She also pointed few challenges such as:

Problem in adoption of the policy by schools and institutes due to their different needs, Responsibility of teacher Education institutes, Role of HEIs in adoption of the policy Inculcation of values among students, Inclusive classrooms in the schools and HEIs.

She also discussed about the Teachers quality and said that they have to be digitally literate for involvement of ICT in Education and Teacher Training Institutes are important as they prepare teachers and train them in the way of teaching. She further discussed that Teacher educational institutes have big responsibility in its adoption as these are directly or indirectly linked.

Next, Dr. Geeta Sharma introduced about the guest of hounor Prof. M.C. Sharma. In his talk, Prof. M.C. Sharma introduced three important pillars of policy: Equity, Quality, and Accessibility. He remarked that institutes should aim at producing good and eligible teachers. Teachers should be given respect and their dignity should be maintained. His major center of focus was that B.Ed. students should have assured job recruitment. Recruitment of teachers and their service conditions should be taken care and in order to improve the quality of the required infrastructure. Suggestions of Stakeholders should be asked from time to time. Cluster of Schools should be associated with the teacher training institutes so that they could work altogether in a team. Curriculum and its transaction should have many qualities along with the learner centeredness. He informed the participating educators that NCERT and NCTE along with Ministry of Education are taking initiative for the cause of multilevel, multidisciplinary, availability and flexibility of the curriculum. This should have experiential learning and inclusive education. According to him, CBCS biggest challenge these days as credit

transfer is very important but due to following different curriculum by the different university made it a challenge.

Further he focused on most important fact of ICT in education which depends on 3As: Availability, Accessibility and Acceptability. Also, CPDP is important and modules are there to develop and hence, these shall be provided by digital universities like IGNOU. Quality should be the main concerned. To meet the purpose and good performance in teaching learning. There should be compulsory training for the teachers and they should be given opportunity for research. Research, innovation and good practices are very important for all teachers. ABC is also very important to save the data for future.

Dr. Priti Srivastava welcomed our next speaker, Dr. Anjali Shokeen. Dr. Anjali discussed the policy NEP 2020, and its biggest challenge i.e, multidisciplinary aspect of the policy. Few things are quite difficult to manage like: Choosing the subject of their own from the basket of subjects. Due to lack of having multidisciplinary courses, standalone colleges might disappear. Changing the mind set of parents/ administration is a difficult task as coming out of frame is not easy, so there is a need to change their mindset. ABC offers the collection of credits and helpful in transferring them to the other college/ university. Multiple entries and multiple exits are to be implemented for that it is time to work on the framework of the functioning of multiple entry and multiple exits. Lacking of values possess as a big problem for which parents and teachers are responsible. The hidden curriculum contains such things which depend on teachers. Funding is also a big challenge in implementing aspects of the policy. Lack of space is also a problem for institutes to provide facilities. Establishment of one multidisciplinary university is also in need. Holistic education, CPDP, equality, accessibility and acceptability are very important on which the doc is focusing.

The next session was of “paper presentation” with a great participation. Our first presenter was research scholar (Law), Ms Astha Sharma IIMT, who spoke on the effect of online mode on Indian Education. She elaborated its positive and negative effects on education. Ms Deepa, Assistant Professor, KIHEAT, presented her paper on the Recent Trends of Evaluation and elaborated the various types of evaluation; she talked about transforming the culture of assessment and mentioned the change in the board examination pattern.

Dr. Geeta Sharma, Assistant Professor, KIHEAT also presented her paper on the recent trends of evaluation in education. She introduced the trends of evaluation since early ages and showed differences between the evaluation of traditional and modern type of evaluation.

Ms Ankita Dhakre, scholar, KIHEAT, presented her paper online on Enhancing Entrepreneurial Approach and life skills & Ms. Mallika Ghai scholar, KIHEAT Shared her views on experiential learning, its benefits, challenges and recommendations.Dr. Preeti Sharma, Assistant Professor, KIHEAT, presented her paper on multilevel teaching and multidisciplinary approach and detailed with Meaning of Multidisciplinary, Multidisciplinary as A) institutional restructuring B) Curriculum restructuring C) Teaching and research and Multidisciplinary universities.

Ms Sheetal, Assistant Professor, KIHEAT, elaborated the topic multilevel teaching and multidisciplinary approach further with management of multidisciplinary approach in teacher education, advantages and disadvantages of the approach.Dr. Meenakshi Sharma, Assistant Professor, KIHEAT, presented her paper on inclusive education. She started with the quote given by Dr. APJ Abdul Kalam. She elaborated further with the meaning, need, importance, its place in NEP 2020 and a different category of students who should be involved in the process.

Dr. Abhilasha Gautam, Principal, Army Institute of Education, expressed her views on values, moralities and virtues. She also said that guru shishya parampara should be continued. Google should be only the source of knowledge and should not take the place of guru. Role of teacher is very important. Moral education should be offered in the schools.

Finally, at the end seminar was concluded with the vote of thanks by Principal of KIHEAT. She expressed her gratitude toward management of the KIHEAT for their constant support and encouragement to organize such academic activities for enriching the faculties and pupil teachers of the institutes for better development in education. Dr. Priti Srivastava, principal further thanked to each and everyone for their input to make this seminar successful.


KAMAL INSTITUTE

REPORT OF 5 DAYS FACULTY DEVELOPMENT PROGRAM

On

"Essential Aspects for Teachers and Teacher Educators Programme: NEP 2020"

On

07 September, 2022 to 12 September, 2022

The Faculty Development Program (FDP) is a process towards building the strong foundation of an educational system to ensure development of quality among the faculty of an educational Institutation. Keeping this view in mind, The Department of Education of Kamal Institute of Higher Education and Advance Technology (KIHEAT), NEW DELHI had scheduled 5 Days of Faculty Development Program on "Essential Aspects for Teachers And Teacher Educators Programme: NEP 2020" from 7th September 2022 to 12th September 2022.

The main purpose of this program is to raise participation of teachers as well as trainee teachers and exchange the valuable thoughts in the process of evolving effective strategies to meet the global standards of school education.

Day-1

Topic- Concept of NEP 2020

Resource Person- Prof M.C. Sharma, Project Director of UNICEF

The inaugural session was conducted under the gracious presence of eminent speaker of the day Prof M.C. Sharma, who is so rich in experience in Education and a Project Director of UNICEF.

Prof M.C. Sharma explained the nine concept of NEP 2020 and defined the concept of quality in education at National and international level.

The concepts were: Recruitment and Deployment of Teachers in school, Vision for service education, Continuous Professional Development, Professional Standards for Teachers, Approach to Teacher Education, Curriculum Structure of Teachers Education, Importance of Assessment both at school as well as Higher Education Level, Establishment of an Academic Bank of Credit (ABC), Use of Technology and Integration.

Sir also talked about TET or NTA, CPD, (NPST), PSSB, NAS, PARAKH, SWAYAM/ DIKSHA

Multilingualism, Multidisciplinarity and five pillars of NEP,2020 viz, Affordability, Accessibility, Quality, Equity, and Accountability. Finally, the session was concluded with a vote of thanks.

Day-2

Topic- Recommendations of NEP 2020 for school Education.

Resource Person- Prof Saroj Pandey, Professor, School of Education, IGNOU

The second day of FDP was with the theme: "Recommendations of NEP 2020 for school Education." The session was taken online by eminent Speaker for the day, Prof Saroj Pandey, who is the former Director and Professor, School of Education, IGNOU.

According to her, "NEP-2020, which will replace the National Policy on Education-1986, is an inclusive framework focusing on the elementary-level of education to higher education in the country. Policy reaffirms that bridging social gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes." She said that the National Education Policy 2020 envisions an India-centric education system that provides high-quality education to all, thereby transforming India sustainable into an equitable and vibrant knowledge society in the world. she highlights the essential recommendations of NEP 2020 which will be helpful in bringing transformation in teaching Learning method to bring desirable change in learning outcomes those were, Vision of policy, The system of School Education, Early Childhood Care and Education: The Foundation of Learning, Universal Access to Education and focus is to produce learning outcomes, Attainment of Foundational Literary and Numeracy by grade 3 in mission mode through National Book policy, Curriculum and Pedagogy in Schools, Reduction in Curriculum Load, Transformation of teaching learning process, Curtailing Dropout Rates , Modified Examination system with Holistic, 360° and multidimensional progress card, and Robust Teacher Recruitment and Career Path and then she open platform to all the participants to clear their doubts regarding the theme and the session ended with the vote of thanks.

Day-3

Topic- Education Evaluation recent trends with difficulty level and item analysis.

Resource Person- Prof Anita Rastogi, Professor JMI

On this third day of FDP, Our College had organized two technical sessions with different themes under the gracious presence of eminent speakers Prof M.C Sharma and Prof Anita Rastogi.

The first technical Session was commenced with views of eminent speaker Prof M.C. Sharma. Sir enlightened the participants by sharing his knowledge on the theme, "Education Evaluation recent trends with difficulty level and item analysis."

Here he discussed about Evaluation, components, its types along types of evaluation items. According to him, "validity, reliability, objectivity and usability are the good and essential characteristics of evaluation tools for teachers. He further explained the importance of Achievement test, and purpose of blueprint, which is essential for teachers to evaluate the cognitive, affective and psychomotor skills of students. This would be very helpful while making question paper and gives clarity to it, which would complete the objectives. Sir elaborated the importance of understanding, purpose of assessment, need of positive encouraging and constructive feedback by teachers. He concluded the session by sharing his views on development and use of question bank along with on demand examination. "Credit transfer" a new approach in teaching and learning was also explained by him.

At end of the session, an open stage was provided to the participants to clear their doubts and then the vote of thanks was proposed to him.

Certification ceremony was also organised then by the dignitaries Prof. M C Sharma and our Principal Dr. Priti Srivastava, to appreciate the efforts of students who have participated and volunteer in different programs of college.

The second technical session was started by the very knowledgeable and experienced speaker Prof Anita Rastogi from Jamia Milia Islamia, who shared her valuable views on the theme, "Teacher Education Program as per NEP 2020".

She stressed on the importance of Pre service teacher training along with approaches those were important for teacher education. She emphasized to inculcate and look over the points in order to bring revolution in teacher education these were: Need Multidisciplinary perspective, raise standards, restore

integrity, credibility, efficacy and quality, Stringent action against substandard and dysfunctional TEIS, carrying out research in collaboration with other departments, Network of government and private schools, NTA for conducting entrance test for PST programmes.

Ma'am made the session live and interacting by asking questions time to time. At end of the session, an open stage was provided to the participants to satisfy their queries and it was ended with the vote of thanks.

Day 4

Topic- Role of ICT in education

Resource Person- Dr Gulshan Mufeed, NCERT

On day 4 of FDP, technical session was on the topic "Role of ICT in education" was taken by the eminent speaker Dr Gulshan Mufeed (NCERT) online. The session was started with the presentation of a report on the previous day session.

Ma'am gave a good insight on the topic and emphasized on the involvement of faculty members in teaching and learning activities with the help of ICT tools. She suggested that first of all students and teachers need to be friendly with this kind of tools and for the same training must be imparted to them. She said that the kind of situation we are facing now a days, is forcing us to adopt the new kind of technology. She suggested that several ICT tools can be used in effective teaching and learning process. The session covered various themes related to Educational Technology (ET) and Information and Communication Technology (ICT) in education.

Ma'am had beautifully explained the concept of ICT that refers to create, store, retrieve, transit and receive digital information. She also explained TPACK as a technology integration framework that identifies three types of knowledge instructors need to combine for successful edtech integration— technological, pedagogical, and content knowledge. She elaborated the parameter like Factual, conceptual procedural and meta-cognition that should be considered while integrating ICT. She further explained the Innovative pedagogies that can be used by us for enhancing the learning outcome like flip classroom, blended learning, hybrid learning, gamification and art-based learning, concept of synchronous and asynchronous mode of teaching and learning. She also threw light on online and digital education that ensure equitable use of technology with reference to NEP2020 under Para 24. Ma'am made all aware of the digital infrastructure, type of digital resource and various tool to create teaching learning material and designing assessment for learning through various tool like mentimeter.com,

Quizzes and so on. The platform was then opened for discussing the doubts by the participants. The session was interesting and interactive too. Participants had taken part enthusiastically in the discussion and practical session. There the session ended with a vote of thanks for the precious knowledge shared by her.

Day 5

Topic- Recommendations of NEP 2020 for school Education.

Resource Person- Professor N K Gupta, NCERT

On day 5 of FDP, technical session was on the topic "Research Innovation and Good Practices" was taken by the eminent speaker Dr N K Gupta (NCERT) offline. The session was started with the presentation of a report on the previous day session.

Today the session started with the statistical analysis and the basic issue that what is a Research? Questions have been asked to the participants and participants replied at very enthusiastically. He said that what, when, why, where, and how are few questions, a person has to find out with those, which we daily confront with them. He further said that research is not a deep rooted and is related to day-to-day happenings. To find out the answer in research we are expected to get some solution in the same situation, so every research is generalized. Sometimes some research led to a new aspect or problem of the research. Homogeneity in the sampling is not good. He said that it is important to choose appropriate selection of Sample. The sampling can be random sampling, stratified sampling, quota sampling, and when we do not have a choice, and then the sampling is known as incidental or purposive sampling. Sir talked about the importance of data collection and selection of sample. A lot of variables should not be taken. We should take research in parts and should have two to three independent variables and three to four dependent variables and variables should be controlled.

Importance of hypothesis in Research has been told by the sir. This should be there to fulfill all our objectives and should be related to the collection of data through tools. Data is to be analyzed and tested through various modes of testing hypothesis. Ethically we should be true to our data collection and elaboration which would be best practice. Identity in the data should be confidential even in the research reporting it should be maintained. One should record and should not write anything without the permission of the subject. Data must be transcript on the same day and should go with emotions and result should be correlated to the data. At the end total gist of our results should be in our hand. Sir elaborated

innovation with positive changes and also elaborated best practices in the research. The session ended with the satisfaction of query asked by the participants online and offline and then with vote of thanks.

VALEDICTORY SESSION

Chief Guest

Prof. Sangeeta Chauhan

Dean USE, GGSIPU

Guest of Honor

Prof. M C Sharma

After the session the day was ended with the Valedictory Session. In the valedictory session the Chief Guest was Prof. Sangeeta Chauhan, Guest of Honor was Prof M C Sharma, and Special Guest was Dr. Vandana Tandon General Secretary of Kamal Group of institutions. The session started with welcoming of the guests by our honorable principal Dr. Priti Srivastava with felicitation of guests. Ma'am introduced all with the summary of the 5-day programme of FDP.

The gathering was addressed by the chief guest and the guest of honor with extension of blessings to us. The programme was exceeded with the certification ceremony and ended with the vote of thanks.

NEP-2020 – VOCATIONAL EDUCATION VS. ACADEMIC EDUCATION

[1]Dr. Priti Srivastava and [2]Ms. Roshni Sam
[1]Principal, Kamal Institute of Higher Education and Advance Technology,
New Delhi, India
[2]Scholar, Kamal Institute of Higher Education and Advance Technology,
New Delhi, India

ABSTRACT

Vocation has become the need of the hour for the present-day economy. For some, it is a necessity and for some, it is a priority. The rate of unemployment amidst the mass population of the country has made it a necessity that even a school-going child be trained in vocational skills so that he may not be counted in the list of unemployed for the future. However vocational education did not find a suitable position for itself in the economy. The preference of the community including the school, teachers, parents, and peers for academic education over vocational education has not decreased its numbers, maybe the aura of theoretical knowledge has not yet been stamped out. Academic education has been more emphasized over Vocational education as it sets the myth that academic education paves the way for white collared jobs while vocational education is limited to context-specific knowledge and therefore is of no use.

In this paper, we shall look into the notions of vocational education and academic education, the contestations over the implementation of vocational education courses within the school curriculum, reasons that make academic education preferable over vocational education, and the outlook of NEP 2020 on the integration of vocational education with academic education. We have collected the datasets through a digital survey and discussion platform and statistically aligned them in different outcomes tracing the difference of opinions over Vocational education vs. Academic education, in respect of NEP 2020.

Keywords: Vocational Education, Academic Education, NEP, Unemployment

INTRODUCTION

Education is the key to the attainment and fulfilment of human potential. Gaining access to quality education enhances continuous development in the economy. General academic education is the source of it. Students are made aware of their surroundings and the world at large. However, getting an education has meaning to it. One receives education not just for the sake of getting knowledge or becoming a scholar but, to acquire a suitable job for one's survival in society. This highlights the importance of a skilled labour force in society. The need for a skilled workforce highlights the importance of "Vocational Education".

The Research paper "Employer preferences for vocational over general education: evidence from an employer's survey experiment" was written by Patrick McDonald and Mailys Korber, University of Lausanne published in February 2023. A factorial survey experiment was conducted with 537 human respondents. The main aim of conducting the survey was to explore employers' preferences over vocational or general education at the same educational level. Here it talks about how human capital develops in accordance with the type of education completed.

The Research paper "Effects of vocational education on adult skills, employment, and Wages: what can we learn from PIAAC?" was written by Giorgio Brunello and Lorenzo Rocco, University of Padova published in October 2017. The paper tries to bring in the shortcomings of vocational education over academic education. Vocational education does not perform well as academic education in the labour markets.

OBJECTIVES

- To look into the contestations over the implementation of vocational education courses within the school curriculum
- To study the reasons that make academic education preferable over vocational education

VOCATIONAL EDUCATION

Vocational education is an instructional program that trains an individual in a specific job by imparting the specialized skills required for the job. It may involve both classroom instructions as well as hands- on-experience. It gives a detailed picture of the profession and prepares the child to become a professional in the field. Imparting vocational education in school-level students becomes very important as children may get well-equipped with market skills at a very tender age. They may be able to build up a professional nature in them as well as sharpen their innate skills, if any.

The training for vocational education skills has taken place at different levels. At the school level, Vocational courses become part of the regular school curriculum. Students are provided with enough time to explore and choose between the career options provided to them. The aim is to make them ready for their future in a way that they could grow and meet the time-to-time needs and demands of society. At the college level, certain trade-specific courses are introduced to students in order to help them explore their future in various fields thereby making them self-reliant, self-dependent, and self- sufficient human beings. Besides these, certain skill development programs have been introduced to the growing youth of the nation in order to train them in a specific skill and ensure a better livelihood.

ACADEMIC EDUCATION

Academic education is an area of study that deals with the general curriculum in schools and makes the student proficient in academic subjects. It does not imply vocational knowledge but a purely theoretical form of knowledge in the child. One can gain academic education within formal, informal, and non- formal premises, as per one's needs and interests.

Contestations Between Vocational Education and Academic Education

Though vocational education has become a necessity for the modern economy many efforts have not been put forward toward its growth and development. India is a country where there is a high paucity of highly trained quality labour. The day-by-day increase in the rate of unemployment is due to the lack of skilled labour in the country. People are wandering in search of jobs just to meet their survival. Lack of skills leads to termination of the labour thus leading to unemployment. Skill-based education is therefore a prerequisite to vocational education in the nation. But the number of skilled educators is less in the country and the existing educators are least equipped with ICT skills to be utilized in the field resulting in a large population with little or no skills to be employed.

Vocational education is not so much encouraged in schools due to a lack of parental involvement in it as theoretical knowledge always has an upper hand over practical knowledge. Vocational knowledge is for a short period of time and is context specific in nature. Academic education on the other hand is set for a longer duration and comes up with defined learning outcomes. Vocational education lags here. What makes it disconnected from academics is the lack of rich academic content and the negative perceptions associated with it. India is a country that gives the least consideration to manual jobs. For them, only white collared managerial jobs bring prestige and fame to them. Moreover, the academically qualified are more paid than the vocationally qualified as there is a general presumption that since academic education lasts for a longer time, it moulds and sharpens the skills of students gradually and drastically with quality whereas vocational training trains the child just for a specific skill and doesn't provide much greater exposure like that of academic education. There are fewer chances that children may study further if they get employed sooner. They would remain no more open to continuous learning. Vocational education may thus become a barrier to higher education. Besides these, the quality of vocational training is said to be of low standards as the courses are low-priced and are presumed to be chosen by the students of backward sections, and opting for such low-priced courses may seem to be a stain in the pride of the majority population.

However, what needs to be highlighted here is employment is a necessity for our existence. We cannot survive without the basic necessities required for our existence.

All the necessities could only be accessed through the means of employment. For getting employed, the individuals must be trained in skills. They should be provided with greater exposure to a wide variety of options from which they can choose for. Skill development can expand one's horizons and chances of employability by nurturing talents and honing skills and knowledge. The Indian economy falls behind regarding the skilled labour force within the country. If we have not been uplifted from the tag of developing to a developed nation to date, it is primarily due to our closed-mindedness in certain policies of our nation. India being a knowledge-based economy requires a skilled workforce that is analytical, flexible and a driving force for innovation and growth of the nation. A developed labour force enhances efficiency and improves job mobility. In order to achieve this, India needs a flexible educational system. The newly revised National Education Policy 2020 is a response to it.

National Education Policy 2020 On Vocational Education

The National Education Policy 2020 (NEP) has paved the way towards great opportunities for students at the school level as the policy plans to integrate vocational education into academic education. It has tried and is working to eliminate the hierarchies and silos existing between vocational and academic education. According to the policy, by 2025, at least 50% of learners would be exposed to vocational education right from middle age. Every child would be acquainted with at least one vocation and then several more ahead. This will lead to providing greater exposure to various vocations as well as emphasizing the dignity of labour. The secondary stage would be an integrated 4-year multidisciplinary stage wherein much emphasis would be on strengthening the roots of subject-oriented pedagogy with attention to life aspirations, flexibility, and students' choice of subjects. Students would be given much exposure to explore between the vocational subjects and choose the one which is set with their skills so that they can frame their life plans. They will also have the option to drop out after secondary classes to choose from the vocational courses available in higher secondary classes.

The implementation of vocational education along with academic education would be done in a phased manner. The courses would be chosen after analysing the skill gap in the country. Different models of vocational education and apprenticeship programs would be tried out by higher educational institutions. Incubation canters would be set up within these institutions. Dropouts of formal education would be encouraged to reintegrate their formal learning with practical experiences. The credit-based system would facilitate the mobilization of vocational and academic education.

More emphasis would be given to discovery-based, discussion-based, and analysis-based learning. In all the stages of development, experiential learning would be implemented in order to close the gap in the achievement of learning outcomes.

Students would be given increased flexibility to choose between subjects and vocational skills. There would be no difference made between vocational and academic streams. Every student of elementary age will be given access to a fun course that gives exposure to hands-on experience in important vocational crafts such as carpentry, gardening, pottery making, etc. Students will participate in a 10-day bagless period where they would intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Internship opportunities would be made available to students at secondary and higher secondary levels including holiday periods, to learn vocational subjects. Vocational courses would also be made available through online mode. Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts and vocational crafts. Children would be given periodic exposure to activities outside school through visits to places and monuments of historical, cultural, and tourist importance. Together the primary aim behind framing National Education Policy 2020 is the promotion of Progressive Education.

METHODOLOGY

1. Sample

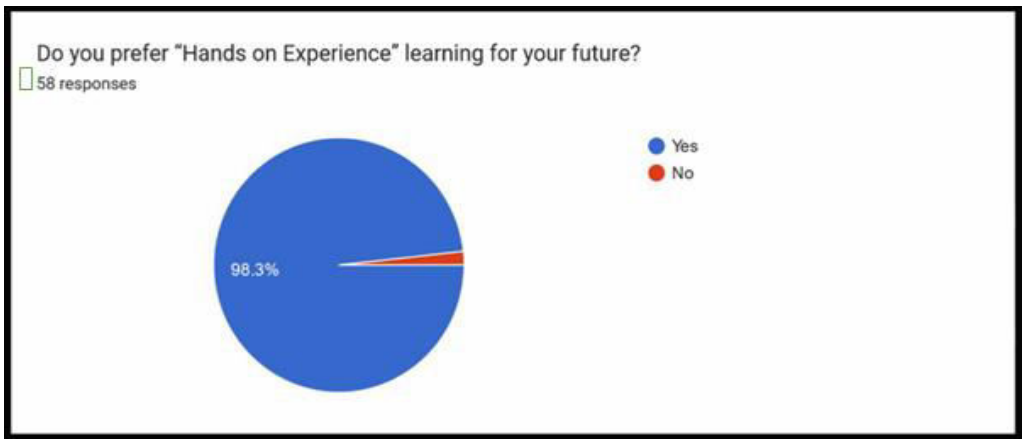
The target participants in the survey were students at the school and college levels. The aim of the study was introduced to participants and data was collected in the form of a questionnaire. We emphasized and tried collecting the true perspectives of participants without any influence or manipulation.

2. Data Collection

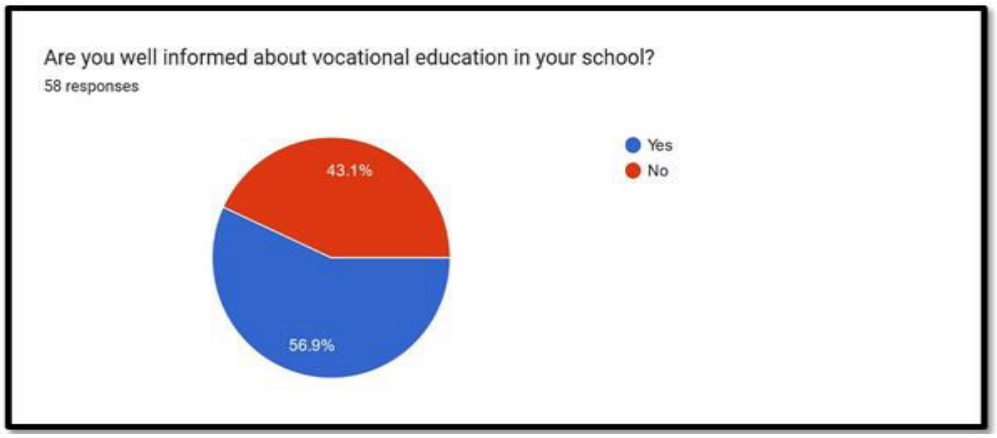
For this study data were collected through multimedia survey administration software distributed among 60 participants. The responses were collected and calculated for common sections indicating the opinions of the participants with regard to their preferences and perspectives on vocational education over academic education. The response pie charts were generated for analysis purposes.

DATA ANALYSIS

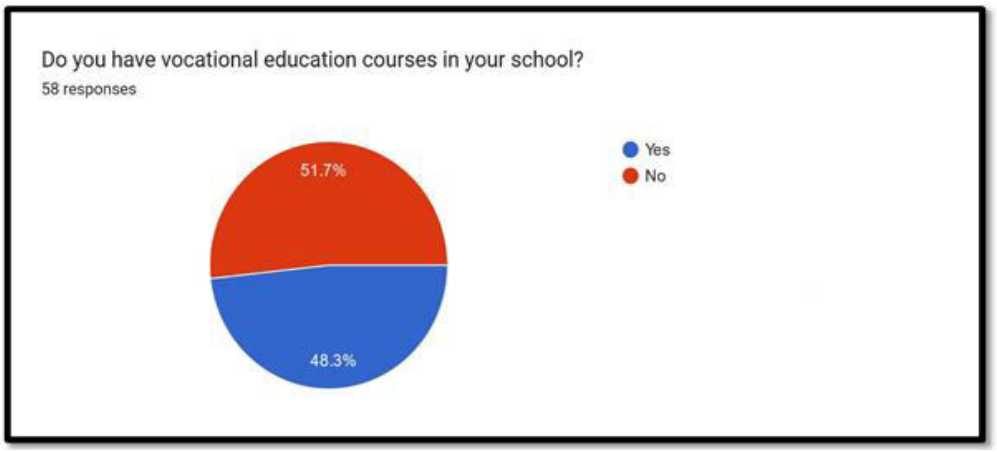
Feedback Analysis on NEP-2020-Vocational Education vs. Academic Education



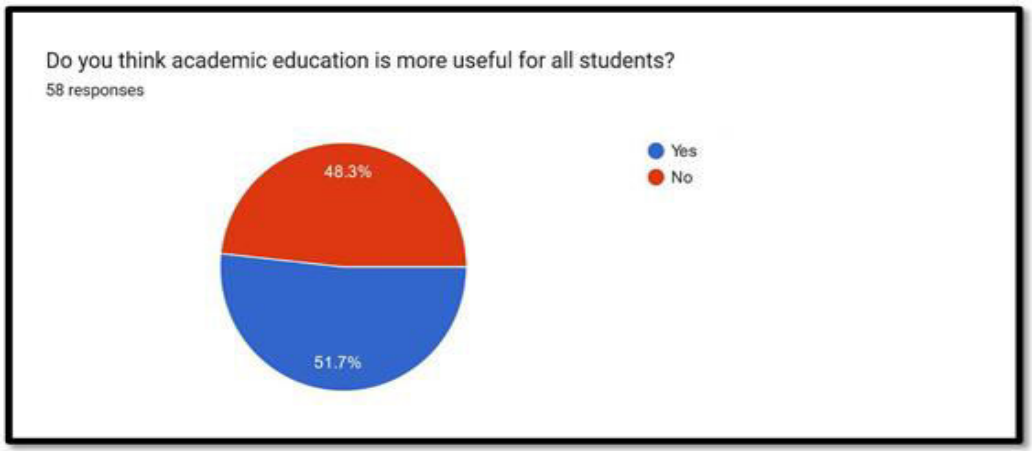
1. 98.3% of the total respondents completely prefer "Hands on Experience" learning for their future whereas only 1.7% of respondents prefer theoretical learning for the future. From this data, we can conclude that the majority of people support a practical understanding of theoretical knowledge as it provides a first-hand experience to the learner and clears the concept way more easily than mere rote memorization of the content.



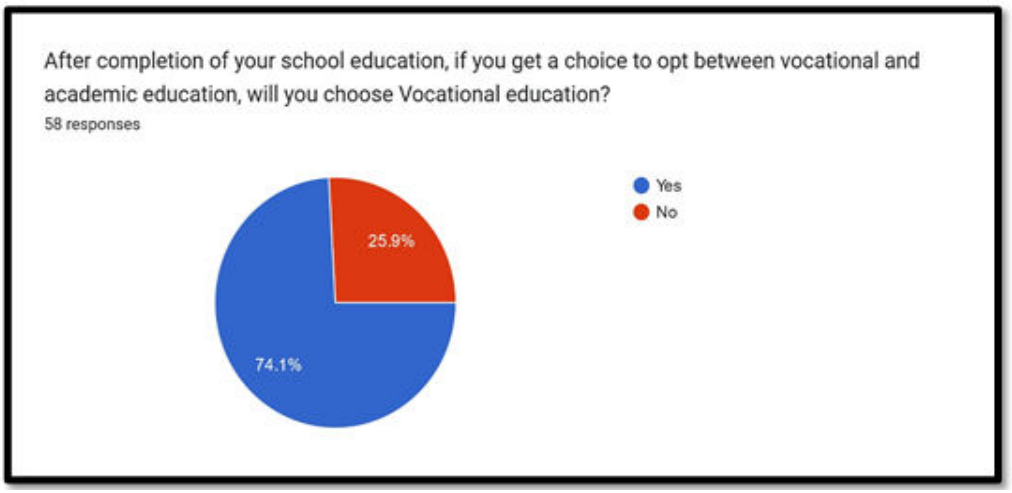
2. Only 56.9% of respondents are well-informed about vocational education in their schools. The rest 43.1% of respondents are least aware of vocational education. Though the data shows less percentage of respondents who are least aware of vocational education, however, the ratio of those respondents in comparison to those respondents who are more aware of the courses is huge in number which is a big concern. The more we promote the importance of vocational skills for the economy, the least it would be ignored.



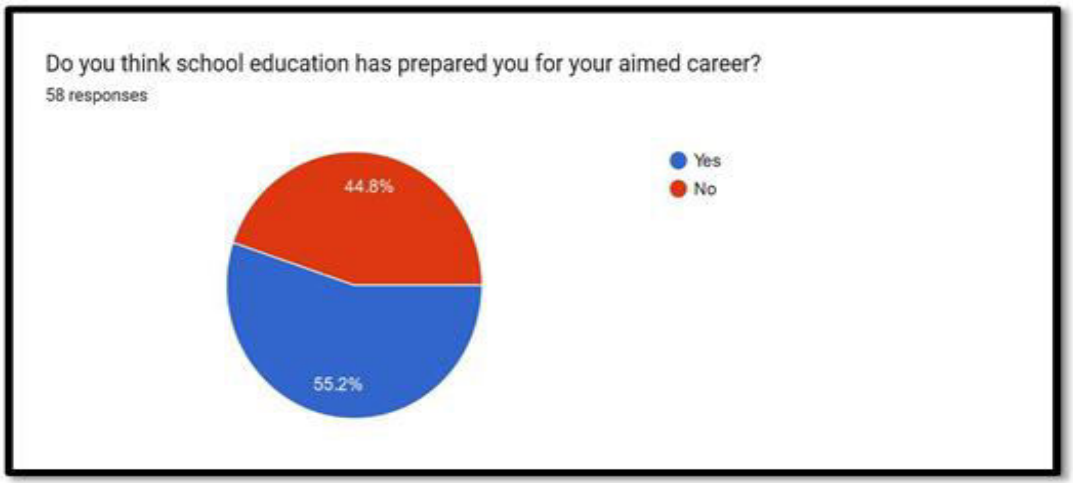
3. Only 48.3% of respondents have vocational education courses in their schools rest 51.7% of respondents are least aware of the notion of vocational education. From the data, we can conclude that the schools are still lagging in terms of promoting and supporting experiential learning in the institutions and are still focused on rote learning of academic content.



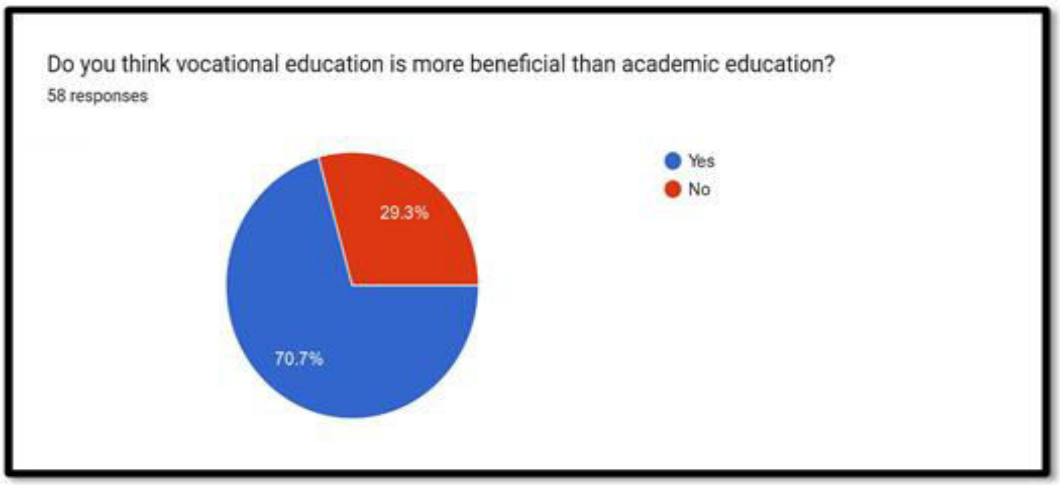
4. Here 51.7% of respondents believe in the fact that academic education is more useful for them than vocational training whereas 48.3% of respondents do not support the statement. From this, we can conclude that the myths and stereotypes associated with vocational education are so strongly rooted in the minds of children as well as parents that they are not ready to forgo their practices. Both parents and children need to be made aware of the importance of vocational skills in their lives for future benefits associated with it.



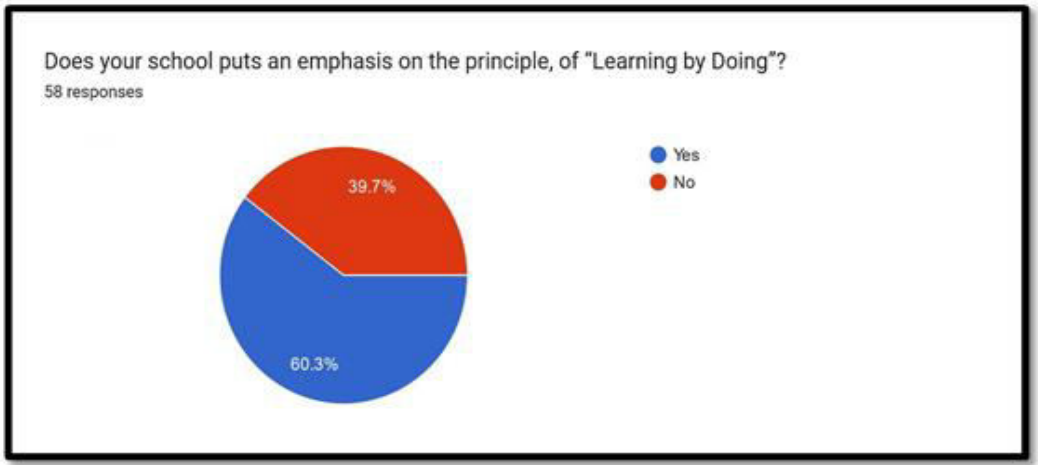
5. Almost 74.1% of respondents agree to choose vocational educational courses after their school education. 25.9% of respondents, however, do not support it. From this data, we can conclude that most of the respondents do prefer vocational training after their school education. However, what seems to be a barrier for them is the myths and stereotypical thoughts associated with it.



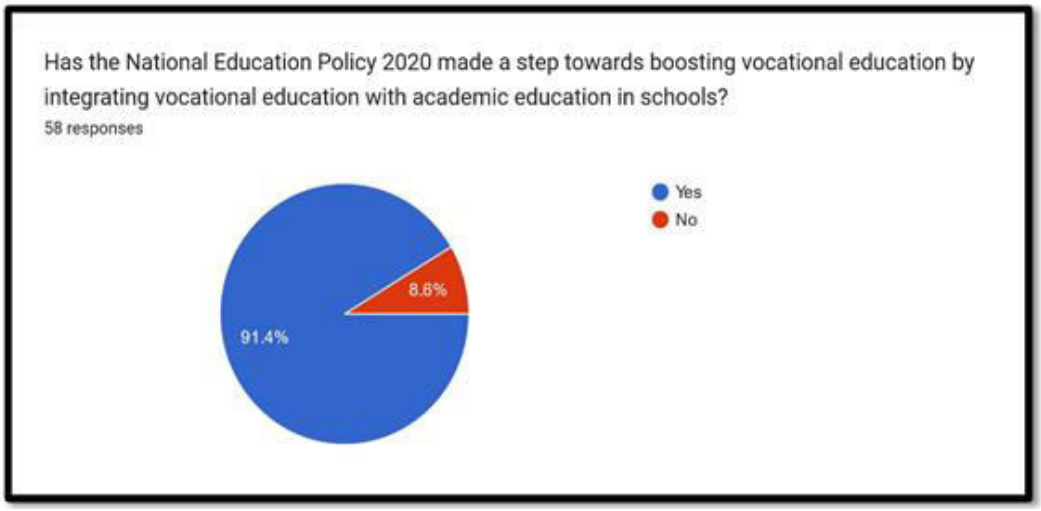
6. From total respondents only 55.2% of respondents believe this fact that school education has prepared them for their desired careers. However, 44.8% of respondents do not agree with this statement which is also not so less in number. From the data, we can conclude that many people believe that academic education is helping them to reach their goals.



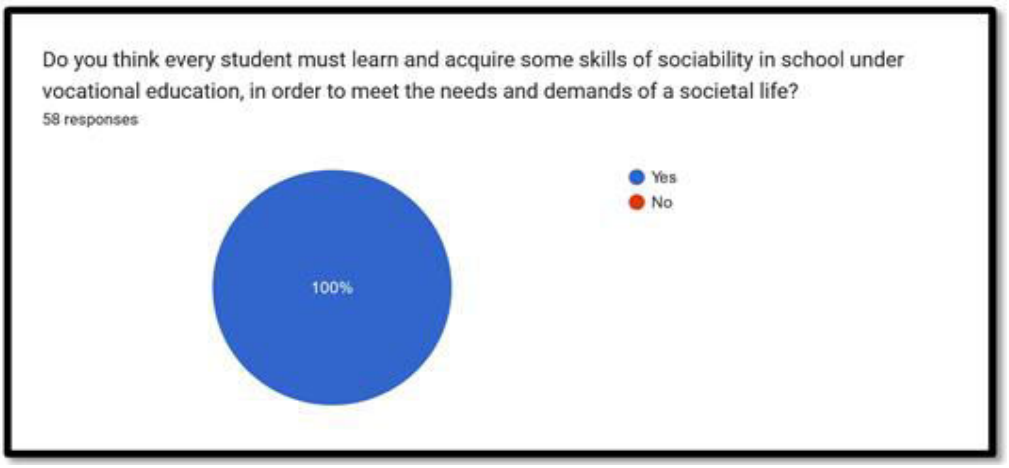
7. Only 70% of respondents believe that vocational education is way better beneficial than academic education whereas only 29.3% of respondents feel the opposite. From the data, we can conclude that many respondents prioritize vocational education and feels it to be way better than academic education.



8. Around 60.3% of respondents have stated that their schools provide enough exposure to practical learning whereas 39.7% of respondents have not got any kind of exposure to learning by doing. From the data, we can conclude that the majority of the respondents are getting proper exposure to an experiential form of learning in their school education.



9. Here 91.4% of respondents believe that the new National Education Policy has tried and made a step towards boosting vocational education within academic education in schools whereas 8.6% of respondents do not agree with this statement. From the data, we can conclude that the majority of the respondents do agree with the point that the National Education Policy 2020 is trying to reduce and bridge the gap between vocational and academic education.



10. All the respondents agree upon the fact that schools should provide with enough and greater exposure to certain societal skills as it is a necessity for humankind as his/her survival is completely dependent on the society and community at large. No person can live in isolation and therefore is interdependent on one another. The responses showed that some social skills should develop among the students through vocational education.

CONCLUSION

Talking in the limelight of the above responses, we can say that the majority of people support a practical understanding of knowledge as it provides a first-hand experience to the learner. However, one of the barriers here is the myths and stereotypical ideas that go along with it. Though many of the respondents believe and prioritize vocational studies for their better career none are ready to forgo their mythical thoughts associated with it. For them, academic education always has the upper hand as the majority believe that academic education is helping them to reach their goals. However what needs to be highlighted here is the more we promote the importance of vocational skills for the economy, the least it would be ignored. Vocational education has become the need of the hour. It is a necessity for the survival of humankind. The more country produces a skilled workforce, the better the economy would flourish to heights.

SUGGESTIONS

1. Awareness programs about the importance of vocational education should be promoted at the school as well as college levels.
2. At the school level, children should be indulged in different curricular activities that may enhance their vocational skills aligning with academic education. This may promote both vocational education along with academic education.
3. Certain certifications and recognition awards for good efforts and innovative initiatives should be given as per one's performance in order to promote vocational education.

4. Internships and apprenticeships should be promoted at the college level which may enhance vocational skills aligning with academic education.
5. For boosting the economy of our country we must include vocational education at each level of education with academic education.

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INTERDISCIPLINARY APPROACHES IN TEACHER EDUCATION PROGRAMS: RESEARCH

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ABSTRACT

Multi-disciplinary approach is a unique method in teaching- learning programme. It is a unique way of curriculum integration to illustrate a theme, subject or issue with the help of divergent subjects. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic or content. It is a powerful method of teaching that crosses the boundaries of a discipline or curriculum in order to enrich and enhance the subject area. This approach is very useful and relevant to integrate teacher education programme and enhance its quality and acceptability. Hence, the National Education Policy-2020 has given impetus on multi-disciplinary approach in teacher education in the country. Multi-disciplinary approaches in teacher education programme will surely developed well rounded individuals that possesses critical 21st century capacities in various filed of studies such as arts, science, humanities, commerce, social sciences, professional and vocational and other filed of education. Teachers must possess almost all skills and knowledge related to enhance and enrich the classroom instruction with the help of this approach. Hence, this paper highlights different pros and cons of multi-disciplinary teacher education programme with special reference to NEP-2020 and make relevant suggestions.

Keywords: Multi-disciplinary approach, curriculum integration, teacher education, special education.

INTRODUCTION

A multidisciplinary approach in teacher education is the need of the hour. This approach is not new in the Indian perspective. The ancient Gurukul system of education in the country at various times was the best example of multi-disciplinary education. Students who have studied in these institutions have acquired extensive knowledge in various subjects like science, medicine, health, yoga, meditation, history and even almost all types of knowledge. The Guru (Teacher) imparts his knowledge and experience to the pupils for their full development and thus they were well equipped with a multi- disciplinary approach to teaching and learning.

The National Education Policy 2020 calls on all universities in the country to adopt multidisciplinary approaches in their arena. Various reports on this issue reveal that this mode or approach to education easily competes with current criteria and competencies and helps to improve and enrich the teaching process. A

multidisciplinary approach in a teacher education program thus opens up various options and possibilities for stakeholders, especially teachers and students. Here we will discuss various aspects of this approach in education and especially in teacher education with its possible limitations and perspectives.

NEP 2020 envisages holistic and multi-disciplinary education which aims to develop the all-round capabilities of human beings which are intellectual, social, cultural, physical, emotional and moral in an integrated manner End of 2030.

According to the UGC, such education will help develop well-rounded individuals who have critical 21st century skills in various fields including arts, sciences, humanities and languages, social sciences, vocational, technical and vocational. Social engagement, communication, discussion, debate and rigorous specialization will also fall under holistic education. In the long run, this will be the approach of all undergraduate programs.

OBJECTIVES

To Study Various Aspects of The Multidisciplinary Approach in Education

- To emphasize various aspects of a multidisciplinary approach in teacher education, as suggested by the NEP-2020;

METHODOLOGY

The main goal of this paper is to point out various aspects of a multidisciplinary approach in teacher education. This study is solely based on secondary data collected from available sources like books, magazines, articles, magazines, web resources etc. Descriptive and analytical methods are used here.

DISCUSSION

The International Bureau of Education (IBE-UNESCO) specifies three main types of current approaches to curriculum integration, such as - multidisciplinary, interdisciplinary and transdisciplinary approaches in education. A multidisciplinary approach is a whole or comprehensive method that covers an idea, topic or content by integrating different knowledge domains. It is a very powerful and relevant way of teaching that transcends discipline or curriculum boundaries to enhance or develop the range and depth of learning experiences. It is a curriculum integration approach that primarily focuses on different disciplines and different perspectives while illustrating a topic, theme or issue.

Here, the same topic is studied from the scope of more than one discipline and integrates these different knowledge's to enrich the community of learners. This is a unique nature that allows students to enrich their personal and academic experiences by citing examples and experiences from a different field of study. For example, we can say that a humanities student can take a subject from engineering subjects and a management student can easily take a subject from social sciences subjects. A

multidisciplinary curriculum is the study of a topic from the perspective of multiple disciplines and problem solving using a different disciplinary approach (Klaassen, 2018). It is very easy for a student to acquire different skills like a problem, Solutions, critical thinking, time management, self-management, communication, data analysis and interpretation, research methodologies, teamwork, etc.

A multidisciplinary approach in teacher education is a relatively new concept in the field of teacher education. Here educators or teacher trainees are well matured to impart knowledge and skills using this new way of teaching and learning. Practicing teachers have ample opportunities to develop this new teaching method and can easily impress students and enrich their multidimensional skills and experiences. An educator or practice teacher illustrates a lesson with experiences gained from various disciplines. This method is very important and relevant for the current era of development and therefore NEP-2020 we strongly recommend introducing it into our national framework. The goal of education will be not only cognitive development, but also character building and the creation of whole and versatile individuals with key skills of the 21st century. (4.4. NEP 2020). NEP-2020 recognizes the need for holistic education and calls for teacher education to be delivered to multidisciplinary colleges and universities by 2030. All multi-disciplinary higher education institutions will provide B.Ed, M.Ed. and even Ph.D degrees by establishing dynamic and well-equipped teaching departments.

According to NEP-2020, the bachelor's degree will include the latest and relevant teaching techniques such as pedagogy related to basic arithmetic and mathematics, multi-level teaching and assessment techniques, teaching children with disabilities and special needs, use of educational technology and student-centered learning or learning based on cooperation.

The ancient gurukula system of education is an example of this way of education. This ancient system has been enriched with multidisciplinary courses and subjects. Students from different levels and categories stayed in these institutions and gathered experiential and holistic learning experiences. They learned different and relevant subjects like Astronomy, Medicine, Philosophy, Politics, Economics, Yoga, Physical Education, Defense Science etc. In the introductory part of NEP-2020, he also highlighted this issue and encourages various higher institutions to start a multi-disciplinary approach including the teachers of the educational institution. Similarly, various data have revealed that multidisciplinary methods of teaching and learning were developed in ancient Indian universities like Nalanda, Takshashila and similar other reputed higher education institutions.

Advantages of A Multidisciplinary Approach in A Teacher Education Program

- This method is suitable for students. Here every student gets ample opportunity to choose his subject from various fields. It also provides scope for choosing or dropping any subject throughout the course period;

- This method is suitable for teachers. It provides a platform for pragmatic and flexible teaching and learning experiences. It allows students to understand the power of new concepts and ideas. By choosing from his own requirements, he actually starts a pragmatic way of life. This opens the door to pragmatism and realistic ideas and thoughts in the minds of students.
- This approach helps students use the powers of their minds and make sound decisions. It helps grow the integration and adaptation of different ideas between them and enriches them through critical thinking.
- A multidisciplinary approach in education provides a holistic understanding of the world and enhances the student's personality and character building process. In this way of teaching, students acquire rare and necessary social values and ethics.
- This method emphasizes the importance of collaboration and integration of knowledge and information. It helps create 21st century individuals by incorporating and integrating new ideas and concepts.
- This approach is very relevant in the current global system and increases the scope of employability and jobs for students in the country and abroad. This method helps the student work managerially and develops managerial and corporate skills and techniques. They can easily synthesize different ideas and thoughts gathered from different sources;
- Students learn various assessment and evaluation skills through this approach. By studying various logical methods and approaches, students can easily choose their desired subjects. This improves logical thinking and analyzing power in them.
- It motivates students because it is linked to practical knowledge due to authentic learning purposes. It helps students draw conclusions from a different area of knowledge and subjects.

Disadvantages of A Multidisciplinary Approach in A Teacher Education Program

- Students are diverted from the ultimate educational goal in a multidisciplinary mode of education because there is a chance of losing hope and desire in the presence of different subjects and disciplines.
- The teacher needs to enrich himself with various skills and instructional experiences to pass on to the students, therefore expertise and experience are very necessary to become familiar with this teaching approach.
- This approach is applied at foreign universities and academic institutions, where there is a lot of room for improvement and orientation of the faculty. These institutions have well-equipped infrastructure to accommodate the teaching and learning process. The same environment is not visible in most parts of India and especially in the state of Tripura;

- Mass awareness and consensus building on this approach is necessary among the stakeholders of the teacher education program.

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ENHANCING ENTREPRENEURIAL APPROACH AND LIFE SKILLS

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ABSTRACT

The National Education Policy lays particular emphasis on the development of the creative potential of each individual. The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and under represented groups. The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values.

The term 'Life Skill' refers to the skills you need to make most out of life. Any skill that is useful in your life can be considered as a life skill. There are six life skills listed below which are important to be learned from being an Entrepreneur viz. Confidence, Time management, Innovation, Critical Thinking, Communication, Lifelong Learning.

This paper focuses on the use of technological development allied with the sheer creativity of tech-savvy teachers and entrepreneurs including student entrepreneurs, and the steps which have been included in the New Education policy to promote entrepreneurial skills among the students.

Here, we performed a survey among Postgraduates, Graduates, teachers, Pupil Teachers & Teacher Educators to develop a final perspective towards transforming the learning process. Data collected through multimedia survey administration software indicates changing culture of the concept of entrepreneurship.

Keywords- Entrepreneur, Entrepreneurship, Multimedia and integrated Technology

INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. The **NEP** is visionary, practical, progressive and comprehensive. It has a range from early childhood to higher education, professional education to vocational education, teacher training to professional education.

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 county. Education Policy lays particular emphasis on the development of the creative

potential of each individual. It is based on the principle that education must develop not only cognitive capacities -both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

Education is fundamental for achieving full human potential, and it can be successfully achieved if our country has an education system which covers all the aspects of human resource development.

Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world.

As an Entrepreneur, there are just certain skills that are integral to your success. No one is one hundred percent prepared to be an entrepreneur and an expert at it. Following are the skills which a entrepreneur must possess.

CONFIDENCE

One of the best skills learned from being an entrepreneur is confidence in yourself and your abilities. Being an entrepreneur takes an incredible amount of confidence and bravery to launch your own business and attempt to make it in the cutthroat world that is business. There are likely times when you don't feel confident, but you know how to project confidence, no matter how you're feeling at that moment. In any career and interaction, having a solid sense of confidence is appealing to other people and shows you can handle anything.

TIME MANAGEMENT

Time management comes in handy no matter what you're doing in life, so thank being an entrepreneur for this one. Whether it's work, family, school, or any number of other obligations, you need to learn to manage your time and take care of everything you're responsible for. Time management is a vital skill for every aspect of your life.

INNOVATION

In order for any kind of improvements to be made, we need innovative ideas. The entire role of an entrepreneur revolves around innovation and fixing current issues. Entrepreneurs have plenty of practice in innovation and looking for new ways to get something done and this skill follows you for the rest of your life. You may not always be applying it to business, but innovation is useful anywhere.

CRITICAL THINKING

This skill is in desperate need, but is also incredibly difficult to teach. Entrepreneurs innately understand how to think critically and approach a problem in a way that allows them to evaluate it instead of becoming overwhelmed. Critical thinking is an important skill no matter what you're doing and is desirable to any future employers/coworkers.

COMMUNICATION

Much like critical thinking, communication is not a skill that can be easily taught. No matter what you do in life, you're going to have to communicate with other people, even if you're simply heading to the post office or grocery store. Understanding how to talk to other people and listen to them improves every area of your life.

LIFELONG LEARNING

Entrepreneurs understand that it's impossible to learn everything, no matter how old or smart you are. There's always more out there. That's why lifelong learning is a skill you'll gain from being an entrepreneur. You'll regularly push yourself to learn and understand more, whether it's your profession, in your personal life, or about the world in general. Lifelong learning often leads to better health and happiness, in addition to greater success in life.

Some research has already been done by different scholars on NEP 2020. A Paper entitled "Vocational Education and Entrepreneurship In NEP 2020" by Jenefer Das and Navita Malik from Galgotias University and published in Rajasthani Journal highlights on making the next generation more imaginative, clever, original, proactive, and pioneering and prospect focused.

"Enterpreneurship Education: A Life Skills Approach" by Udin Supriadi, Saepul Anwar at Universitas Pendidikan, Indonesia on January 2017 at 1st International Conference on Islamic Economics, Business and Philanthropy.

A Paper entitled "Teacher Quality: National Education Policy 2020" conducted by Ms Reena, Lecturer, PSTE (Pre-Service Teacher Education), New Delhi which mainly emphasized on the implementation of curriculum framework for Teacher Education developed by national agencies like N.C.T.E. UGC and NCERT.

Research paper on the topic "NEP 2020 Challenges to Teacher Education" conducted by Dr. Sarika Kumari Asst. Professor, CITE, Ranchi, Jharkhand, India, published in International Journal of applied research which mainly focused on challenges and problems related to Teacher Education.

OBJECTIVE

To study the perspective of Postgraduates, Graduates, teacher & Pupil Teachers towards enhancing entrepreneurial approach and life skills.

METHODOLOGY

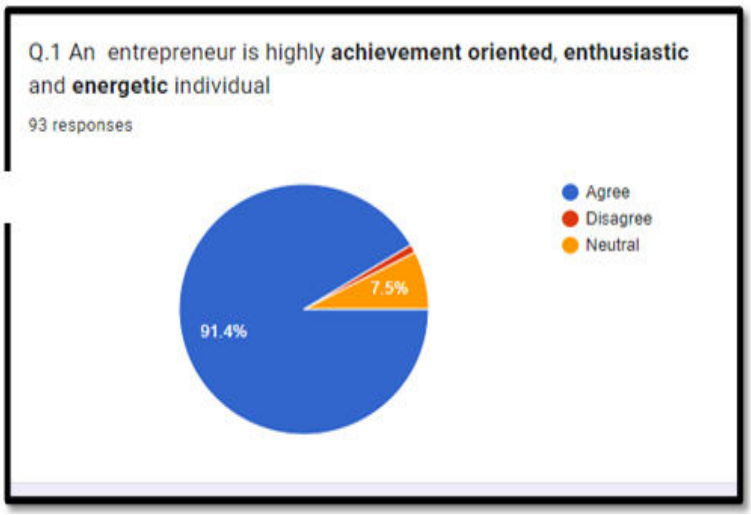
SAMPLE

The target participants were postgraduates, graduates, pupil teachers & teacher educators. The aim of study was introduced to subjects and data was collected in the form of a questionnaire. We emphasized on the collection of the true perspective of subjects without any influence.

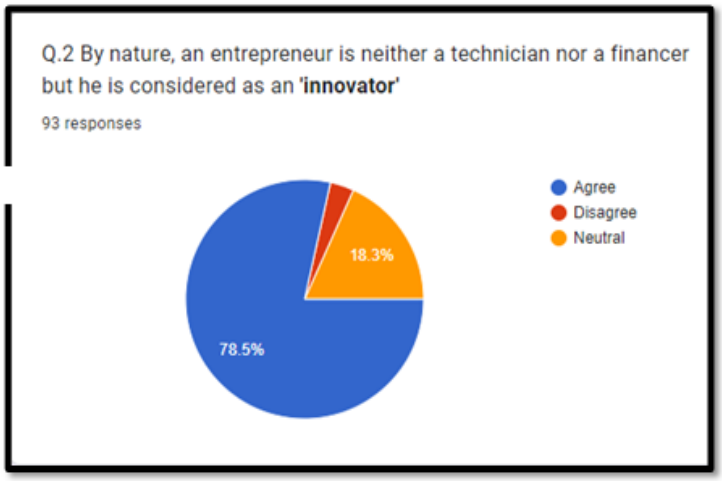
DATA COLLECTION

For this study data was collected through multimedia survey administration software distributed among participants. The responses were collected and calculated for common sections indicating a defined perspective of innovative pedagogy. The responses Pie chart were generated and analyzed.

PERSPECTIVE OF PARTICIPANTS TOWARDS TRANSFORMING LEARNING PROCESS



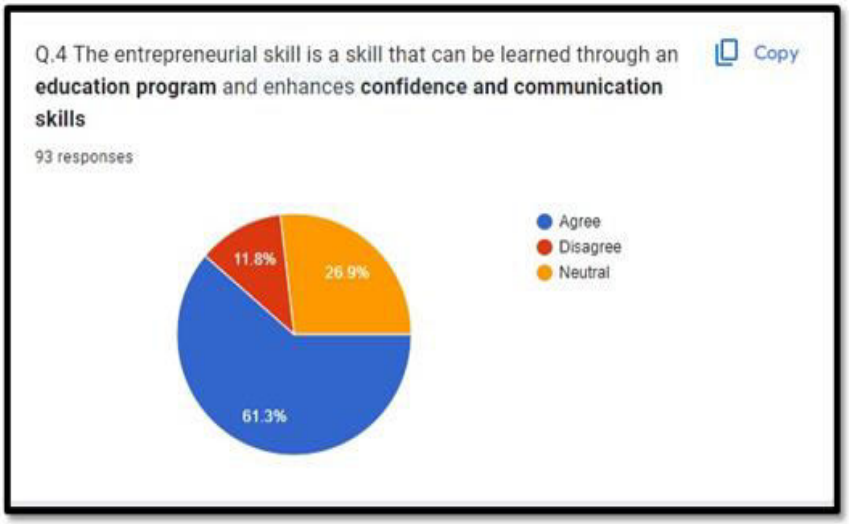
1. 91.4% of the total responses agreed with the above-mentioned statement and 7.5% expressed their views as neutral. As a result, it can be said that the majority of the people think that an entrepreneur is highly achievement oriented, enthusiastic and energetic individual.



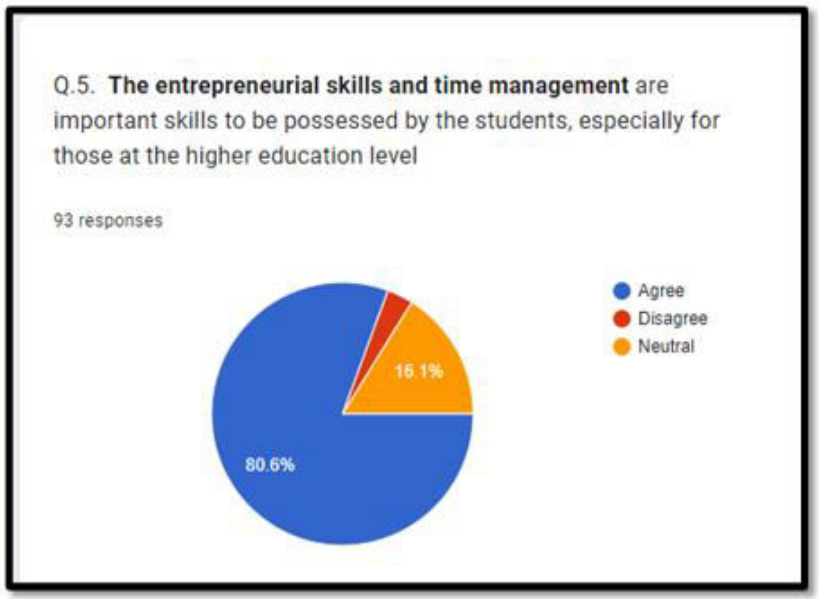
78.5% of the total responses agreed with the above -mentioned statement and 18.3% expressed their views as neutral and the rest others disagreed. So, majority of the people believe that by nature, an entrepreneur is neither a technician nor a financder but he is considered as an 'Innovator'

92.5% of the total responses agreed with the above -mentioned view and 7.5% expressed their views as neutral and the rest others disagreed.

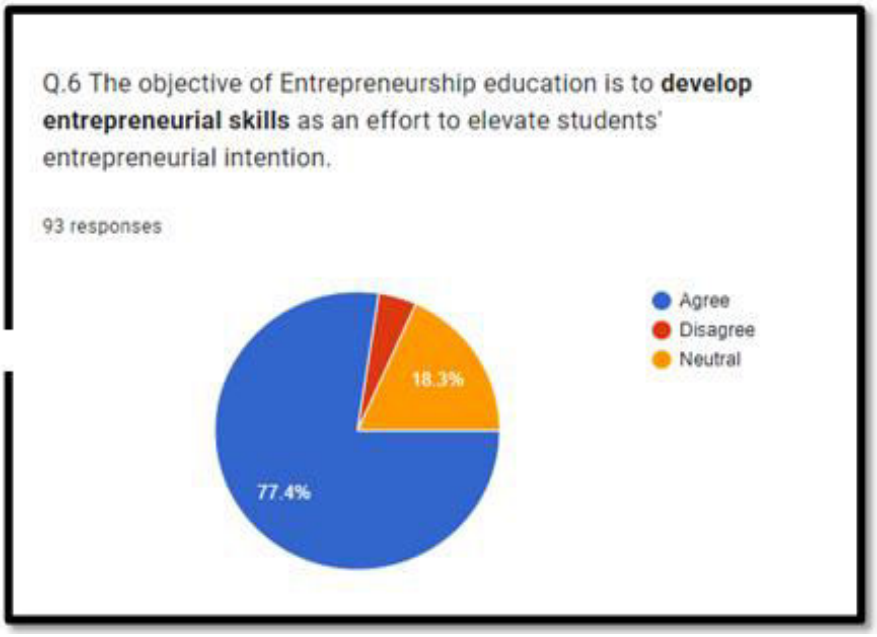
So the majority believe that entrepreneur is one who creates a new business in the face of Risk of uncertainty to achieve uncertainty to achieve profit by involving critical thinking.



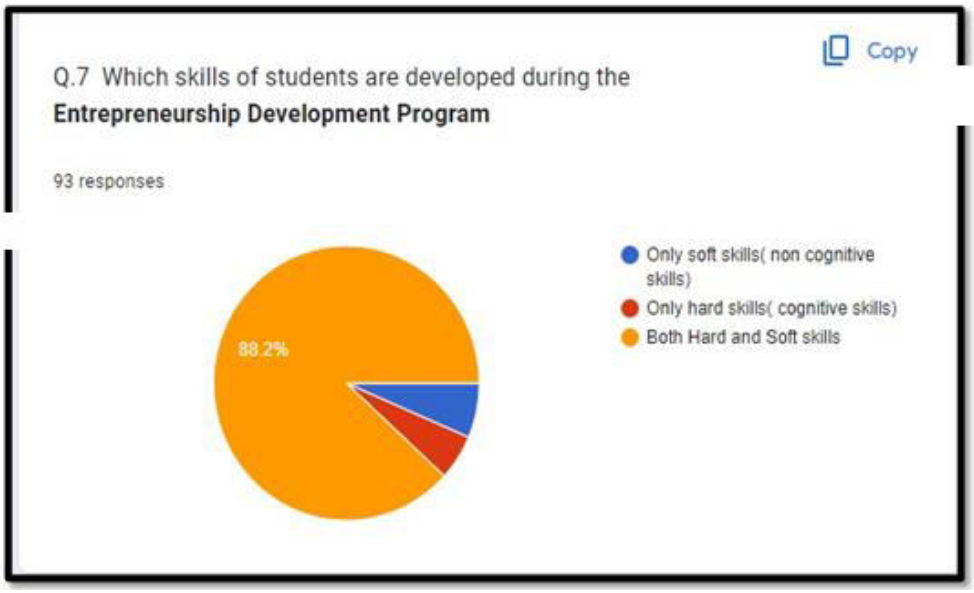
61.3% of the total responses agreed with the above -mentioned statement and 26.9% expressed their views as neutral and the rest others disagreed. So, the majority believe that the entrepreneurial skill is a skill that can be learned through aneducation programand enhances confidence and communication skills.



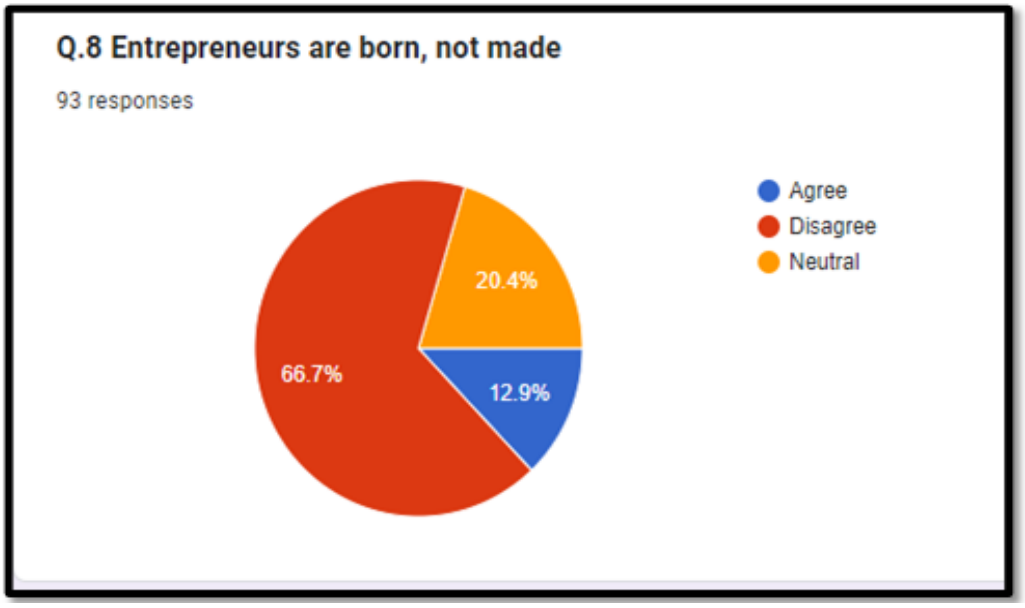
80.6% of the total responses agreed with the above-mentioned statement and 16.1% expressed their views as neutral and the rest others disagreed. So, the majority believe that the Entrepreneurial skills and time management areimportant skills to be possessed by the students, especially for those at the higher education level.



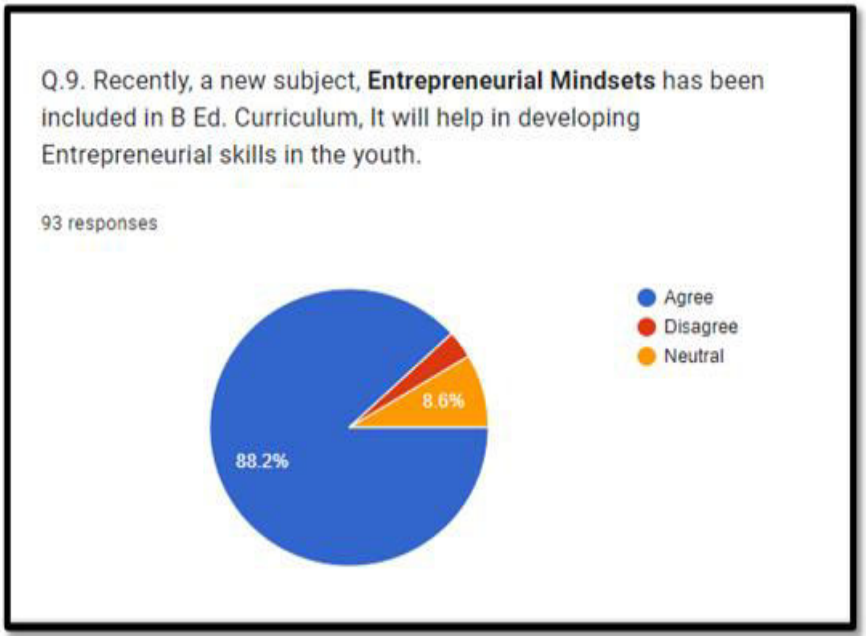
77.4% of the total responses agreed with the above- mentioned statement and 18.3% expressed their views as neutral and the rest others disagreed. So, the majority believe that the objective of Entrepreneurship education is to develop entrepreneurial skills asan effort to elevate students' entrepreneurial intention.



88.2% of the total responses agreed with the above- mentioned statement and 6.5% expressed their views as only soft skills are important. So, the majority believe that both hard and soft skills are developed during the Entrepreneurial Development Program.

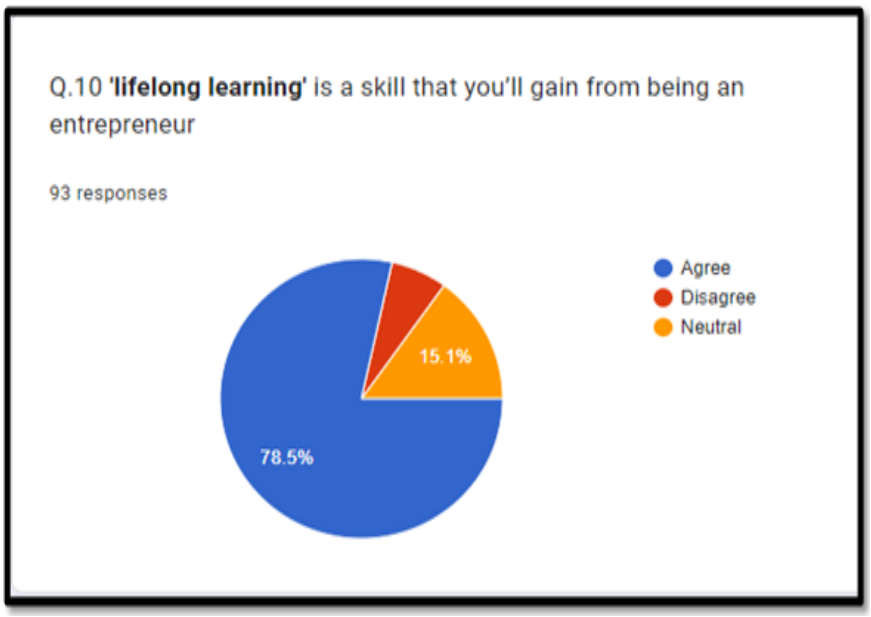


66.7% of the total responses agreed with the above- mentioned statement and 12.9% expressed their views as neutral and the rest others disagreed. So, the majority believe that Entrepreneurs are bornnot made.



88.2% of the total responses agreed with the above -mentioned statement and 8.6% expressed their views as neutral.

So, the majority of the people strongly believe that the recently, a new subject Entrepreneurial Mindset has been included in B.Ed. curriculum. Therefore it will help in developing Entrepreneurial skills in the youth.



78.5 % of the total responses agreed with the above-mentioned statement and 15.1% expressed their views as neutral and the rest others disagreed. So, the majority of the people believe that the 'lifelong learning ' is a skill that ypu will gain from being an entrepreneur.

CONCLUSION

In this survey a total of teachers, student teachers, faculty of teacher training colleges, school teachers and research scholars took part from educational courses and other courses.

The survey is carried out to provide the responses of the people in the view in Enhancing Entrepreneurial Approach and Life skills.

The conclusion is drawn out on the basis of 10 parameters related to Enhancing Entrepreneurial Approach and Life skills.

From the survey it was found that 91.4% of the total responses agreed with the above-mentioned statement and 7.5% expressed their views as neutral. As a result, it can be said that the majority of the people think that an entrepreneur is highly achievement oriented, enthusiastic and energetic individual.

It was concluded that 88.2% of the total responses agreed with the above -mentioned statement and 8.6% expressed their views as neutral.

So, the majority of the people strongly believe that the recently, a new subject Entrepreneurial Mindset has been included in B.Ed. curriculum. Therefore it will help in developing Entrepreneurial skills in the youth.

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NEP 2020 - A STUDY ON INTEGRATED APPROACH IN SCIENCE

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ABSTRACT

Today, the need for integrating education is rising day by day. The integrated education is about making connections between different subjects or skills. Learning experiences of the children can be improved by integrating the curriculum. The key features of integration learning are creativity, adaptability, critical reasoning and collaboration. Because of integrated learning, active participation of the students can be increased by triggering the point of interest of students. When we talk about science, integration is an inevitable need. Students begin to enjoy, participate more actively when they are able to make the connection with their daily life. The NEP is timely and futuristic in its approach and it has the potential to change the Indian educational system into a "new normal". Indian education has to be based on holistic and multidisciplinary learning. NEP proposes to integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) in undergraduate education. NEP focuses on various integration approaches like Art Integration, Sports Integration, Music Integration, Technology Integration. They can be interdisciplinary in which multiple subjects are included, or multidisciplinary, in which multiple topics in the same subject are integrated.

To achieve the required outcomes in a holistic way, integrated teaching can be a solution. Therefore, the aim of this study is to analyse the integrated teaching approach in science and how it can be useful for both the students and teachers and its issues and challenges. This research paper focuses on the need of integration in curriculum, especially in the discipline of science.

Keywords: Integrated, Creativity, Adaptability, Critical reasoning, Collaboration, Curriculum, Holistic, Multidisciplinary learning, Art Integration, Technology Integration,

INTRODUCTION

Adopting an integrated approach of teaching and learning means creating learning experiences that helps children to draw meaning connections between their learning and life experiences.

Meaningful connections can be made across different learning areas and between children previous learning experiences and new learning experiences.

The policy NEP 2020 aimed to reduce curriculum content in each subject to its core essential part, and to make space for critical thinking and more holistic, inquiry-based discovery best and analysis-based learning. Experiential learning will be adopted

including hand-on learning; art integrated and sports integrated learning, story-telling ways pedagogy, and many more. It was also aimed to adopt an **art integration** approach which strengthens the linkages between education and culture.

NEP 2020 pays attention on the curricular integration of essential subjects, skills, and capacities. NEP focuses on introducing contemporary subjects such as artificial intelligence, design thinking, holistic health, organic living, environmental education, global citizenship education (GCED). Science, Mathematics and computational thinking will be given increased emphasis throughout the school years. And there will also be a great emphasis on teaching Indian arts, culture, and ethics.

The whole is always greater than its parts. When knowledge is separated in different parts, it becomes incomplete. Integration across content areas, and providing ways for students to make connections, enhances student learning. It promotes meaningful learning especially in the initial stages of education. Integration is flexible, learner-centered, holistic, purposeful, interwoven, connected, correlated. This integration is possible in any of the stages of learning. The trend is to integrate the topics and themes of curricula in primary stages and these days, a new trend is researching on the scope of integration in middle schools. Similarly, learning module according to the flexibility of the topics of integration can be developed at high school and post high school levels. Therefore, to make integration easy and accessible, the changes in the pedagogical approaches of teaching and assessment parameter is required.

DISCIPLINARY APPROACH VS INTEGRATED APPROACH IN SCIENCE

In school education, curriculum is the major way to impart knowledge and skills. Different scholars have defined in various ways.

According to Cunningham, "The curriculum is a tool in the hands of artist (teacher) to mould his material (pupils) according to his ideals (objectives) in his studio (school)."

According to Crow and Crow, "The curriculum includes all the learner's experience in or outside school that are included in a programme which has been devised to help him developmentally, emotionally, socially, spiritually and morally".

Today, in the field of education, the major issue is organizing science curriculum in an effective matter. Hence, there are two major approaches in the organization of science curriculum i.e., Disciplinary Approach and Integrated Approach.

- **Disciplinary Approach:** It is also known as traditional approach or subject approach because each subject is taught separately by the teacher in the area of the particular subject in question. This approach considered subject as a store house of facts, methods, theories, concepts and generalizations.

For example: Earlier, science was taught as a subject with different parts i.e., physics, chemistry, biology considered as different components of the science subject.

Disciplinary approach focuses more on the subject and its content instead of process.

- **Integrated Approach:** It allows learners to explore, process, gather, refine present information about the topics they want to study without any constraints of traditional subject barriers. It encourages student to observe the interconnectedness and interrelationships between the different curriculum areas. It focuses on skill development instead of focusing on learning in isolated curriculum areas. The example of integrated approach is General Science.

- **Approaches Of Integration**

1. INTERDISCIPLINARY APPROACH

An interdisciplinary approach involves drawing appropriately from several disciplines (or separate branches of learning or fields of expertise) to redefine problems outside of normal boundaries and reach solutions based on a new understanding of complex situations.

In science, the interdisciplinary approach can be concluded under three headings. Correlation

- Science subjects with one another.
- Science with other subjects.
- Science with life and environment.

2. CROSS DISCIPLINARY APPROACH

The meaning of cross disciplinary approach is learning activities that are related with a subject outside the scope of a discipline without any integration from other discipline. This approach examines an issue typically relevant to one discipline through the lens of another discipline. **For example**: The study of genetics includes several disciplines like biology, chemistry and environmental science (e.g., conservation genetics). Additionally, facets of genetics also overlap with mathematics, social studies, and health studies.

3. MULTI-DISCIPLINARY APPROACH

A multidisciplinary curriculum is one in which the same topic is studied from the perspective of multiple discipline. It is a unique educational approach that allows the students to learn and explore distinct subjects or curriculum from various disciplines. Education is not limited to a particular discipline. It allows combining one subject/discipline to many other subjects/disciplines.

For example: Food is a topic of science, but in multidisciplinary approach, it can be related to many other subjects like maths, language, art , geography and many more.

INTEGRATION OF SCIENCE WITH ART

Art integration helps students to understand real world application of science through the arts. By integrating art and science, students are able to understand inter-relatedness of everything they learn. It also promotes creativity and collaboration and this leads to scientific literacy.

RAINBOW PAPER ACTIVITY ART AND SCIENCE OF LEAF RUBBINGS

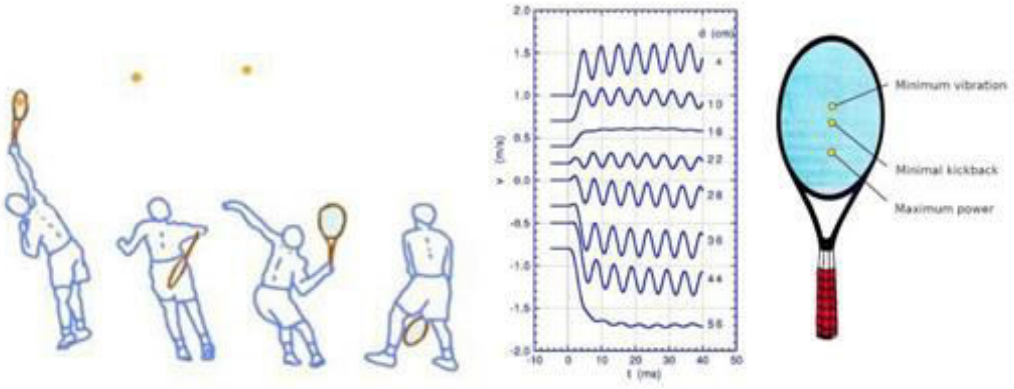
INTEGRATION OF SCIENCE WITH SPORTS

Sports science is a discipline that shows how the healthy human body works during exercise, and how sports and physical activity promote health and performance from cellular to whole body.

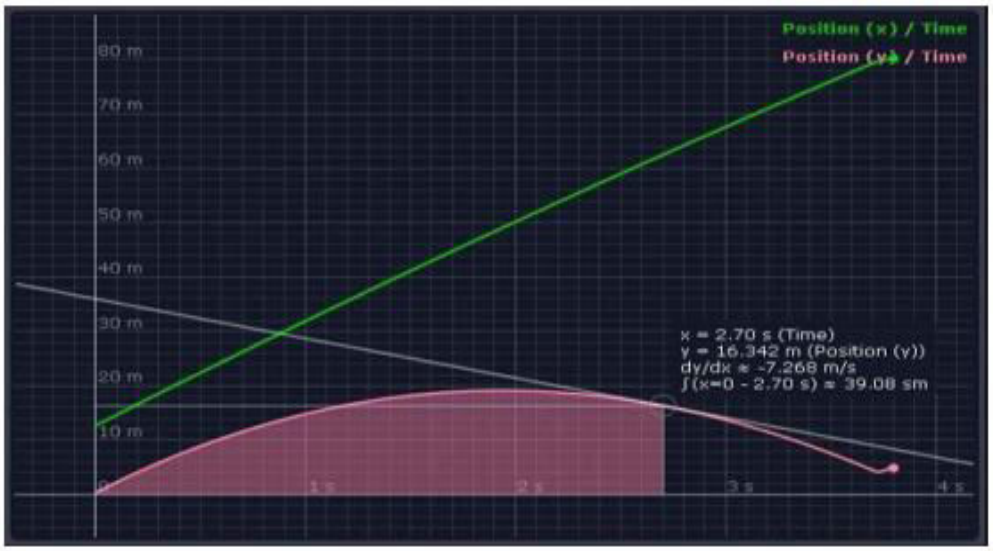
Sports are the practical application of science, and physics can help athletes to develop new techniques.

For example: Newton three laws of motion explain how athletes can control their movements and improve their speed and game performance.

- **LAWS OF PHYSICS IN TENNIS:** Inertia, momentum, elastic impacts are all the part of tennis match. The technical preparation of tennis players takes physics into accounts, and most training tactics focus on concepts such as point of impact, balance, inertia, and mass.



- **Laws of Physics in Football**: Physics and mathematical formulas regulate goal shots, penalty kicks, ball passes, sprinting, leaps, and headers. During practice, many football players spend a few hours studying the principles so that they can apply them in the game.



INTEGRATION OF SCIENCE WITH MUSIC

Science and Sound

Activity for learning about sound is the cup activity. Fill up 8-10 cups with different amounts of water, i.e., 1/4, 1/3, 1/2, and experiment with how each cup sounds while hitting it with a spoon.

Students will quickly realize that the cups with less water will sound lower than the cups with more water in them. This can turn into a music lesson by comparing how instruments sound lower or higher depending on how much air is in them and their size.

Science With Singing /Music

Students love to write and perform their own songs. While studying a unit in science, like astronomy for example, kids can write a song about the planets, stars, or the galaxy. When singing about concepts that are learned, the facts are retained easier and help students remember what was taught. Remind kids that when they sing about science, they are not only learning about science lessons, but their voices are using sound waves too.

Making A Thunderstorm

Kids love to play instruments, and what better way to experiment with sound, silences, and frequency than by creating a thunderstorm. You could talk about how thunderstorms start with little sprinkles, turn into rain, then thunder and lightning, wind, etc.

After talking about how a thunderstorm starts and ends, pick out instruments that would work for each sound. My favourites are shakers, drums, rhythm sticks, a rain stick, or anything else you and your students can come up with.

Links of the songs related to science: Climate VS Weather: https:// www.youtube.com /watch? v=87 P0G_9a K2c The Digestive System: https:// www. youtube.com/ watch? v=nsGG_61ge_AStates of Matter: https://www.youtube.com/watch?v=KeAGc1XAS-8

INTEGRATION OF TECHNOLOGY IN SCIENCE

In recent years, science and technology have advanced significantly. We can not imagine our life without technology. Technology made our lives easy, simple and convenient.

National Science Day, celebrated on 28th February, stresses on the importance of science and technology in our daily lives. This year, the theme of National Science Day is "Integrated Approach in science and Technology for a sustainable future,".

"Science Integration" is based on four pillars, which includes all science ministries and departments working together on a theme-based approach to problem solving. It aims to develop alternate and renewable energy sources to reduce pollution and it also aids in the preservation of already scarce resources.

Technology integration in education refers to the use of technology to enhance the student learning experiences. Different types of technology create learners who are actively engaged with learning objectives. Integration of technology helps to meet the unique needs of the students as individual learners.

Students understand the concepts of science best by doing science, but some complex concepts are more difficult to carry out in a classroom setting. Because of this multimedia and technology, such as video or digital simulations, can help to enhance teaching and increase understanding of the students. Multimedia can also harness curiosity of the students.

THE USE OF MULTIMEDIA AS A CORE SCIENCE CURRICULUM CAN:

a. Visually demonstrate scientific ideas and concepts.

b. Instil a sense of wonder and excitement in students about the world around them.

c. Provide examples of real people practicing science

d. Generate student interest in science careers.

e. Promotes critical thinking, creative thinking, problem-solving and communication skills.

INTEGRATION OF SCIENCE WITH OTHER DISCIPLINES

1. **Science and Language**: Science is a practical subject but it is very important for the learners to be able to express their views and ideas in clear and attractive form. For this purpose, it is necessary that they should have knowledge of language which they use. Today, vocabulary of different languages has been enriched to considerable extent due to adoption of uniform technical terms and symbols. In making students able to give answers of various scientific queries in effective manner, science teacher and language teacher should take up a joint responsibility on their shoulders.

2. **Science and Mathematics:** Science is probably incomplete without mathematics. For the real understanding of science, the knowledge of mathematics is important. There are many topics of maths which are constantly used in science like decimals, proportions, inverse ratio, equations, graphs and many more. Physics is a subject which cannot proceed even a step without maths. It is therefore important that the teachers of science and maths should work in cooperation to bring about correlation and coordination of these two subjects. So, it is necessary to have some mathematical background before starting a particular topic in science.

3. **Science and Social studies:** Science and social studies are related to each other to a great extent. Various evidences can be found in our life which can show the significant way in which the lifestyle of human beings have got affected by inclusion of scientific developments. Science has direct intellectual effect in dispelling many traditional superstitions and beliefs and the introduction of the scientific methods, thereby changing the outlook of people altogether.

Example 1: **Science with History**: Correlation with science and history is very prominent in topics like, 'the story of moon', 'the story of Earth', 'story of planets. A chemistry teacher while teaching about iron and steel correlate incidentally with the history by talking about the famous delhi pillars and metallurgical skill of the pupil of Ayurvedic period.

Example 2: Science with Geography: The study of geography especially physical geography is based on scientific principles. The facts of climate and season depends on the principles in physics. The topics like pressure, temperature, humidity, and property of metal ores and common mineral are common to both science and geography.

Principles of evaporation, condensation, convection, crystallization have their practical applications in geography.

4. **Science with craft**: The correlation between science and craft is possible to great extent. Agriculture, as a craft is nothing, but applied science and its relation with science need not to be emphasized. Other crafts like wood work, metal work,

card board modelling, clay work, etc., can be successfully made by the use of science in the improvisation and construction of science apparatus. The students can prepare models of scientific interest. So, crafts correctly organised and properly correlated with science, can help in producing qualities of thought, application and skill which are required for future workers in the field of science, technology, and agriculture.

5. **Science with Fine Arts**: The knowledge of different notes, typical vibrating system in strings and air columns, musical scales, etc, is essential for the learning of music. On the other hand, gramophones, tape recorders, films which involves music can make science lessons interesting and real by appealing to the emotions. The principle of resonance, reverberation, etc., plays an important role in both science and music. Drawing has immense importance in the study of all the branches of science, especially biology. The preparation of charts and pictures requires some skill in painting. It is very important that the students of science should be given training in drawing and painting.

NEP 2020: ISSUES AND CHALLENGES

NEP 2020 attempts to cover all the important layers, but there are numeral troubles and demanding situations in the implementation of NEP 2020.

- **Lack of integration**: In both the thinking, and in the document, there are lags, such as integration of technology and pedagogy. There are big gaps like lifelong learning, which should have been a key element of upgrading to emerging sciences.
- **Lack of Funds**: According to Economic survey 2019-2020, the public spending on education was 3.1% of the GDP. A shift in the cost structure of education is unavoidable. GDP remains doubtful, while funding at 6% it is possible that parts of the transformation are achievable at a lower cost for greater scale.
- **Skill Development**: Skill development is the major highlight of this policy, especially life skills and vocational training. The training of life skills prepares children to be skilful in social behaviour, making children socially adaptable and is comparatively easier to implement. The major challenge, however, lies in imparting vocational training as there is a danger of attributing certain vocations to certain specific communities who have been traditionally dependent on certain occupations for many generations.
- **The need to create a large number of qualified teachers**: In school education, the policy aims to redesign the curriculum structure as a very acceptable step. But in order to make this curriculum successful, we need teachers who are trained and who understand the teaching needs. Changes in the thinking of teachers, as well as parents is the major requirement for curriculum changes.
- **Requirement of Trained teachers**: Implementing this policy will need trained teachers, facilitators and support staff supplemented by a pool of inspiring mentors,

Leaming need to be made an engaging and enjoyable activity rather than monotonous routine mental workint which eventually produces unemployable youth.

- **Lack of research and innovation** at many universities and colleges.
- **Prices are also very alarming in the transformation plans of our school system:** The National Education Policy 2020 aims to bring back 2 million children who are currently out of school, into the school system. Whichever way you look at it, achieving this in 15 years requires the suspension of about 50 schools each week.
- **Inter-disciplinary higher education:** To implement an interdisciplinary higher education model the teaching faculty need not only to be a subject expert but also lean on into other disciplines, which is not an easy task to accomplish. In order to make the system successful, there is a need to have a disruptive cultural shift over the next decade or so.
- **Digital Connectivity:** We require internet penetration in remote areas because e-learning is the way forward, as witnessed during the pandemic. Digital infrastructure for this purpose will include digital classrooms, expertise-driven online teaching models, AR/VR technologies to overcome gaps in physical teaching and lab infrastructure, uniform assessment schemes across schools, career counselling sessions and teacher training to become adept at new-age technologies. This will continue to be a major challenge in the next decade.
- **Curriculum and Content:** The NEP seeks to introduce a shift from 10+2 structure to 5+3+3+4 structure, where early childhood education will be a part of formal education. In addition, the NEP 2020 focuses on reducing the curriculum content to make space for critical thinking and in turn, develop individuals with 21st-century skills instilled in them. Hence, all aspects of the curriculum and pedagogy need to be restructured to attain these goals. The challenges in successfully implementing these changes include modifying the curriculum in accordance with the National Curriculum Framework.

DIFFERENCE BETWEEN NPE 1986 AND NEP 2020

	NEP 2020	NPE 1986
1.	Ministry of Education	Ministry of Human Resource Development.
2.	Gross Enrolment Ratio is 50% (2035)	Gross Enrolment Ratio is 26.3% (2018)
3.	Curriculum structure: 5+3+3+4	Curriculum structure: 10 + 2
4.	Questions in Board Exam: Objective and descriptive, twice a year	Question in Board Exam: Descriptive, once a year.
5.	No hard separation between Art, Commerce, Science.	Hard separation between Art, Commerce and Science.
6.	Curriculum content will be reduced to the core essentials.	No reduction in curriculum content.
7.	One vocation subject is must: Class 6 to 8.	No such policy
8.	360-degree holistic report card.	No such policy
9.	Class 6th students can learn coding as per new education policy 2020.	No such policy
10.	Bag-less days encouraged	No such policy
11.	Three languages: by state, region, and choice of student.	Three languages: Hindi, English and the regional.
12.	Indian Sign Language for students with hearing impairment to be developed by NIOs.	No such policy
13.	Education sector to get 6% of GDP	Education sector to get 4.5% of GDP
14.	To become a teacher, 4-year Bachelor of Education will be the minimum requirement needed by 2030.	No such policy
15	IITs will include multidisciplinary like arts, humanities, etc.	No such policy
16	E content in total 8 languages.	Lack of regional language e-content.
17	Multiple entry and exit options for incomplete courses. Their credits will be transferred through Academic Bank of Credits.	This i s the main difference between both the policies with credit storing for higher studies.
18.	M.Phil. is discontinued. Doctorate can be pursued after masters.	First M.Phil., then doctorate could be pursued.

19	For Higher studies, 4 options are given: 1. Year diploma 2. year advanced diploma 3. year graduation year graduation with research	For Higher studies, 4 options were already there: 1.1/2-year diploma 2.3-year graduation 4 year graduation with research
20	After graduation, masters's degree of 1 year and 2 years with research options are given.	After graduation master's degree of ½ year were already there.
21	National Testing Agency (NTA): It will conduct aptitude test and exams in science, humanities, languages, arts and vocational subjects, at least twice every year for university entrance exams.	No such policy
22	Best Indian universities to set up campuses in other countries and best 100 foreign universities may come to set up in India.	No such policy
23	Atleast one large multidisciplinary institution in or near every district by the year 2030.	No such policy
24	Adult learning: Tech based option through apps, TV etc.	Adult learning: several programs are already running.

CONCLUSION

The recommendations which are mentioned in NEP 2020 are honestly modern in nature. NEP 2020 will facilitate value-based education and scientific learning. It will replace the older curriculum structure which is rigid. NEP 2020 lays emphasis on making the education system holistic, flexible and aligned to the needs of 21st century education. Fragmented approach is a narrow approach of learning. Learning outcomes can never be achieved through fragmented approach. Science education can be made more meaningful through integration of themes and concepts. NPE 1986, which created a pool of educational system and trained human resources who contributed to the value chain of development but NEP 2020 aspires of creating human resources who will generate value propositions.

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CPD (CONTINUOUS PROFESSIONAL DEVELOPMENT) PROGRAMME FOR STAKEHOLDERS AT SCHOOL LEVEL AND TEACHER EDUCATION INSTITUTIONS

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ABSTRACT

This current research paper reviews policy documents, practices and research studies dealing with continuing professional development of teachers in India. This paper begins with the historical trajectory of teacher professional development with reference to the National Education Policy 2020, its implications, challenges, and some suggested actions to address these challenges. Continuous professional development of teachers has become an integral part of a teaching career, but it is a very difficult task, especially in India, which is full of socio-cultural, geographical and linguistic differences. Support in meeting the learning needs of this diverse group of learners, as teachers have to deal with many differences and issues within the classroom (gender groups, marginalized communities, child marriage, early dropouts, etc.) or encouragement. Here her CPD does its job. We help teachers address these issues both before and during their time on the job, instilling the best beliefs, attitudes and motivations to help them achieve the best teaching practices. And ultimately improve student performance. Although some initiatives have been taken by the government. The problem is that the Indian government is taking it seriously, even though it wants to voluntarily promote teacher professional development.

Keyword: CPD, National Education Policy 2020, Challenges, Diversity

INTRODUCTION

A teacher cannot truly teach unless he or she has studied him/herself. A lamp cannot light another lamp unless it continues to burn with its own flame. (Tagore, 1996) Teachers are a key component of any educational system. Preparing learners for the 21st century requires well-equipped teachers who are immersed in the latest advances in knowledge, skills and technology. A report from the Organization for Economic Co-operation and Development (OECD) emphasizes that maintaining the quality of education is highly dependent on the professional competence and commitment of teachers, as student learning is ultimately the result of classroom practice. (OECD, 2010). In India, the concept of continuing professional development of teachers is confined to a limited range of in-service training (INSET) programmes. Bolitho and Padwad (2011, p. 7) address current perceptions of CPD (Continuous Professional Development) opportunities for Indian school teachers, and professional preparation/training involves several field trips and a short teacher

preparation course with practical experience. No structured system of orientation and induction program is foreseen, so teachers usually have to take all responsibility themselves from the very beginning of their career. Current Continuing Professional Development or CPD offers teachers very limited space and opportunities within a rigorous framework. In the current scenario, teachers feel the need for professional support and guidance to meet the demands of the new era of teaching and learning.

Teachers directly influence classroom processes and student learning (OECD, 2010). A teacher's expertise is one of the most important factors in improving student achievement. The NCTE report emphasizes that teacher competence, sensitivity and motivation are determinants of learner achievement and quality. The report further describes teachers' academic and professional standards as key components of the essential learning conditions to achieve educational goals (NCTE, 2009). These observations suggest that well-prepared and well-qualified teachers are essential to achieving high standards and successfully implementing educational reforms (Hammond, 2000).

The quality and standard of a country's education depends in part on how it manages the quality of its teachers through initial preparation and continuing professional development. Ongoing professional development is commonly referred to as Continuing Professional Development (CPD). CPD is usually aimed at improving the quality of people already in the profession. CPD is a hot topic around the world and one of the top educational priorities in many countries. Similar to other countries, previous Indian policy documents also addressed the continuing professional development of teachers and made various provisions and recommendations. However, most of these policy documents remain true to the concept of in-service teacher training (INSET). In fact, INSET is a narrower view of his CPD and may not cover aspects of self-directed learning and self-directed professional development. Surprisingly, prior to the National Education Policy [NEP]-2020, only the National Curriculum Framework for Teacher Education [NCFTE] used the term CPD and provided a means to promote it among teachers. (NCFTE, 2009). Since independence, CPD has been seen in terms of his INSET in most education policy documents. The primary focus was on providing off-the-shelf learning opportunities for active teachers. These learning opportunities primarily consisted of training programs, orientation courses, refresher courses, continuing education programs, and workshops. The overall policy landscape for teacher professional development in India to 2013 is aptly summarized by Bolitho and Padwad (2013).

Continuing Professional Development (CPD) can be viewed in a very limited and narrow sense, with limited opportunities and support for CPD to guide teachers... Different authorities and stakeholders, seem to have a different or narrower view of

CPD. CPD is often equated with an in-service training program (INSET). This is typically a one-off, isolated, short-lived, infrequent training event (p. 7).

The educational community believes that NEP 2020 will create an environment and opportunities for the Indian education system to truly embrace his CPD concept, and for teachers of different levels of education to embrace and practice it holistically and comprehensively. I'm wondering if it helps. This discussion paper begins by highlighting provisions on teacher professional development in previous policy documents. It then focuses on the extent to which the NEP 2020 has evolved in relation to teacher professional development, the changes it proposes, and specific recommendations for teacher professional development at various levels of education increase.

MEANING OF CPD

Continuing professional development (CPD) is the term used to describe all interventions teachers make throughout their careers (Muhammad et al., 2019). This is a planned, continuous, lifelong learning process in which teachers develop personal and professional qualities, improve knowledge, skills and practice, and lead to empowerment, behavioral development, and organizational and student development. process (Padwad & Dixit, 2011). Continuing professional development refers to all activities aimed at improving teachers' knowledge and skills through guidance, training and support (cited in Coetzer, 2001, Lessing & Witt, 2007).

CPD for teachers in India is usually similar to the INSET (In-Service Teacher Training) programme. The fundamental difference between these two terms is that CPD encompasses all types of learning experiences, whether formally or informally acquired. This allows a person to improve their knowledge skills and develop an attitude of adapting to the current in order to maintain standards. INSET, on the other hand, focuses on providing teachers with specific professional skills according to their professional needs. (Earley & Bubb, 2004).

There are two types of teacher education programs: (i) pre-service and (ii) in-service. Pre-school education prepares students for a professional career by strengthening their skills, and on-the-job training helps them acquire advanced knowledge related to their profession. Teaching and learning to ensure a positive attitude and belief in the profession. Part-time education is an ongoing and lifelong process.

Continuing professional development of teachers is generally defined as learning that enables teachers and other educators to build new strengths, skills, personal and professional qualities, and to reconstruct the experience in its broader dimensions. It refers to the continuous provision of opportunities. CPD helps students empower themselves and grow organizations and students. This includes all relevant learning activities, whether formal or informal. Therefore, teachers' views and attitudes towards

professional development need to change. It should not tend to address teachers' personal deficiencies (because they lack certain competencies), but should believe in teacher professional development. Ability to take responsibility for one's own growth and reflect.

TYPES OF CPD

According to Gaible and Burns (2005), there are three main types or models of CPD at different levels of organization:

I. **Standardized teacher training:** It represents a centralized approach related to skills, information and training that are widely available to teachers. A standardized teacher development program formed by experts in the field who influence and lead by example in a comprehensive way to promote these activities to the masses. These standardized programs usually focus on the son's discourse in which the development of new pedagogies, skills and new innovations is practiced (Gaible and Burns (2005)).

II. **Field-based professional development by teachers:** This refers to courses offered and organized from time to time at regional level teacher training institutions and universities. School teachers practice among local educators, authorities, etc. B. Diet works together to lead to new educational skills, technological advances, learning resource development, and more. It focuses on situational issues that teachers face every day in the classroom. (Gable and Burns (2005)).

III. **Teacher Voluntary or Voluntary Professional Development:** In this type of teacher training, teachers plan their own professional development. They seek to meet their needs by reflecting on their needs, initiating unique proposals, gathering information about resources, and evaluating program strengths and weaknesses. In the meantime, small groups can participate in voluntary planning. (Pelgram and Law, 2003)

FACTORS AFFECTING TEACHERS' CPD

(a)) Psychological factors such as teachers' attitudes, aptitudes, interests, self-efficacy and level of motivation also influence participation in such activities. Voluntary efforts of teachers in professional development are highly expected so that they can be pursued in their own interests and not in the senses imposed on them. We should give them the space and supportive environment to keep them motivated to learn more.

(b) Organizational factors such as leadership, work environment and group dynamics In fact, organizational factors are prerequisites for teacher professional development and school effectiveness. Because favorable organizational conditions provide excellent opportunities for teachers. For this reason, teacher transition and development are not seen as linear changes, but as more relevant models of teacher development. (Butler and Leahy, 2003)

SIGNIFICANCE OF CPD

1) CPD plays an important role in influencing teachers' attitudes and beliefs, which in turn influence teacher practice and student performance.
2) Helps you stay in touch with the latest advances in knowledge and technology within the profession. CPD ensures that your skills are up to date with the current standards of the relevant profession and expands your knowledge capacity to perform your job.
3) It helps you keep your creative approaches up to date and can also help you notice changing trends in the profession.
4) CPD plays an important role in developing both interpersonal and interpersonal skills. This fosters enthusiasm and determination to implement changes and work proactively.

VARIOUS POLICIES RECOMMENDATIONS FOR CPD

Secondary Education Commission (1952-53)

The Secondary Education Commission (GOI, 1952-53), also known as the **Mudaliar Commission**, paid close attention to the professional development of teachers. The Commission emphasized this in the form of refresher courses, short courses in special subjects, special training in workshops and in- service teacher training through professional conferences. A commission that included only secondary school teachers was responsible for in-service training at teacher training colleges. The committee also recommended the establishment of counseling centers to assist these universities in the structural organization of teacher training.

Kothari Committee (1966)

The Kothari Commission's next important Indian policy document (GOI, 1966) focused on in-service training programs for professional development of teachers. The committee recommended that universities, training institutes, and teacher organizers offer refresher courses, workshops, and seminars for teachers throughout the year. Although the committee's primary focus was on the professional development of school teachers, teacher educators and school inspectors were also considered resource persons. The commission also suggested that every teacher be provided with at least two to three months of in-service training every five years. To facilitate the dissemination of in-service teacher training programs, the Commission proposed the establishment of a "school complex" with node

schools to organize in-service teacher training. The Commission also called on state governments to promote and monitor in-service teacher education in the state. In a way, the commission threw the teacher professional development ball into the government freeze.

Chattopadhyay Committee (1985)

The Chattopadhyay Commission, one of the most important independent commissions on teacher education in India, was a little-known commission that also emphasized professional development of teachers. The committee advocated strengthening its INSET's status in the country and recommended that all teachers attend her one three-week in-service training in her five years. Most importantly, this training should be linked to their career progression (GOI, 1985).

National Education Policy [NPE] (1986)

India's first comprehensive education policy, the NPE (1986), emphasized that teacher education is a continuous process and that in-service and pre-primary education are two integral parts of it (MHRD, 1986). But even this policy did not allow him to move from the INSET concept to CPD. In 1986 the NPE made some important recommendations regarding in-service teacher training in the country.

Through decisive interventions to build strong organizational networks, this policy called for better opportunities for in-service training for teachers and teacher educators. These initiatives were further supported by the report of the Acharya Ramamurti Review Committee (MHRD, 1990) and his 1992 Action Plan (MHRD, 1992). This initiative mainly included the establishment of District Institutes for Education and Training (DIET, each district), Colleges of Teacher Education (CTE) and Institutes for Advanced Education (IASE). These institutions were designed to provide in-service training not only to school teachers, but also to teacher educators. The 1986 NEP also recommended comprehensive professional development programs for higher education teachers. NEP's action program pointed out an important link between teacher motivation and quality of education. This paved the way for Academic Staff Colleges to be established at universities across the country. NEP also recommends organizing specially designed pedagogical orientation programs, conducting orientation and refresher courses for higher education teachers, and encouraging teachers to participate in seminars, symposiums, and workshops. proposed (MHRD, 1986; MHRD, 1992).

National Curriculum Framework (2005)

The framework is arguably the first education policy document in India to challenge the popular notion that teacher professional development can be accomplished in fragmented training sessions. Describing it as a lifelong learning process, the Framework explains, "Workplace-based education is not an event, but rather through interactions in both the workshop environment and the school, the development of knowledge and attitudes, skills, dispositions, and practices. It is a process that includes changes in (NCERT, 2005, p. 112).

This framework emphasized experiential learning for teachers to become active learners and learn by reflecting on teaching practices. Unfortunately, despite ideological changes and advances, the Framework has favored in-service teacher education over continuing

professional development in its recommendations. School clusters were recommended to take responsibility for providing teacher training. The framework also recommends spreading the number of required in-service teacher training days throughout the year so that teachers can apply what they have learned immediately in the classroom. (NCERT, 2005).

National Framework Curriculum for Teacher Educators [NCFTE] (2009)

NCFTE (2009) is arguably the first policy document to use correct terminology for teacher professional development CPD. Interestingly, this framework had a very confusing view of CPD. As with other policy documents, the term CPD is used interchangeably in this document with in-service teacher education. However, many of the learning opportunities suggested by the framework are very close to the concept of CPD. The framework wanted teachers to follow different paths and collaborate with other teachers in their professional development. The framework emphasized teacher autonomy in professional development and advised external agencies (governments, teacher training institutions, universities, etc.) to assist teachers in following the proposed path. However, this framework suggested little about how to motivate a teacher to volunteer for lifelong learning and follow her CPD path. In contrast, this is the first time in an independent India that the entire community of teachers and other stakeholders (school teachers, university teachers, teacher trainers, school leaders, educational supervisors, librarians) have access to professional A policy document supporting capacity development (NCTE, 2009). The framework should also provide opportunities for her CPD to teachers working in both the government and the private sector.

Justice Verma Commission (2012)

The commission, established on the Supreme Court's recommendation, emphasized the development of a new policy framework with a national action plan for the proper implementation of INSET (MHRD, 2012). But the recommendation made CPD a far-fetched idea among teachers on the front lines of politics. Within just three years of NCFTE 2009, policy makers switched teacher training buses from his CPD to his INSET. In short, the above discussion of key policy documents that specifically mention teacher professional development provides ample grounds to argue that

- Previous policies and decision makers were unable to do this
- Establish a coherent and complete mechanism to meet the professional development needs of teachers at different levels of education.
- To date, educational policy has largely adhered to the concept and terminology of "part-time education." The world of education has evolved from part-time to CPD and from CPD to Lifelong Professional Learning (CLPL), in contrast INSET still plays a very important role in the Indian education system.

- Given these discussions, it will be very interesting to know how NEP 2020 envisages teacher professional development.

NEP 2020 on CPD

Note that NEP 2020 added a subsection called "Continuing Professional Development" under the "Teachers" section. This insertion has two implications. First, NEP recognizes the importance of CPD in a teacher's life. Second, it adopts the globally accepted term 'CPD' and moves away from the age-old concept of 'in-service training' for teachers. NEP 2020 covers various aspects of professional development for teachers. Let's discuss all these aspects one by one to gain a deeper understanding and reach the inevitable conclusion.

Ability to acquire through CPD (Competence)

Teachers today are expected to do more than just impart knowledge and information to learners. They should contribute to the overall development of learners and promote meaningful and enjoyable

learning in the classroom. It is also expected to shape learners into sustainable and productive citizens. In order to carry out such important tasks, teachers must possess a wide range of competencies and skills. Recognizing this need, NEP 2020 proposes a range of CPD opportunities for teachers. Modern teaching methods related to basic literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related teaching methods such as experiential learning, arts integration, sports integration, storytelling-based approaches 2020, p.22).

Opportunities for engaging in CPD

NEP 2020 ensures that teachers of all educational levels are involved in the area of her CPD. To achieve this, NEP 2020 aims to make CPD accessible to a wide range of teachers. These are offered in multiple formats, including local, regional, state, national and international workshops and online teacher development modules" (MHRD, 2020, p.22).

NEP 2020 does not say whether the benefits of CPD will carry over to both public and private teachers, or whether only teachers working in public institutions will primarily benefit. It is important to note here that existing professional development programs, especially in the school sector, primarily support teachers working in the state or state-sponsored institutions. Private school teachers should consider and arrange CPD according to initiative and cost.

Politicians also want teachers to have a stronger role and act as learner facilitators. Teachers are expected to encourage student engagement with content, peers, and teachers. To achieve this vision, the policy states: "Teachers receive rigorous training in learner-centered teaching methods and learn how to use online education platforms and tools to become creators of high-quality online content" (p. 59). NEP 2020 also

envisions that online platforms will help teachers share ideas and best practices related to their profession. Regarding the widespread use of technology for CPD purposes, the policy suggests: Timespan" (MHRD, 2020, p.43).

The policy also states that university teachers are given the opportunity to seek advice from competent and experienced teachers. This proposed initiative aims to encourage teachers to discuss their professional concerns and get relevant answers from people who are familiar with the system and have experienced similar situations and problems. increase. Regarding this program, the policy emphasizes: Those willing to provide short-term and long-term mentoring/professional support to university teachers, including those with the ability to teach Indian" (MHRD, 2020, p.43).

Teacher expectations regarding CPD

NEP 2020 expects that every teacher, whether working in schooling or higher education, should be fully engaged in her CPD activities. This intention may be in line with regulations in some countries where participation in CPD activities is compulsory for all teachers for a specific period of her year. To make this intent clearer, NEP 2020 states:

On another exciting note, NEP 2020 aims to bring principals or principals into the realm of CPD. The move is guided by research that argues that leadership is a key factor in improving the quality of teaching and learning. Based on this observation, NEP 2020 states: Plans based on competence-based education" (MHRD, 2020, p.22).

At NEP 2020, we expect school leaders to regularly attend leadership/management workshops and participate in online development opportunities to continuously improve their leadership and management skills. Under this policy, another thing expected of a school leader is to share her best educational leadership and management practices with her peers.

NEP 2020 proposes that college teachers, like school teachers and leaders, should be involved in her CPD activities. NEP 2020 states that it will continue CPD's existing practices (orientation programs, refresher courses), provisions (training by various university human resource development centers), and opportunities (such as online platforms such as SWAYAM) for university teachers. increase.

Claiming that such initiatives will continue to be strengthened, NEP 2020 states: These will be enhanced and greatly expanded to meet the requirements of a fulfilling teaching-learning process for quality education. (MHRD, 2020, p. 43)

Incentives to participate in CPD

The tragedy is that the Indian education system makes little distinction between good and bad teachers. Those who excel and lag behind in their professions receive equal pay, similar promotion benefits, and opportunities for advancement. There are few mechanisms to motivate and encourage those who regularly attend her CPD and perform well in the classroom. NEP 2020 seems to be taking note of this situation and

wanting to make a difference. As a measure of this impact, the guidelines propose his two-step process. First, she wants to develop a set of professional standards for teachers. In relation to this issue, the policy emphasizes that: competencies required at this stage. It also includes criteria for performance evaluations at each level that are conducted periodically" (MHRD, 2020, pp. 22-23).

The policy then suggests that anyone who follows these standards, does their job properly, and regularly addresses her CPD will be treated differently than others. To clarify this intent, the policy states: This can then be adopted by the state and set out all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognition. Promotions and salary increases are based on such evaluation rather than on length of service or seniority" (MHRD, 2020, p. 23).

Based on all these recommendations, we can say that NEP 2020 takes a more holistic and comprehensive view of his CPD than previous guidelines. Unlike previous policy documents, NEP 2020 evolved from his INSET concept to his CPD. This step stems from two proposals put forward by politicians. First, the policy suggests that teachers speak up and take responsibility for their own development. Second, the policy proposes to further strengthen existing rules and opportunities for professional development of teachers. Additionally, the policy expects every teacher, whether in school or higher education, to participate in and benefit from her CPD.

CHALLENGES

1. CPD is considered a top-down approach. Authorities decide what teachers need to learn and prepare coherent modules/courses that do not address the context of teaching and learning situations in a particular school or class. Due to differences in school situations, teachers cannot apply what they learn in these training programs to real-world classroom situations.
2. CPD refers to clinical disposition. We understand the requirements of a development program that typically teachers lack certain competencies and want to improve their teachers. But we should not find fault with teachers or current practice.
3. The program on duty he is considered a one-time event.
4. Pre-school training is a highly theoretical approach that does not help teachers cope with day-to-day teaching practice. Also, the insensitive attitude of stakeholders/educational staff does not encourage the professional growth and learning of teachers themselves.
5. Low motivation of faculty and other staff is another major challenge in implementing such in-service training programs.
6. The complexity of the teaching profession, which requires lifelong learning and rapidly changing perspectives, has yet to be determined whether in-service training

programs are mandatory or optional. Many countries treated it as an optional event. Like India, there is a big no. Percentage of private school teachers who are absent to receive government funding for in-service training (NCTE, 2009).

How To Overcome These Challenges?

We must work locally and find ways to support and promote CPD. Any kind of initiative or commitment to change must be recognized and embraced.

1) Professional development programs must meet the social and situational needs of teachers so that they can engage with the social and cultural peculiarities of the local context. Otherwise, everything you teach during CPD cannot be transferred to a classroom setting. NEP 2020 also recognizes the need for context-based learning and therefore envisages hiring and placing local teachers who are aware of the local language and socio-cultural context of that particular location. (National Education Policy 2020, 5.2, 5.6, 5.7).
2) Professional development programs should develop interpersonal skills, including teacher attitudes, thoughts, beliefs and values. It empowers teachers to discover transformative and strategic changes in their professions through training, reflection of learning, or critical inquiry.
3) Teachers should be immersed in digital or technology subjects and share a broad platform to enable them to learn from each other. They must learn to develop digital content and contribute to the vast online knowledge society. NEP 2020 also includes provisions for creating school complexes and sharing teachers (National Education Policy 2020, 5.5), enabling technology to easily connect national or international teachers in all subjects can.
4) Teacher development groups should be formed to learn from their own successes or failures and can provide opportunities for networking, either within the school or in the larger community outside.
5) Teachers can start building a portfolio for each CPD event they attend. This is a very hands-on record of her professional development and growth as a teacher. It helps you self-assess your professional skills.
6) Teacher can access her CPD program online. The Internet now offers many of her CPD programs online, and she is free to attend as school administrators do not allow teachers to miss academic sessions. Padwad and Dixit (2011).
7) CPD should be viewed as an opportunity to learn about the latest developments and skills and to network with other professionals.
8) Willingness of the participant.
9) Get full salary during participate in CPD.
10) Promotion depends on CPD.

CONCLUSION

There is a famous saying that one lamp can illuminate another. This proverb is fully consistent with the life of teachers. Only those who are dedicated, technically understanding, and pedagogical can teach meaningfully. But that is easier said than done. Teachers need lifelong learning to support the holistic development of learners. Participation in CPD activities is also the most accepted and practiced way to help teachers maintain their professional health and motivation. Unfortunately, the Indian higher education and schooling system has so far recognized and practiced his CPD. We hope that the actions proposed at NEP 2020 will help her review existing CPD policies and practices. Also, as a follow-up, her CPD opportunities will be available to teachers working in different education sectors (such as schools and higher education) and different types of institutions (government, government-supported, self-funded, etc.).

It is an accepted fact that continuing professional development is necessary for teachers to deliver quality education. In-service teacher training is sufficient not only to develop competent teachers, but also to ensure the continued professional development of in-service teachers. Many countries are striving to achieve this, using a variety of policies, methods and strategies to ensure that teachers have a rewarding experience. However, in India, professional development is not a priority, nor is it mandatory to achieve these programmes. All the above documents still relate to the concept of in- service education, but now NEP 2020 includes his concept of CPD. It includes provisions for effective teacher education, attitudes, working conditions, and motivation for teachers to set up the teaching and learning process. meet the desired criteria. NEP 2020 guarantees study and work opportunities for local students so that they can serve society according to local needs such as local language and local context (NEP 2020; 5.2, 5.4), this policy is associated with so many wishes. Its effective implementation now will determine the transformation of teacher education in India in the near future.

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ALIGNING INDIAN EDUCATION SYSTEM WITH GLOBAL STANDARDS AS PROPOSED BY NEP-2020

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ABSTRACT

The recent National Education Policy (NEP) 2020 in India comes 34 years after the previous policy, announced in 1986 and revised in 1992. It took six years of work and consultations with thousands of educators, policymakers, and members of civil society. It was truly a democratic effort and is highly aspirational, aiming for India to "have an education system by 2040, that is second to none, with equitable access to the highest quality education for all learners, regardless of social and economic background.".

The NEP's chief purpose is to reform the education system and bridge the gap between current learning outcomes and those desired. As we know that the New Education Policy (NEP) of India focuses on internationalization of education. It promotes excellence through internationalization with a clear goal of making India a "global study destination. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective.

Keeping this in centre this paper highlights on review of policies announced in the higher education system and also on the papers related to various predicted implications of NEP 2020 on the Indian higher education system. Finally, some suggestions are proposed for its effective implementation towards achieving its specific aims in different field of education.

Keywords: National Education Policy (NEP2020), Aspirational, Internationalization

1. INTRODUCTION

Since time immemorial India has made rich and commendable contributions to the field of education. Education system in ancient India dates back to Vedic period (1700 – 700 B.C.) where the Gurukul system was followed. In this period, teachers enjoyed high esteem and special status and had freedom to choose their disciples (Chand, 2015). In the Buddhist period of education (600 B.C.), a new doctrine of religious education was practiced.

Monasteries were the place of education and overall development of children, i.e., physical, mental and emotional development, was focused as the prime most

important factor (Cabezon, 1995). Education system has see many changes during the medieval period spanning from 10th century A.D. to the middle of the 18th century (Maheshwari, 2012). Though religion dominated, the period has seen many reforms such as establishment of schools and universities, complete authority to the institutions, emphasis on discipline, plethora of subjects - mathematics, astronomy, grammar, polity and politics, arts and literature, vocational education etc. The modern education system was introduced by Macaulay in the 20th century. Since then, the Indian education system has followed the propositions of the Macaulay system of education (Pandya, 2015). In this paper, an attempt is made to elaborately review the various components of the National Education Policy, 2020.

By the term developed countries, the conventional definition is based on the GDP, Per capita income and the level of industrialization. United Nations WESP gives the following classification in which is added a third category to the existing two; developed economies, economies in transition and developing countries.

Those nations that are part of the G-7(previously G-8) grouping that include the United States, the United Kingdom, and Canada frequently claim to be under the first category of developed nations. Italy, France, Germany, and Japan. Over 46% of the global GDP is comprised of the aforementioned seven nations.

The bottom rungs of the GDP ladder, countries in the third and final group are those that are comparatively less industrialised and have lower per capita income levels. According to a precise number provided by the World Bank database, all nations with a GNI per capita of less than $1,035 and those with a GNI of less than $4,085 are categorised as lower middle- income nations.

This ranking of economic well-being is used to evaluate not only Economic growth, as in most circumstances, has been seen to frequently translate into greater educational performance. As long as effective state policies allow for investments in the educational sector from the rewards on economic growth.

Furthermore, not all high-income nations can assert to have a reliable educational system. But generally speaking, there is a link between economic success and better academic results because of the affected country's enhanced capacity to offer improved educational facilities.

Not with standing the traditional method of considering and determining a country's development solely based on economic parameters, the recent method is to emphasize the level of Human development each country possesses. Thus, the United Nations Development Programme take into account a host of indicators such as education, longevity in addition to the income level and classify countries into

We have reviwed different models of different education policies which are ranked top most policies around the world to "Aligning Indian Education System with Global Standards"

The different countries ranked based on their education policies

1. Western model of Education policy
2. The Nordic Model of Education policy
3. The Japanese model of education policy

Education Policy - Western Model

The ideology of capitalism and the productivity boom that arose from that mode of production dominated the entire European and American civilization after the Second World War, or even in the decades prior to the war. In these situations, the education policy was essentially a reaction to the demands that the shifting economic realities occasionally triggered.

As a result, the focus of economic policies shifted when America and its western allies moved from a "Fordist mass production economy that, for the most part, only required low trained manual labour to a flexible knowledge-based economy that only accepted highly skilled and competent applicants. As a result, it is acceptable to describe the western educational system as "market reformed."

The current approach of EU nations (Austria, Belgium, Bulgaria, Croatia, Republic of Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain and Sweden). is encapsulated in the Strategic Framework for Co-operation in Education and Training (ET 2020) which is platform or framework wherein which the member states are engaged in constant communication exchanging the best practises and ideas to form a competent education policy.

The following are the declared objectives of the framework

- Make lifelong learning and mobility a reality
- Improve the quality and efficiency of education and training
- Promote equity, social cohesion, and active citizenship
- Enhance creativity and innovation, including entrepreneurship, at all levels of education and training.
- Besides the below given have been set as the short term Europe wide improvement in education standard.
- At least 95% of children should participate in early childhood education
- Fewer than 15% of 15-year-olds should be under-skilled in reading, mathematics and science
- the rate of early leavers from education and training aged 18-24 should be below 10%
- At least 40% of people aged 30-34 should have completed some form of higher education

- At least 15% of adults should participate in learning
- At least 20% of higher education graduates and 6% of 18-34 year-olds wiwith an initial vocational qualification should have spent some time studying or training abroad
- The share of employed graduates (aged 20-34 with at least upper secondary education attainment and having left education 1-3 years ago) should be at least 82%.

The framework envisages achieving this objective through the creation of working groups, peer reviews and peer counselling constituted by member states. Besides, it also provides for the establishment of an education and Training Monitor to supervise and oversee the member states progress towards achieving the set objectives. It also involves consultation and decision making on the basis of feedback received from relevant stakeholder

Education policy - Nordic Model

The Nordic model of education was characterised by the strict adherence to social democracy which emphasized and gave birth to remarkable progress towards an inclusive regime in the education system of the region.

This was especially so during the years intervening between 1945 until about 1970. The declared goals of this unique experiment were to involve schools and develop them as principle tools in realising the social goals of such as equal opportunity and community fellowship and develop a strong civic sense.

The state was directly involved in the functioning of the schools and directed its activities by keeping 'input management' as the principal agenda. The success of this model characterized by burden less curriculum and greater learning outcomes inspired the rest of Europe to follow this lead.

The Nordic countries in general and Sweden, in particular, was the pioneer of this remarkable scheme. The period immediately preceding 1970s was characterized by a newfound enthusiasm in a pedagogy that shifted the focus to the individuality of the pupil and greater local influence.

However, it seems in the following decades the famed Nordic model seemed to have succumbed to the global capitalist headwinds with greater stress on output management in line with the market demands rather than sticking to the original goal of applying education for social transformation.

Education policy of Finland

The decade following the Second World War the Finnish parliament created three successive reform commissions aimed at ensuring equitable distribution of educational opportunity the first of the three instituted in 1945 envisioned a child-centred and

humanistic primary school curriculum. With the idea of comprehensive schooling gaining traction the focus shifted to ensuring 9 years of compulsory schooling in municipal- run-institutions.

The landmarks reforms in the sector enacted by the parliament in the year 1968 introduced the new comprehensive school system replacing the old two-tiered one. The students will enter this comprehensive school at 9 years 0f age and will remain until they turn 16. The system is divided into 9 grades; six years of primary school and three years of lower secondary school.

The curriculum for mathematics and foreign language is divided into three levels basic middle and advanced the success of these reforms is mainly attributed to their steady and continuous implementation over time.

Education Policy of JAPAN

Japan is another excellent example of a successful education policy among OECD countries. The earning outcomes of the Japanese system ids indisputably excellent.IT has also demonstrated to be one of the most inclusive systems in the world. The country's second Basic Plan for the Promotion of Education placed education at the centre of its roadmap to growth. It's currently implementing the third Basic Plan for Education and the following are the declared objectives.

- Fostering the development of capacities for a new era through a national curriculum reform focusing on improving lessons from a perspective of proactive, interactive and authentic learning
- Reforming the teaching career to improving teaching skills
- Strengthening school-community partnerships by involving communities in children's education and reforming school management
- Ensuring financial support for those in need at non-mandatory levels (such as early childhood education and care and tertiary education) while improving access to tertiary education and adult learning through the promotion of new programmes to foster lifelong learning in an ageing society.

National Education Policy, 2020 --INDIA

Ministry of Human Resources Development (renamed as Ministry of Education) constituted a committee chaired by Dr.N.Kasturirangan in 2017 for providing recommendations to reform Indian Education System from early childhood education to Research. The committee submitted its report in 2019 and is discussed in detail.

The policy is built on five important foundational pillars of education namely access, affordability, equity, quality and accountability. The policy starts with renaming the Ministry of Human Resource and Development as Ministry of Education to denote the larger focus on education.

The NEP 2020 is presented in four parts, viz., school education, higher education, other areas of focus such as adult education, language studies, technology usage etc., and financing and implementation strategies.

Salient features of NEP

Higher Education the 21st century is driven by knowledge and technology and should be percolated down to the roots of any nation. Challenges of higher education are at the global level and an immediate reorientation of the higher education system is the need of the hour (University Grants Commission, 2003). Gross enrollment ratio in higher education in India stands at 26.3% in 2018-19 (AISHE, 2018). But it is disheartening to note that quality higher education is provided by the government subsidized premier institutions and only a very small percentage of students have access to such institutions. The quality and quantity of the higher education system are still in the state of disarray (Sunder,2010).

Part II of NEP 2020 elaborates on the various reforms intended to universalise the higher education sector in India. NEP 2020 lists down the problems of the higher education system as "fragmented, limited autonomy, less cognitive evaluation, less research emphasis, ineffective regulatory system and affiliating system of colleges".

Salient features of the new educational policy with respect to higher education are summarised below:

a) Multiple entry options for undergraduate degree: Undergraduate degree courses will be of 3 or 4 year duration, and at the end of the prescribed duration degrees will be awarded. If he/she wishes to exit in their 1st year of 3 year UG course or 2nd year of 4 year UG course will be conferred with Diploma. 4 year degree course may be extended with research to result in a degree with research. This proposal will considerably improve the enrollment into higher education institutions, but if students get satisfied with their diplomas, then the percentage of graduates from these institutions may drop.

b) **Academic Credit Bank:** Interestingly, the students can accumulate all the credits earned through their respective institutions, online courses, distance learning and certification courses, and can use later for the award of the degree. The courses that may be considered, to what weightage, assessment and evaluation criteria for the same are not clear. The effect may be felt after a few years of implementation.

c) Another innovation, similar to international education systems, is that the students have the flexibility to choose any combination of courses. This requires the establishment of multidisciplinary universities which NEP 2020 promises in future.

d) In order to encourage research-oriented education, it is proposed to introduce 5-year integrated research programmes or 2-year postgraduate programmes with 1-year research component. To encourage multidisciplinary research, Multidis ciplinary Education and Research Universities (MERU) will be established.

e) The economically and socially deprived classes will receive financial support through national scholarships. Vocational education will be continued at the higher education level too.

f) Provision for foreign universities to establish their campuses in India, mobilise international students to India to learn our languages, culture, traditional medicine, Yoga, Indian knowledge system etc., would be welcomed.

g) Apart from these, major restructuring of teacher education is proposed such as 4-year integrated B.Ed. courses with a research component and dual degree in specialised subjects. 2-year B.Ed. programs for those who are qualified in subject specialization. Similarly, training in pedagogical aspects with teaching assistantships is made mandatory for Ph.D. entrants who opt to teach. Apart from this, continuous professional development through online platforms is encouraged. It can be seen that the Indian government foresees the potential Indian youth (where 65% of the population is of age <35) (Population of India, 2020) and envisages to capitalize the same through quality education to make the nation as a global knowledge hub. With the vision of "building a global best education system rooted in Indian ethos, and aligned with the principles enunciated above, thereby transforming India into a global knowledge superpower", NEP 2020 is formulated which emphasizes on entrepreneurship, higher education, technology based, project based and learner centric curriculum.

CONCLUSION

Overall education system in western countries is about learning, preparing children to explore and understand concepts, about learning the concept not only through books but by actually learning through practicals, not about stressing kids on written exams, not solely about academic competitiveness, about learning in small numbers and more about day to day practical evaluation of the child.

Overall education in India is more about memorizing with study materials, more about academic performance, giving utmost respect to teachers and scoring in final exams. Academic excellence achieves more preference than sports or other overall achievement though, with recent modifications which claims to be global concept, situations are definitely changing.

Similarities between Indian education and western education are that both have well- qualified teachers, sophisticated infrastructural facilities, impart quality education based on modern science and technology, have well-equipped labs and equipment, have concept of private and public schools, properly tailored curriculum as per regular standards and aim in upbringing qualified professionals for the society.

After reviewing Educational policies of the other countries it is clear that if India want to be upgrade the standards of Education policy NEP2020 should be implemented effectively and it requires effective monitoring each & every level of Educational bodies or institutions.

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ISSUES AND CHALLENGES IN HIGHER EDUCATION

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ABSTRACT

Our Higher Education System is the world's third-largest in terms of students, next to China and the United States. The standard of a nation's human resources is determined by the quality of its higher education system. The incorporation of in-depth knowledge and understanding should be the focus of higher education. Keeping this in view, the NEP2020 has introduced some major reforms like Credit transfer and Flexibility of Subjects, in this sector. Before we should take this next-age strategy, a clear understanding of the major lacunae of higher education is needed from the server as well receiver end. To understand new policies, the listing of issues within higher education like No Proper Value Education, Teaching quality and communication barriers should be discussed. Also, with current Online-Offline integrated teaching pattern, the unavailability of resources including economic issues with digital access comes to the forefront of discussion.

With this, our paper focuses on analysing the current situation of higher education issues and considers the feedback of a wide range of subgroups from the ones related to the higher education fraternity to student subgroups. We collected datasets through a digital survey and discussion platform and statistically aligned them in different outcomes stating the challenges of higher education and how much NEP2020 would help reduce them.

Keywords: Value Education, Integrated Teaching

INTRODUCTION

The National Education Policy 2020 (NEP 2020), launched on 29 July 2020, outlines the vision of India's new education system. NEP 2020 focuses on five pillars: Affordability, Accessibility, Quality, Equity, and Accountability – to ensure continual learning. The new policy replaces the previous National Policy on Education, 1986, and establishes a comprehensive framework for transforming both elementary and higher education in India by 2040. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education. As per the All-India Survey on Higher Education, the GER (Gross Enrolment Ratio) in higher education in India has increased to 27.1 percent in 2019-2020 from 20.8 percent in 2011-12. The committee aims to increase the GER to 50 percent by the year 2035. The recommendations for higher education have the potentiality to make India a global hub for inclusive learning. Yet, there are certain

issues and challenges even after the implementation of NEP 2020 which includes increase in the GER to 50 percent, which will require new universities and trained faculty for the same, lack of higher Education, lack of teachers, quality of education, etc. The issues and challenges of higher education are discussed in this paper.

The Research Paper "Emerging Issues and Challenges in Higher Education of India" was conducted by Pravat Kumar Dhal, Magadh University published in January, 2021. It presents the existing scenario of higher education in India, the emerging issues and challenges, the responsible factors and some remedial measures to combat these challenges. It gives remedial measures such as expansion of universities, promoting quality, restructuring undergraduate college, access and equity for all students, scholarship for under privileged students and bringing special courses on value education.

The Research paper "Impact of New Education Policy 2020 on Higher Education" was conducted by Ajay Kurien and Dr Sudeep B. Chandramana from Mar Athanasios College for Advanced Studies, Tiruvalla, India published in November, 2020. It studies about the impact of New Education Policy 2020 on higher education and it also outlines the salient features of NEP and analyses how they affect the existing education system using a descriptive study. This paper analyses the impact of NEP 2020 on higher education in which they discussed about Regulatory system of Higher Education, allowing foreign universities to come to India, multidisciplinary education and structure and length of degree programmes.

The Research Paper "Issues and challenges in higher education: With special reference to commerce and management education in India" was conducted by M.K. Ghadoliya, Jaipur National University published in October 2019. The paper studies the status and highlight, issues and challenges, government initiatives, opportunities and the road ahead in higher education with special reference to commerce and management education in India. It suggests that Commerce and Management education requires the integration of management education with the corporate sector, the upgrading of curriculum and course content, the design of various programmes for executives, the maintenance of an efficient and effective regulatory system, and an emphasis on research.

The Research Paper "Higher Education in India: Issues and Challenges" was conducted by Meenakshi Attri, Computer Department, G.G.D.S.D College, Sneha Balyan Research Scholar- M.V.N University, Palwal and Shruti Sachdeva published in February, 2019. This paper is mainly focused on the overall performance of higher education system in India. It tries to find out the initiatives taken by the government to raise level of education system. This paper aims to identify emerging issues and challenges in the field of Higher Education in India. It suggests that student-centred

education and dynamic method should be used, increasing quantity of universities, cross culture programmes, improving quality of education and building high-tech Libraries.

In this paper we look forward to completion of following objectives:

1. To study the feedback of Postgraduates, Graduates, School teacher &Pupil Teachers on NEP2020 reducing the issues of higher education.
2. To analyse the role of NEP 2020 in reducing the challenges of higher education.

METHODOLOGY

1. Sample

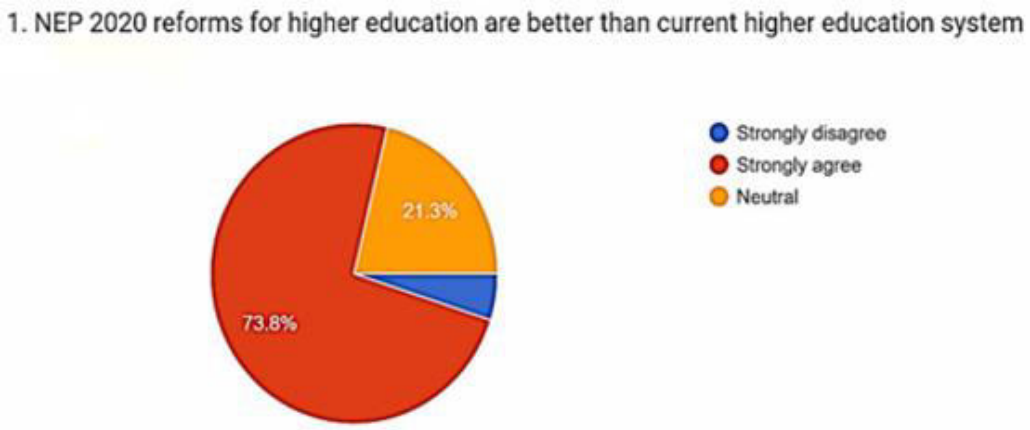
The target participants were teachers, postgraduates, graduates & pupil teachers. The aim of study was introduced to subjects and data was collected in the form of questionnaire. We emphasized on collection of true perspective of subjects without any influence.

2. Data Collection

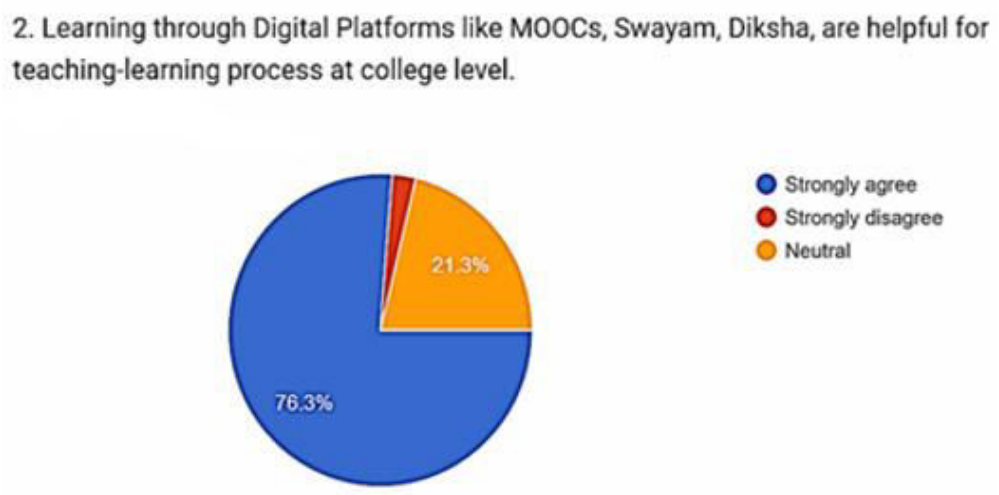
For this study data was collected through multimedia survey administration software distributed among participants. The responses were collected and calculated to study and analyse the views on issues and challenges of NEP2020. The responses Pie charts were generated and analysed.

DATA ANALYSIS

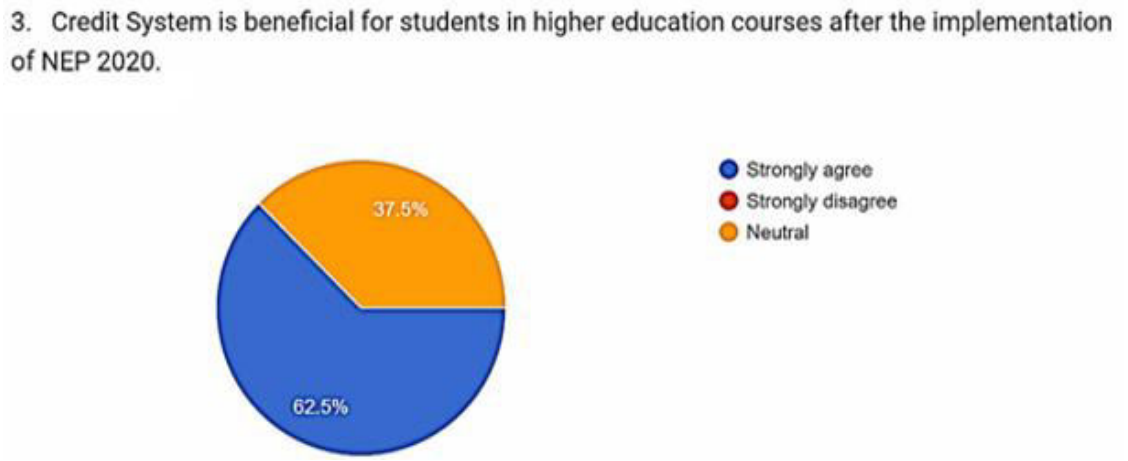
Participant Feedback Analysis Towards on Issues and Challenges of Higher Education



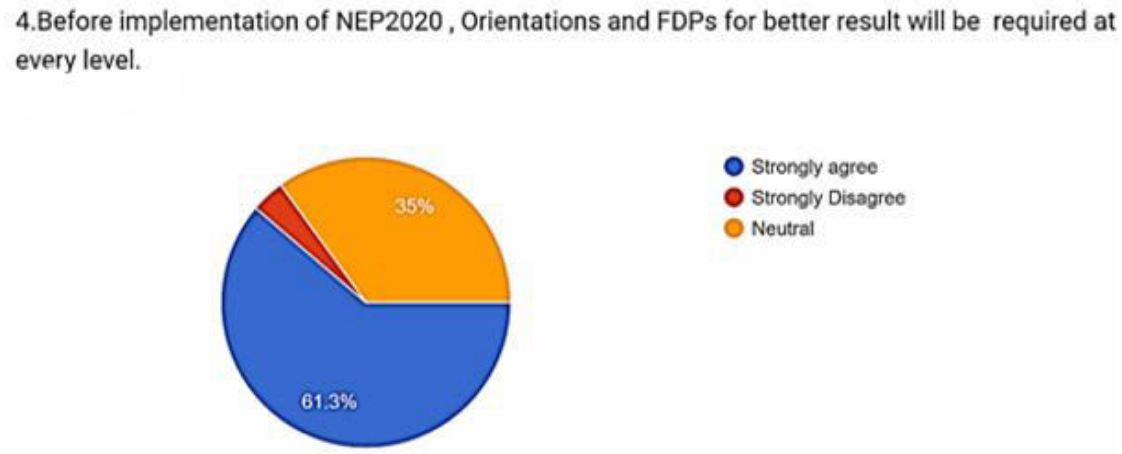
1. 73.8% of the total responses strongly agree with the view that NEP 2020 reforms for higher education are better than the current higher education system, 21.5% have a neutral view on the same and the rest 5% strongly disagree. It can be concluded that the majority of the people believe that NEP 2020 reforms for higher education are better than the current higher education system.



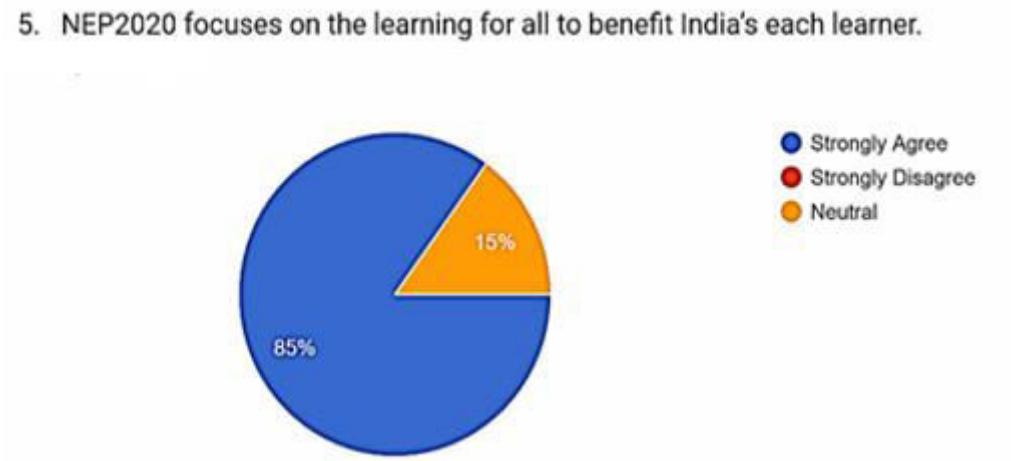
2. 76.3% of the total responses strongly agree with the view that learning through digital platforms like MOOCs, Swayam, Diksha, are helpful for the teaching-learning process at college level, 21.3% have a neutral view on the same and the rest strongly disagree. It can be concluded that the majority of the people believe that digital learning platforms are helpful for learning.



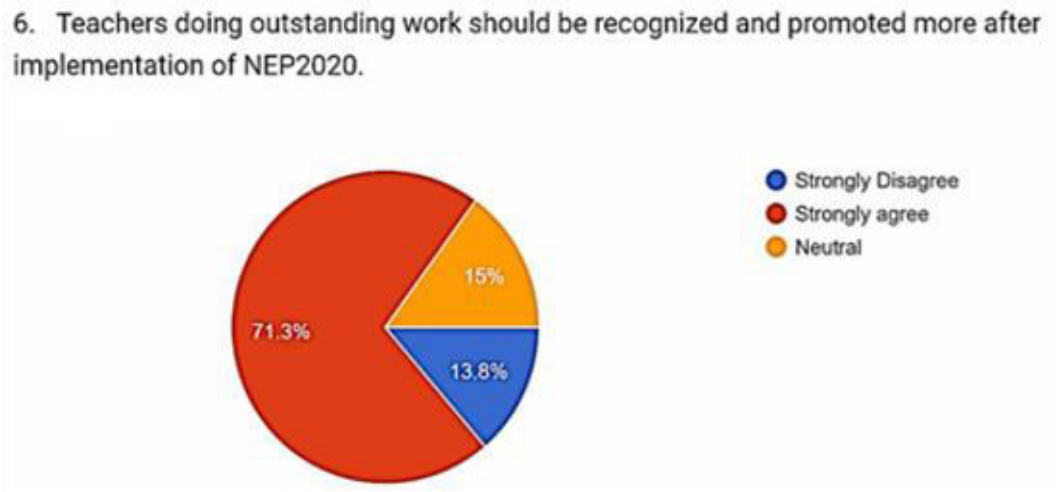
3. 62.5% of the total responses strongly agree with the view that credit system is beneficial for students in higher education courses after the implementation of NEP 2020, 37.5% have a neutral view on the same and no one strongly disagrees. It can be concluded that the majority of the people believe that the credit system is a good decision taken by the government.



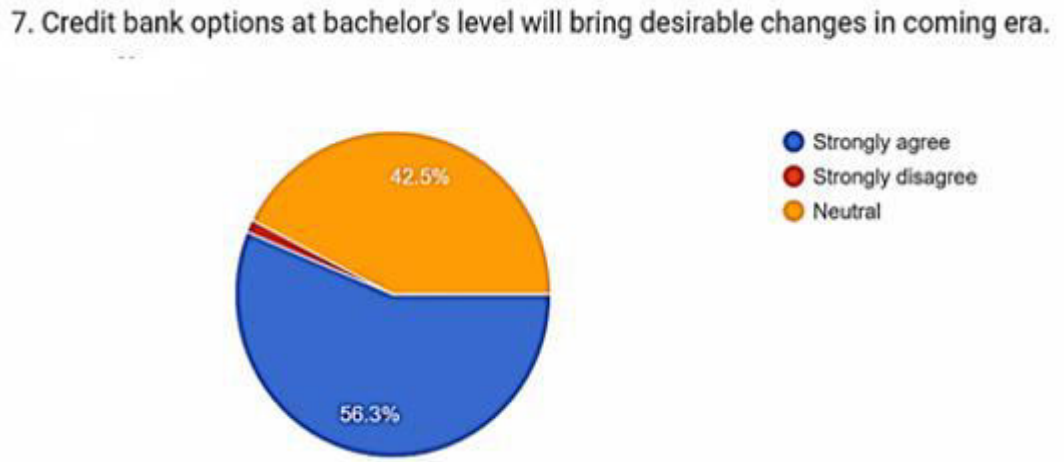
4. 61.3% of the total responses strongly agree that Orientations and FDPs for better results will be required at every level before implementation of NEP2020, 35% have a neutral view and the rest others strongly disagree. Therefore, it can be concluded that orientations and FDPs must be held for better outcomes of the policy.



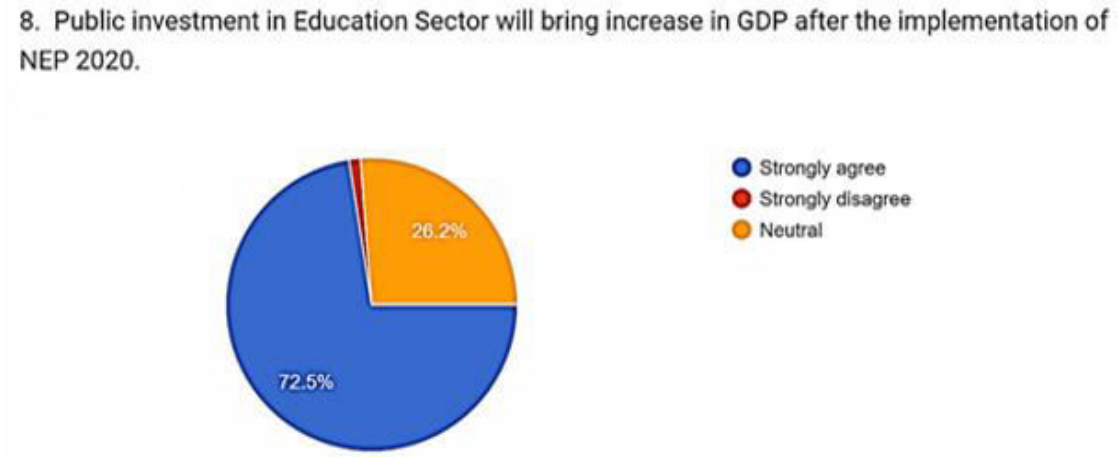
5. 85% of the total responses strongly agree that NEP2020 focuses on learning for all to benefit India's learners, 15% have a neutral view and no one strongly disagrees. Therefore, it can be concluded that the majority of the people believe that NEP 2020 will benefit India's each learner.



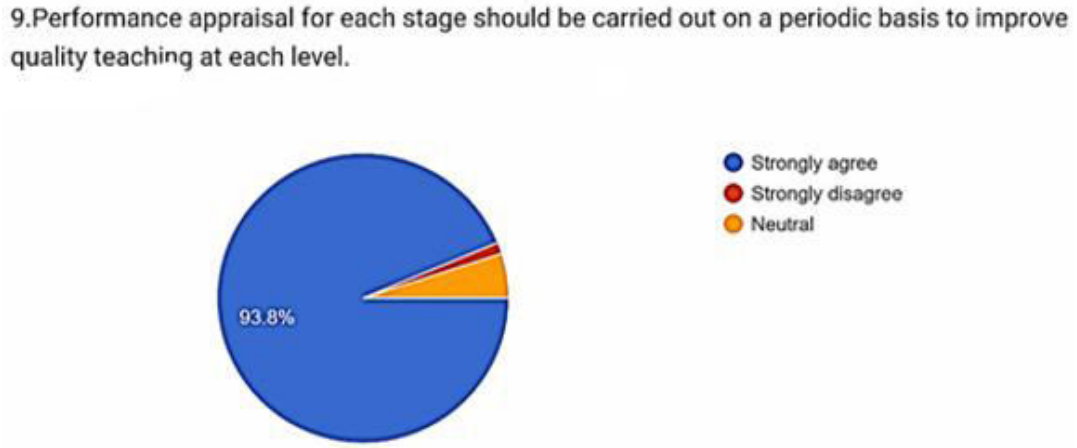
6. 71.3% of the total responses strongly agree that teachers doing outstanding work should be recognized and promoted more after implementation of NEP2020, 15% have a neutral view and the rest 13.8% strongly disagree. Therefore, it can be concluded that the majority of the people believe that teachers should be recognised and promoted for doing outstanding work.



7. 56.3% of the total responses strongly agree that Credit bank options at bachelor's level will bring desirable changes in the coming era, 42.5% have a neutral view and rest others strongly disagree. Therefore, it can be concluded that the majority of the people believe that credit bank options at bachelor's level will bring desired changes in the future.

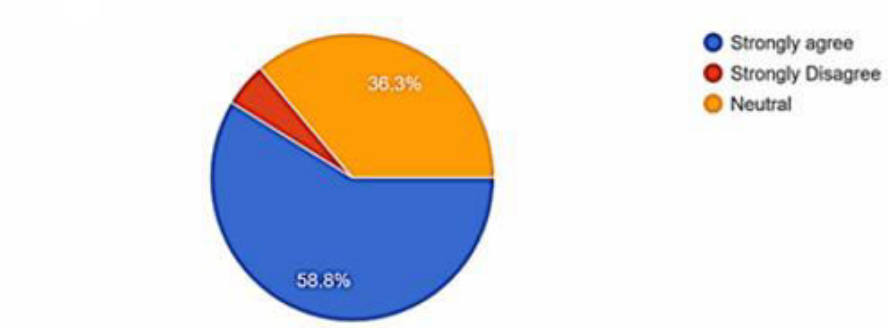


8. 72.5% of the total responses strongly agree that public investment in the Education Sector will bring an increase in GDP after the implementation of NEP 2020, 26.2% have a neutral view and rest others strongly disagree. Therefore, it can be concluded that the majority of the people believe that after the implementation of NEP 2020, there will be an increase in GDP which will help in the development of the education sector.



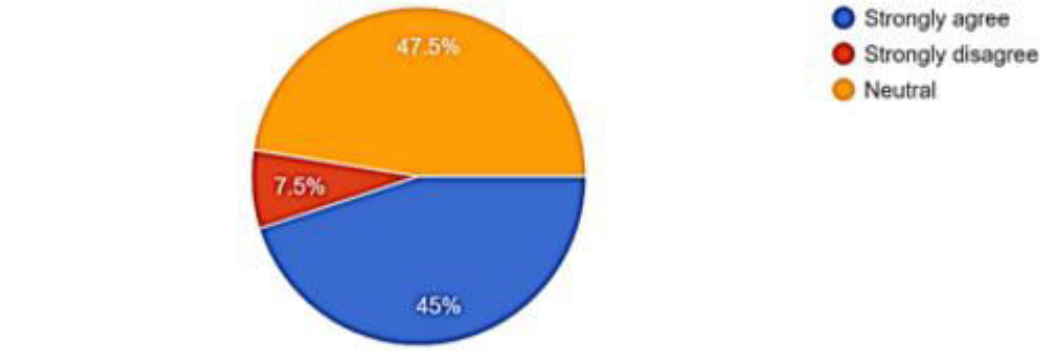
9. 93.8% of the total responses strongly agree that performance appraisal for each stage should be carried out on a periodic basis to improve quality teaching at each level, 5% have a neutral view and rest others strongly disagree. Therefore, it can be concluded that performance appraisal should be carried out to improve the quality of teaching.

10. Participation of teachers at least 50 Hours for continuous professional development is a good recommendation of NEP2020.



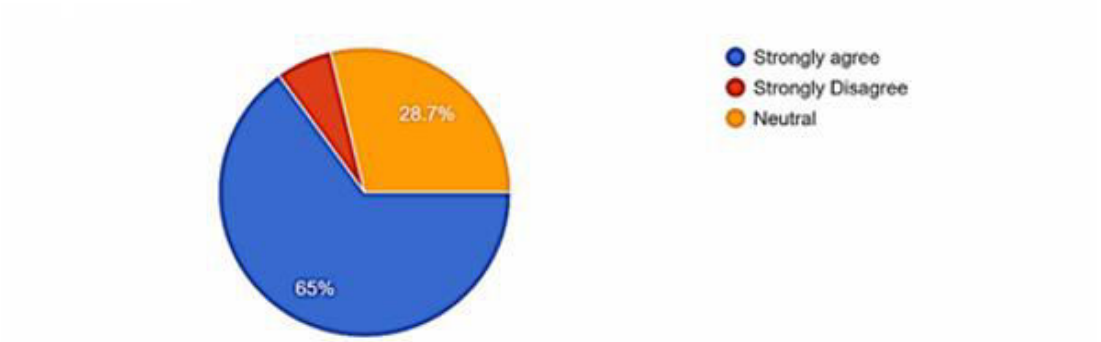
10. 58.8% of the total responses strongly agree that participation of teachers for at least 50 Hours for Continuous Professional Development is a good recommendation of NEP2020, 36.3% have a neutral view and rest others strongly disagree. Therefore, it can be concluded that the majority of the people believe that at least 50 hours should be given by the teacher for Continuous Professional Development.

11. Discontinuation of M.Phil. course be helpful for higher education in future.



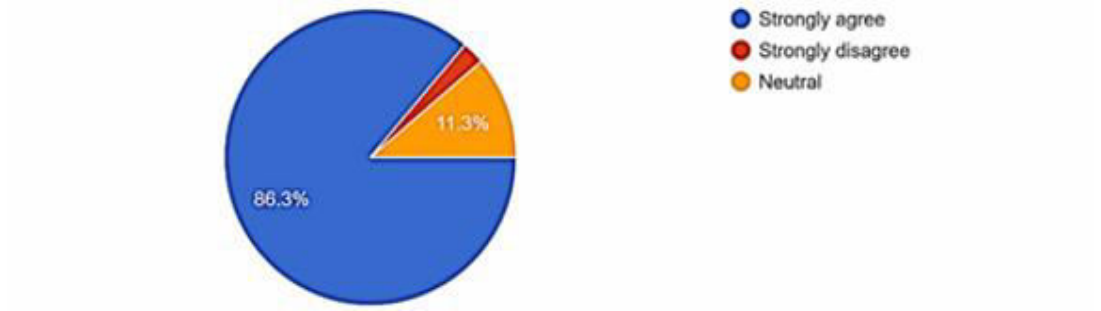
11. 45% of the total responses strongly agree with the discontinuation of M.Phil. course will be helpful for higher education in the future, 47.5% have a neutral view and rest others strongly disagree. Therefore, it can be concluded that the majority of the people have a neutral view on the discontinuation of M. Phil.

12. Only educationally-sound, multidisciplinary, and integrated teacher education programmes should be made available.

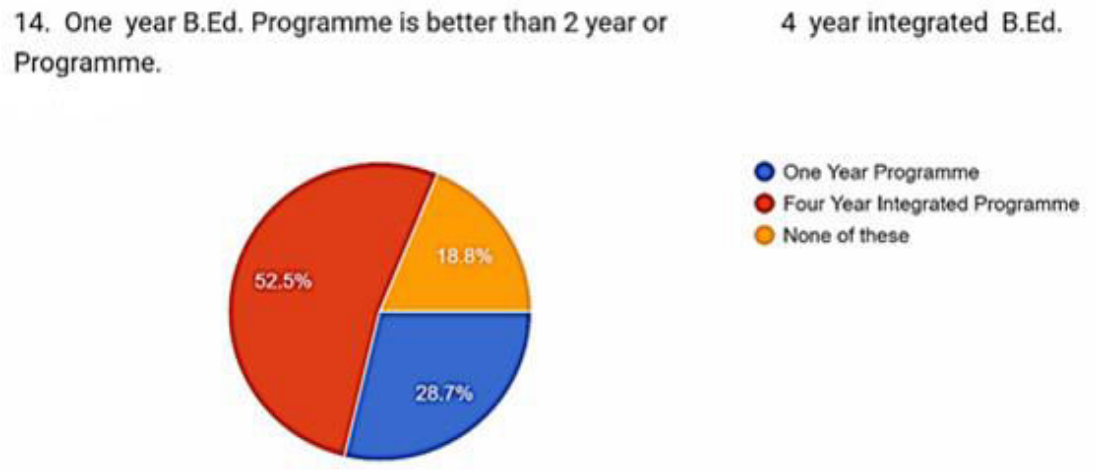


12. 65% of the total responses strongly agree that only educationally-sound, multidisciplinary, and integrated teacher education programmes should be made available, 28.7% have a neutral view and the rest strongly disagree. Therefore, it can be concluded that multidisciplinary and integrated teacher programmes should be made available.

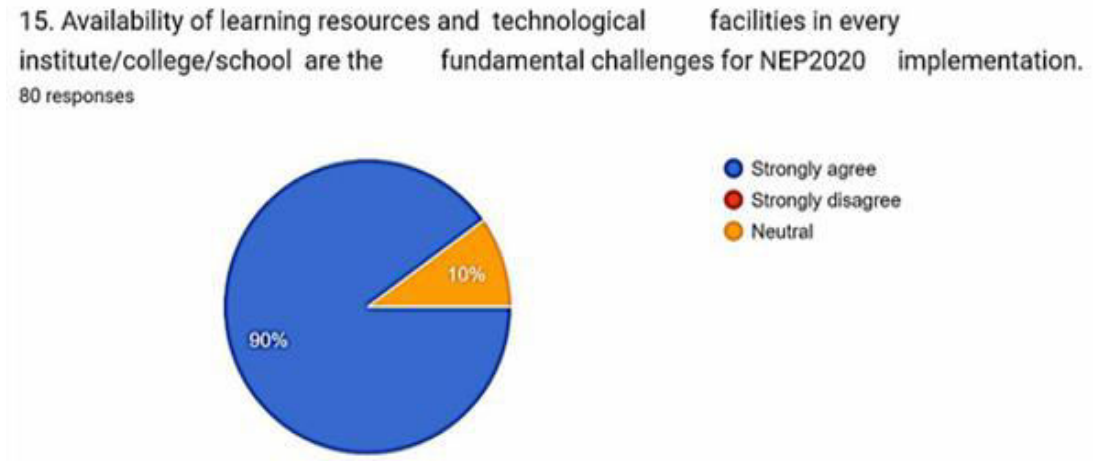
13. Blended Learning (both online and offline) is helpful for better learning to the students at college level.



13. 86.3% of the total responses strongly agree that Blended Learning (both online and offline) is helpful for better learning to the students at college level, 11.3% have a neutral view and rest others strongly disagree. Therefore, it can be concluded that the majority of the people believe that blended learning is helpful for the students and both online and offline education should be provided to the students by the college.



14. 52.5% of the total responses have the view that 4-year integrated B.Ed. programme is better than 1- and 2-year B.Ed. programme. 28.7% views that 1 year B.Ed. Programme is better than 2- and 4-year programmes. Therefore, it can be concluded that the majority of the people believe that 4-year B.Ed. is better.



15. 90% of the total responses strongly agree that availability of learning resources and technological facilities in every institute/college/school are the fundamental challenges for NEP2020 implementation, 10% have a neutral view and no one strongly disagrees. Therefore, it can be concluded that availability of learning resources and technological facilities are the major challenges for the implementation of NEP 2020.

Thus, we can say that NEP2020 will be helpful in reducing some challenges of higher education if the policy implemented in an effective way and regular follow up will be done to make it a successful education policy of India in coming eras.

CONCLUSION

Therefore, for the implementation of NEP2020, one of the major challenges is the availability of learning resources and technological facilities in every institute/ college/ school. Technological facilities in institute/college/school means building a digital

infrastructure. This includes digital classrooms with smart boards, interactive whiteboards, projectors, ICT Labs, etc. For this, teacher training is very important so that the teachers become proficient at new-age technologies. Also, internet penetration in remote areas is also required for bringing technological advanced classrooms at every part of the country. For blended learning, both digital infrastructure and internet connectivity is required. This will continue to be a major challenge in the next few years. The NEP 2020 is a transforming policy but there are many challenges towards its implementation.

Credit system may be beneficial for the students, but if a student will do multiple entry and exit, then in that case, the student will not have a focus on one particular goal. So, the number of entries and exits should be fixed by the institution. 4-year B.Ed. is not a good option because this will need more qualified and trained faculty in all the colleges for teaching both the subject in depth as well as B.Ed. course. Digital platforms like MOOCs and Swayam are helpful for the teaching-learning process but it makes the process more overloaded for the part of teachers and students. So, it should be coordinate with the universities for proper teaching-learning.

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ABOUT THE EDITORS

Dr. Priti Srivastava

M.Sc. (Botany), B.Ed, M.Ed. Ph.D. (Edu.) & M.B.A. (HR) with good Academic Record, working as Principal since 2009, in Department of Education of Kamal Institute of Higher Education and Advance Technology, k-1 Extn, Mohan Garden, New Delhi- 59 affiliated to G.G.S.I.P University. She has been in the field of teacher education since the last 25years and has a sound administrative and academic experience. She also worked as co convener for B.Ed Programme under G.G.S.I.P University.

She is actively involved in the restructuring of the current educational scenario for the quality enhancement and assurance in the field of Teacher Education. Before joining the present post, she was associated with IGNOU as Coordinator of a study Centre and she is also Invited as a resource person for In-service orientation programs organized by IGNOU, SCERT-DIET for TGTs of Delhi Government Schools under SSA. Dr. Priti Srivastava is steering the Kamal institute to new heights with respects to different dimensions of professional development of teacher Education and addressing quality concerns of the stream. She is member of many educational associations. She has contributed several articles and research papers in National and International Journals of repute. She has published more than 10 books in different fields of education and many research papers in reputed national international journal. She is also member of a few reputed Teacher- Education Associations and actively involved in the restructuring of the current educational scenario for the quality enhancement and assurance in the field of Teacher Education. She is also regularly participating in National Seminars, Workshops and Faculty Development Programme organized by different universities and colleges. She has been awarded with more than 15 national and international awards for showing her continuous excellence in the field of Education. Some of them are O. P. Tandon Memorial Best Teacher Award in 2010 and 2019, Uchch Shiksha Seva Samman in Feb2012, and Dr. Rajender Prasad International Eminent Educationist Award in 2014, Dr. Sarvapalli Radhakrishnan Memorial Award 2017 Bharat Ratna Sardar Patel Memorial Award 2017, Netaji Subhash Chandra Bose Memorial Award 2023 and Global Teacher Award etc. She has Strong leadership traits with excellent ability to coordinate with different people at one time under difficult situations and the ability to bring out the best in others while creating a healthy and friendly work environment.

Dr. Geeta Sharma

M.A., M.Ed., and M.Phil., Ph.D. in Education and is working as an Assistant Professor in Kamal Institute of Higher Education and Advance Technology. She has rich experience of more than 10 years of teaching. She has published more than 10 research papers and articles in national and International Journals. She has been awarded Education Award for the contribution in educational field. She has also presented a number of papers in National and International seminar and conferences in different colleges.

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