

NATIONAL SEMINAR ON
NEP2020 - CREATING A NEW ACADEMIC PHENOMENA IN INDIAN
EDUCATION SYSTEM

February 2024

KRISHNASAMY

**College of Education for Women Manapattu,
Bahour Commune, Puducherry 607 402**

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CHAIRMAN MESSAGE



I am very glad to know that every academic year, the Internal Quality Assurance Cell (IQAC) of Krishnasamy College of Education for Women has been sincerely involved to conduct the National Seminar based on the recent innovative themes. This year also, the college is organising a National Seminar on “NEP2020 - Creating a new Academic Phenomena in Indian Education System” with the varies related sub-themes. It gives me immense pleasure to know that the college has decided to organise this National Seminar. It shows that this 21st century has adopted the new Education through NEP 2020 of India.. The college is always a forerunner in introducing these types of innovative themes in National Seminars like

1. Inculcation of Values among College Students - 12-4-2014
2. Achieving Sustainable Clean India through Education - 26-3-2015
3. Means of Securing Youth Power for Disaster Management - 04-3-2016
4. Education in the Digital Word – 31-3-2017
5. Skills in Education and Employability – 9-3-2018
6. Sustainable Development of Students and Teachers through Constructivist Approach” – 23-4-2019.

NATIONAL LEVEL WORKSHOP

7. Digital Well Being For Online Learning And Teaching - 4th May, 2021
8. Pedagogy During Lockdown Period- 21st May 2021
9. Adapting Inevitable Changes In Education Sector 23.06.2021
10. Creation Of Interactive E-Book - 15th June 2021

I congratulate the Principal, Staff members and Student-teachers for organising the National Seminar on “NEP2020 - Creating a new Academic Phenomena in Indian Education System” in the same line with previous years. Moreover, I appreciate their sincere efforts to publish the seminar papers the proceeding in ISBN 978-80-93-542-85-0 in Feburary 2024. I wish the National Seminar to be a successful, fruitful and remarkable one.

Dr. K. RAJENDRAN MS., FICS., FAIS.,

(Founder Chairman)

ABOUT THE COLLEGE

Krishnasamy College of Education for Women (KCEdn) was established in the academic year 2005–2006 to cater to the needs of Teacher Education for Women. This college has been providing education, especially for downtrodden, socially, and economically backward women. KCEdn is situated on the entrance of the French tradition-based Union territory of Puducherry on Cuddalore-Puducherry Road. It is an 8-acre campus at Manapattu village, in the Bahour Commune. It is a hop away from the southern gate way of Puducherry, and it is on the East Coast Road. The institution has been dedicating itself to the service of society by educating teachers and preparing professional educators at the secondary level for the past 19 years. The College is affiliated with the University of Pondicherry, recognized by the National Council for Teacher Education, accredited by NAAC, and has 2F status from UGC.



From 2015–16 onward, one unit of the Two-Year Bachelor Education Programme (B.Ed.) was offered. In a two-year B.Ed., there are six departments, namely Tamil, English, Mathematics, Physical Science, Bio-Science, and Social Science. From 2020–21 onwards, the college runs Four-year integrated courses (B.Sc.B.Ed). This course is like a double-degree program that combines liberal arts and science with a B.Ed. degree. Higher Secondary completed students are eligible to enroll in these integrated courses in three departments: B.Sc.B.Ed. Mathematics, B.Sc.B.Ed. Chemistry, and B.Sc.B.Ed. Physics. From the academic year 2020–21, the college has converted into a composite institution offering a 2-year B.Ed.

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and a 4-year B.Sc.B.Ed. integrated programme. At present, the college is planning to convert to multidisciplinary institution as per the requirements of NEP 2020.



All the teaching faculties have completed Ph.D. or NET qualification. Most of the faculty members have completed more than ten years of experience in this institution. The faculty members are well trained for curriculum construction, transactions, projects, and extension activities. The vision of the College is to emerge as a Centre of Excellence in Teacher Education. The College has a good record of excellence and reputation in academics and has a strong commitment to address the needs arising from a dynamic and rapidly changing society. The new and rich curriculum of Pondicherry University is being transacted with well-equipped curricular laboratories and ICT, and other resource centers, including the library, sports facilities, and hostel facilities. The institution conducts regular national seminars and webinars.

SEMINAR ADVISOR NOTE

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A true education must develop all round personality of the individual. Wholistic education may provide the balanced and progressive development to all aspects of personality-physical, mental, emotional, social and moral. The world needs more enlightened citizens .Gandhi (1937) writes “By education, I mean all round drawing of the best in the child and man-body, mind and spirit”. The 21st century is emerging as a knowledge society in which human power is getting prime importance. The educational institutions are paving the way for the development of knowledge society which in turn should produce human resources to meet the global challenges to achieve excellence in their performance through professionalism and high productivity. Moreover ,the unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92) and the global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 are taken in to account in framing the National Education Policy 2020(NEP 2020).

National Education Policy 2020 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.

The NEP 2020 calls for key reforms in both school and higher education. The policy envisages to modify school education through the modification of a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18.Higher Education curriculum is to possess flexibility of subjects with various entry and exit options with relevant certification.

Regarding teacher education NEP2020, insists on training to teachers in high-quality content as well as pedagogy and teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities.

In the present days of implementing the NEP 2020, with the support and guidance of the Management of the College, the Principal and the Faculty members have organized the National Seminar on NEP2020 in four sub-themes to collect the reflections of the students, research scholars and teachers in the schools and colleges. I thank everyone who have took part in its completion in various ways.

SEMINAR DIRECTOR'S NOTE

Dr.G.Manjula
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As a teacher-educator, I believe education is the most important tool that one can receive, which in turn can bring the utmost success in all walks of life. The main objective of the seminar is to disseminate the inputs of the national educational policy of our country to make our nation work towards harmonious development.

The National Education Policy (NEP) 2020 is to bring transformational reforms to school and higher education and thus shape India into a global knowledge superpower. NEP 2020 is designed to suit the needs of the 21st century and aims at bringing out the unique capabilities of each student. Hence, the seminar "NEP2020: CREATING A NEW ACADEMIC PHENOMENA IN THE INDIAN EDUCATION SYSTEM" is organized.

The implementation of NEP 2020 involves several challenges, such as the need for substantial investment in education, the lack of adequate infrastructure and resources, the shortage of trained teachers, the challenge of providing quality education in remote and rural areas, and the need for effective collaboration between various stakeholders. Hence, the sub-themes

- 1: Prospects and Challenges of NEP 2020
- 2: Multidisciplinary Education and Holistic Development
- 3: Entrepreneurship Development for Students
- 4: Professional Development for Teachers

will provide detailed ideas on NEP. I thank all the stakeholders, presenters, participants, and organizing committee for making this seminar successful.

Key Note Address on NEP 2020

Prof.Dr.K.Chellamani, Dean

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Puducherry.

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Recognized innovator at the intersection of Neuroscience & Education

The Education Commission has attempted a close scrutiny of the existing provisions and the quality of teacher education to accelerate identification of the deficiencies therein, and then to enable it to make recommendations which can rectify the defects and provide the level of teacher education necessary to produce quality teachers. Then only the constitutional mandate in Article 45 read with that in Article 21A can be met to facilitate its task and to ensure consideration of the views. Today we are in the wave of NEP2020, and still many do not have clarity over its vision and objectives. The focus of the Policy is expressed in the quote from Shri Narendra Modi who said, “Till date we’ve been focusing on ‘What to Think’ in our Education Policy. In the NEP2020 we are focusing on ‘How to Think’.” Another review says, “No other Policy Announcement since Independence has gained such a huge attention and discussion like NEP2020. Skilling and reskilling the Nation, creating an immense human capital, and restoring character building at the core of Education constitute the soul of NEP2020”.

These Two quotes indicate how much NEP2020 will help our learners to realize their hopes, aspirations, and dreams to get them future ready. At the outset, we talk about Quality Education. Quality Education Empowers people to optimally achieve their potential both as individuals and as members of society. It cultivates knowledge on how to establish those facts. And it endorses critical thinking and learning to work with others along with working independently in multiple disciplines. It mentions five pillars of education which includes quality, equity, affordability, access, and accountability. NEP2020 in its operation looked at structural as well as operational modifications.

A holistic & multidisciplinary undergraduate education approach is introduced with a flexibility to combine multi-disciplinary subjects along with integration of vocational courses. It has ‘multiple exit options’ & appropriate ‘certification’ will be given to them within their graduation tenure. A credit bank of academic progress will also be formed to keep track of the credits earned during the entire educational journey of students.

The current teacher centric model where the teachers decide the subjects, curriculum, evaluation, etc will be replaced by student centric model where student gets right to decide the subject he has to study from the institution, SWYAM MOOC, and from ODL and he can appear for competency based evaluation in his own pace. Thus, the higher education section of NEP-2020 replaces teacher centric education system to student centric system. Thereby, the learners under NP2020 will acquire the needed skills and competencies to face the future undefined challenges.

ABOUT THE SEMINAR

National Education Policy (NEP) 2020 is to bring transformational reforms in school and higher education and thus shape India into a global knowledge superpower. NEP 2020 is designed to suit the 21st century needs and aims at bringing out the unique capabilities of each student.

Sub Theme: 1 Prospects and Challenges of NEP 2020

The implementation of NEP 2020 involves several challenges, such as, the need for substantial investment in education, the lack of adequate infrastructure and resources, the shortage of trained teachers, the challenge of providing quality education in remote and rural areas, and the need for effective collaboration between various stakeholders. National Education Policy (NEP) 2020 aims to transform the Indian Education System by promoting flexibility, holistic learning, skill development, fostering innovation, and enhancing research opportunities despite implementation hurdles, resource constraints, resistance to change and the need for effective teacher training which pose challenges in realising the goals outlined in NEP2020.

Sub Theme: 2 Multidisciplinary Education and Holistic Development

Ancient Indian literature described a good education as “knowledge of the 64 Kalaas or arts”. These arts are not only subjects, but also include mathematics, science, vocational subjects, professional subjects and soft skills. Moreover it integrates Humanities and Arts with Science & Technology, Engineering and Mathematics (STEM). It has consistently showed positive outcomes, creativity, innovation, critical thinking etc. besides engagement and enjoyment of learning. National Education Policy (NEP) 2020 stated that “A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner” (NEP, 2020).

Sub Theme: 3 Entrepreneurship Development for Students

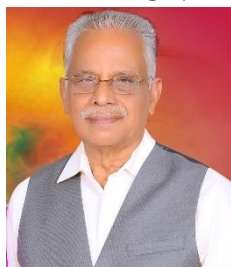
The NEP 2020 aims to establish an educational landscape that caters to the overall development of students to create industry ready workforce to meet global industry requirements and emphasis is on entrepreneurship and start-ups ecosystems. Knowledge, skills, and abilities, as well as attitude are the three crucial characteristics of entrepreneurs. The National Education Policy (NEP) 2020 promotes entrepreneurship education by encouraging the integration of entrepreneurship education into the school curriculum. Establishment of incubation centres, entrepreneurship development cells, entrepreneurship development programmes, and entrepreneurship clubs in universities and colleges aids in promoting entrepreneurship education.

Sub Theme: 4 Professional Development for Teachers

Professional development encourages teachers to be active participants in their own learning and ensures that students and leaders alike are eager to learn. It can include taking classes or workshops, attending professional or industry conferences, or earning a certificate to expand knowledge in chosen field. The motivation and empowerment of teachers are required to ensure the best possible future for children and our Nation. Teachers will be given continuous opportunities for self-improvement and to learn the latest innovation and advances in their profession by participating in Continuous Professional Development (CPD). Career Management and Progression (CMP) & National Professional Standards for Teacher (NPST) programmes.

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3	S.Rengaraj ,Ph.D Research Scholar, Department Of Education,Annamalai University – Dr.A.Selvaraj ,Assistant Professor (Deputed), Department Of Education, Govt. College Of Education, Vellore.	Reflection Of Nep 2020 On Professional Development Of Teachers
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Sub Theme: 1 Prospects And Challenges of NEP 2020

PROSPECTS AND CHALLENGES OF NEP-2020

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S. SRIDEVI. B.Sc., B.Ed., 4th yr (MATHEMATICS) KCEDN, Puducherry

Abstract:

The National Education Policy (NEP) 2020 is a comprehensive policy document that outlines the vision and roadmap for the development of education in India over the next few decades. The policy aims to Transformative Higher Education: Restructuring and Breaking Barriers under NEP 2020 provide universal access to quality education at all levels, from preschool to higher education, and emphasizes the importance of holistic development, flexibility, innovation, and relevance in education. Some of the opportunities presented by the NEP 2020 include the focus on early childhood education, the integration of vocational education with mainstream education, the promotion of multilingualism, the use of technology for learning, and the creation of a National Research Foundation to fund and promote research in education. The policy also aims to improve the quality of teacher education, increase the use of online and blended learning, and create a more student-centric and flexible education system. However, the implementation of the NEP 2020 presents several challenges, such as the need for substantial investment in education, the lack of adequate infrastructure and resources, the shortage of trained teachers, the challenge of providing quality education in remote and rural areas, and the need for effective collaboration between various stakeholders. The policy also needs to address issues of equity, access, and inclusion, and ensure that education is accessible and affordable for all, regardless of socio-economic background or geographic location.

Keywords: Quality Education, Holistic Development, Vocational Education, Mainstream Education, Multilingualism

INTRODUCTION:

The National Education Policy (NEP) 2020 is a comprehensive policy that aims to transform the education system in India. The policy is designed to address the challenges faced by the education sector in India and provide opportunities for growth and development. One of the biggest challenges that the NEP 2020 seeks to address is the quality of education. The policy recognizes that there is a significant gap between the quality of education provided in urban and rural areas and aims to bridge this gap by promoting a more equitable and inclusive education system. Another major challenge that the NEP 2020 addresses is the lack of focus on vocational education. The policy emphasizes the need to provide vocational education and training to students from a young age to help them acquire the skills they need to succeed in the workforce. The NEP 2020 also recognizes the need to promote research and innovation in the education sector. The policy seeks to encourage the development of new technologies and innovative teaching methods that can help improve the quality of education in India.

Key features of NEP 2020:

Holistic and Multidisciplinary Education: The NEP 2020 aims to provide a holistic and multidisciplinary education that focuses on the overall development of students, including cognitive, social, emotional, and physical development.

Early Childhood Care and Education: The NEP 2020 recognizes the importance of early childhood care and education and aims to provide universal access to high-quality early childhood education for all children up to the age of 8.

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Curricular and Pedagogical Reforms: The NEP 2020 aims to bring about major curricular and pedagogical reforms, including reducing the emphasis on rote learning and promoting experiential and inquiry-based learning.

Skill-Based Education: The NEP 2020 emphasizes the need for skill-based education and vocational training, with a focus on developing skills that are relevant to the needs of the 21st-century workforce.

Use of Technology: The NEP 2020 recognizes the importance of technology in education and aims to integrate technology in all aspects of the education system, from teaching and learning to assessment and governance.

Flexibility in Education: The NEP 2020 aims to provide flexibility in education, allowing students to choose their own learning pathways and giving them the freedom to select courses across disciplines.

Teacher Training and Professional Development: The NEP 2020 emphasizes the need for teacher training and professional development, with a focus on continuous learning and up-skilling.

Higher Education Reforms: The NEP 2020 aims to bring about major reforms in higher education, including the establishment of a single higher education regulator, the introduction of a four-year undergraduate degree with multiple exit options, and the integration of vocational education with mainstream education.

Multilingualism and Language Education: The NEP 2020 recognizes the importance of multilingualism and language education, aiming to promote the use of mother tongue or local language as the medium of instruction in primary education, while also encouraging the learning of other languages.

Equity and Inclusion: The NEP 2020 emphasizes the need for equity and inclusion in education, with a focus on addressing disparities based on gender, socio-economic status, geography, and disability. The policy aims to provide access to quality education to all students, including those from disadvantaged backgrounds.

Assessment Reforms: The NEP 2020 aims to bring about assessment reforms, with a focus on promoting formative assessment and reducing the emphasis on high-stakes examinations. The policy also aims to use technology-based assessments to promote continuous learning and feedback.

Research and Innovation: The NEP 2020 aims to promote research and innovation in education, with a focus on developing a culture of inquiry and fostering collaboration between academic institutions and industry.

Governance and Funding: The NEP 2020 aims to improve governance and funding in education, with a focus on decentralization and empowering local communities. The policy also aims to increase public investment in education to 6% of GDP, with a greater emphasis on quality and outcomes.

The NEP 2020 represents a comprehensive vision for the development of education in India, with a focus on providing a more inclusive, flexible, and relevant education system that prepares students for the challenges of the 21st century.

NATIONAL EDUCATION POLICY (NEP) 2020 AT SCHOOL LEVEL

The National Education Policy (NEP) 2020 proposes significant changes in the school education

Universal access to education: The NEP 2020 aims to ensure universal access to quality education for all children. It proposes to set up a new regulatory framework to oversee the implementation of this goal.

Early childhood education: The NEP 2020 recognizes the importance of early childhood education and proposes the integration of pre-school education into the formal education system. It recommends that

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children between the ages of 3 and 6 years be provided with early childhood care and education (ECCE) in a play-based, activity-based, and discovery-based learning environment.

Multidisciplinary education: The NEP 2020 proposes a curriculum that is multidisciplinary, with a focus on integrating different subject areas. It aims to promote creativity, critical thinking, and problem-solving skills.

Vocational education: The NEP 2020 places a greater emphasis on vocational education and skill development. It proposes the integration of vocational education into mainstream education and offers multiple exit points for students to join the workforce.

Regional languages: The NEP 2020 proposes that the medium of instruction should be the regional language up to at least grade 5. It aims to promote multilingualism and the preservation of local languages and cultures.

Assessment reforms: The NEP 2020 proposes significant reforms in the assessment system, with a focus on formative assessment and the reduction of high-stakes examinations. It aims to promote continuous and comprehensive evaluation (CCE) and the use of technology for assessment.

Teacher training: The NEP 2020 recognizes the critical role of teachers in the education system and proposes significant reforms in teacher education. It aims to promote a multidisciplinary and holistic approach to teacher training and professional development.

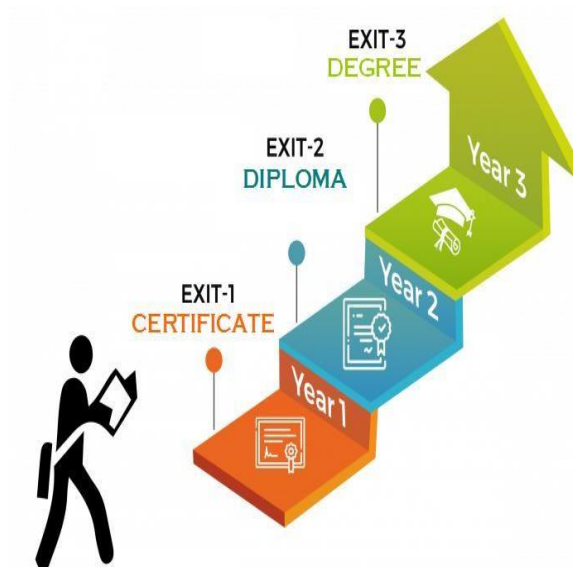
NATIONAL EDUCATION POLICY 2020 IN HIGHER EDUCATION

The National Education Policy (NEP) 2020 proposes significant changes in the higher education system in India. Here are some of the key features of the NEP 2020 in higher education:

Holistic and multidisciplinary education: The NEP 2020 proposes a multidisciplinary education system that offers greater flexibility and choice to students. It aims to promote a holistic approach to education that emphasizes critical thinking, creativity, and problem-solving skills.

Multiple entry and exit points: One of the key features of the National Education Policy (NEP) 2020 is the introduction of multiple entry and exit points in higher education. Under the new policy, students will have the flexibility to choose their own learning pathways and exit points, based on their individual interests, aptitudes, and career goals.

Under the new system, students can enroll in a four-year undergraduate program and exit after completing one year with a certificate, after two years with a diploma, or after three years with a bachelor's degree. This will allow students to gain academic qualifications at different levels and also provide opportunities for them to pursue vocational training or work experience alongside their studies. .



Exit System from Under Graduate

Credit Transfer and Academic Bank of Credit: The NEP 2020 aims to introduce a credit transfer system, allowing students to transfer credits earned in one institution to another. The policy also proposes the creation of an academic bank of credit, which will allow students to store and accumulate credits earned from various institutions and use them towards a degree.

1. Integration of vocational education: The NEP 2020 proposes the integration of vocational education into mainstream education. It aims to provide students with practical skills and knowledge that are relevant to the workforce.

Research and innovation: The NEP 2020 proposes significant investments in research and innovation, with a focus on multidisciplinary research and collaborations between academia, industry, and government.

Autonomy and accountability: The NEP 2020 proposes greater autonomy for universities and colleges, with a focus on outcomes-based accreditation and quality assurance. It aims to promote institutional autonomy while ensuring accountability and transparency.

Internationalization: The NEP 2020 proposes greater internationalization of higher education, with a focus on attracting foreign students and faculty, promoting collaborations with foreign universities, and offering global education opportunities to Indian students.

Digital education: The NEP 2020 proposes the integration of technology into higher education, with a focus on online learning, blended learning, and the use of artificial intelligence (AI) and virtual reality (VR) technologies.

Governance and Funding: The NEP 2020 aims to improve governance and funding in higher education, with a focus on decentralization, autonomy, and empowering local communities. The policy proposes an increase in public investment in education to 6% of GDP, with a greater emphasis on quality and outcomes.

The NEP 2020 proposes significant changes in the higher education system in India, with a focus on multidisciplinary education, flexible and modular learning, vocational education, research and innovation, autonomy and accountability, internationalization, and digital education. The implementation of the NEP 2020 will require concerted efforts and collaboration between different stakeholders.

OPPORTUNITIES OF NEP-2020 :

The National Education Policy (NEP) 2020 is a comprehensive framework that aims to transform the education system in India. It presents several opportunities for students, teachers, and educational institutions. Here are some of the key opportunities presented by NEP 2020:

Holistic and multidisciplinary education: NEP 2020 encourages a multidisciplinary approach to education, which means that students will have the opportunity to learn a wide range of subjects and develop a broad set of skills. This will help them become well-rounded individuals and prepare them for the complex challenges of the 21st century.

Skill development: NEP 2020 emphasizes the development of skills such as critical thinking, problem-solving, creativity, and communication. This will help students become more employable and better equipped to succeed in a rapidly changing world.

Flexibility and choice: NEP 2020 offers greater flexibility and choice to students in terms of what they can learn, how they can learn, and when they can learn. This will allow students to tailor their education to their individual needs and interests.

Technology integration: NEP 2020 recognizes the importance of technology in education and promotes its integration across all levels of education. This will help students and teachers stay connected and engage in new and innovative learning experiences.

Quality improvement: NEP 2020 aims to improve the overall quality of education in India by introducing new standards, monitoring mechanisms, and accreditation Systems. This will ensure that educational institutions are providing high-quality education and that students are receiving the best possible learning experience.

CHALLENGES OF NEP-2020 :

The National Education Policy 2020 (NEP-2020) is a comprehensive policy that aims to transform the education system in India. While the policy has several positive aspects, there are also several challenges that need to be addressed. Some of the challenges of NEP-2020 are:

Implementation: One of the biggest challenges of NEP-2020 is the implementation of the policy. The policy covers a wide range of areas and requires significant investment and infrastructure to implement. The successful implementation of the policy requires cooperation from all stakeholders, including the central and state governments, educational institutions, and the private sector.

Funding: The implementation of NEP-2020 requires significant funding, and the policy document does not provide clear guidelines on how the funding will be raised. The policy mentions the establishment of the National Research Foundation, but the details on how it will be funded are not clear.

Language policy: NEP-2020 has proposed a three-language formula, which has sparked controversy in some states. There is a concern that the policy may lead to the imposition of a particular language and undermine the linguistic diversity of the country.

Teacher training: The policy emphasizes the need for teacher training and development, but there are several challenges in implementing this. The existing teacher education system needs to be revamped to meet the changing needs of the education system.

Assessment system: The policy proposes a new assessment system that focuses on the holistic development of the students. However, there is a concern that the implementation of the new assessment system may be challenging, especially in rural areas where resources are limited.

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Inclusivity: The policy aims to make education inclusive and accessible to all, but there are several challenges in achieving this goal. The existing education system suffers from various forms of inequality, including gender, socio-economic, and regional disparities.

Private sector involvement: The policy emphasizes the involvement of the private sector in education, but there is a concern that this may lead to the commercialization of education and further widen the existing inequalities.

STRATEGIES TO ADDRESS CHALLENGES :

The National Education Policy (NEP) 2020 is a comprehensive framework aimed at transforming the education system in India. It aims to address several challenges in the existing education system and provide a more inclusive and holistic approach to learning. Here are some strategies that can be implemented to address the challenges identified in NEP 2020:

Increase Access to Education: One of the main challenges in the Indian education system is access to education, especially for marginalized communities. To address this, the government can increase funding for education, especially for schools in rural areas. The government can also encourage private sector participation in education to improve infrastructure and resources in schools.

Emphasize on Early Childhood Education: The NEP 2020 has recognized the importance of early childhood education in a child's development. To address this challenge, the government can invest in training more teachers and caregivers, improving the infrastructure of Anganwadi centres and schools, and introducing play based and activity-based learning.

Promote Multilingualism: India is a diverse country with multiple languages, and promoting multilingualism can be a challenge. The NEP 2020 proposes introducing a three-language formula and promoting the mother tongue as the medium of instruction up to grade 5. The government can promote this by encouraging schools to use the local language as a medium of instruction and creating resources for teachers to teach in multiple languages.

Address the Digital Divide: The COVID-19 pandemic has highlighted the digital divide in education, with many students lacking access to technology and internet connectivity. The NEP 2020 emphasizes the use of technology in education, and to address the digital divide, the government can invest in providing digital infrastructure and resources to schools, especially in rural areas.

Strengthen Teacher Training: The quality of teaching is a significant challenge in the Indian education system. To address this, the government can invest in teacher training programs that emphasize pedagogy, technology integration, and subject-specific training. The NEP 2020 proposes a four-year integrated B.Ed program, which can help to improve the quality of teachers in the country.

Promote Holistic Development: The NEP 2020 emphasizes the importance of holistic development, including physical, social, and emotional development. To address this challenge, the government can introduce co-curricular activities in schools, including sports, arts, and music. Schools can also provide counselling services and mental health support for students.

Top 11 obstacles in NEP 2020 implementation:

Opening new education institutes every week is a difficult task.

Over a thousand colleges and universities have mushroomed in India in recent years. If the policy's stated goal of doubling the gross enrolment ratio in higher education by 2035 is to be achieved, it will take 15 years to create a single new school. A new university every week is a massive undertaking.

A cultural shift is required to meet the demands of Inter-disciplinary higher education:

To sum up, the National Education Policy 2020 is, in many respects, just what India needs as it evolves into the biggest work force in the world over the next few years. If we are to realize the aspirations it represents, we will need to consistently overcome huge execution challenges over the course of years and decades.

Accessing advanced learning tools - Students attending remote schools either do not have access to or do not have sufficient access to cutting-edge educational resources including non-academic texts, digital learning, and computer instruction. 55.5 percent of pupils, according to the ASER 2018 survey, have never used a computer.

Financial constraint – Children under the age of 14 are protected by the RTE law, which guarantees them a free public education. There are several causes of financial hardship for rural families. Because they no longer value their children's education highly, they must participate in money-making activities themselves. This is one reason why fewer people enrol in high school and university. The Ministry of Human Resource Development's (MHRD) Glance 2018 report on education statistics shows that just 43.1 percent of pupils in India are enrolled in senior secondary schools and 14.2 percent are engaged in higher education.

Sports equipment and training - It's no secret that physical activity boosts memory and cognition. Unfortunately, rural schools lack access to quality sports coaching and equipment. As a result, there aren't many possibilities for the children to enjoy games and exercise.

After school activities –It's crucial to include pupils in activities that may enhance their learning and quality of life. After school, children participate in music, dance, and foreign language lessons in metropolitan regions, while in rural areas, they just stroll the village and indulge in pointless pastimes. One major issue is the lack of after-school activity facilities in rural regions.

English Communication – The significance of the English language is growing daily, but the majority of schools in rural regions are taught in the local tongue. Therefore, proficiency in spoken and written English is devalued. This leads to a decline in English proficiency and, therefore, a loss of enthusiasm in studying science at the university level. To escape English, the majority of rural students pick the arts or business instead of science.

Digital Literacy – Students in remote areas often have little or no access to technology, making it challenging to improve their digital literacy.

Long Distance schools – Rural student enrolment in secondary schools is still below expectations as compared to urban student enrolment. Only 1.39 million secondary schools and 1.1 million senior secondary schools in India have received official recognition from the government. The vast majority of them live in Taluka location or a hamlet where there is already a sizable population. Because of this, kids have a long way to go just to get to school.

Sanitation - In rural schools, particularly for females, toilets are often always a matter of discussion. A significant issue in schools is general cleanliness, which has an effect on students' health. It is crucial to have accessible, clean restrooms, especially for female students. Only 66.4 percent of schools, according to the ASER 2018 data, have functional restrooms for females.

Personal attention - Classes for more than one std. are often held in the same classroom due to a lack of available classroom space in most schools. Student to teacher ratio is low. Students who are already falling behind in class are given even less focus as a result. With all of these obstacles, rural India is still capable of overcoming them. In order to prepare rural India for 21st-century education, the Indian government has already begun developing a new national education strategy that places greater emphasis on learning outcomes, school facilities, and digital learning. To close these gaps, all parties involved may work together effectively.

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CONCLUSION:

In conclusion, the NEP 2020 presents significant opportunities for transforming the education system in India, but its successful implementation will require overcoming various challenges. The NEP 2020 has identified several challenges in the Indian education system, and implementing these strategies can help to address these challenges and provide a more inclusive and holistic approach to learning. Addressing these challenges will be crucial to the successful implementation of NEP-2020 and to achieving the goals of transforming the education system in India.

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NEP 2020: Features, Challenges and Prospects

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Abstract:

The National Education Policy 2020 (NEP) has come after thirty-four long awaited years and there is much hope that this policy will propel the Indian education sector into the 21st century of modern learning. While the NEP 2020 addresses most of the key issues faced by the Indian education system, there are some points that need closer scrutiny. This paper focuses on explaining the key objectives and features of NEP 2020 and then assesses the advantages and disadvantages of the policy. New policy aims for universalisation of education for pre-school to secondary level with 100% GER in school education by 2030. NEP 2020 will bring 2 crore out of school children back into the mainstream. New 5+ 3+ 3+ 4 school curriculum with 12 years of schooling and 3 years of Anganwadi / pre-schooling. Furthermore, the paper concludes by mentioning some aspects that need to be considered in the way towards transformation of the Indian education sector.

Keywords: NEP, Elementary, Secondary, Higher Education, Mainstream, Anganwadi

Introduction

The National Education Policy (NEP) is a comprehensive structure that guides the education sector of a country and aims at fulfilling the three basic premises of education. These three objectives are equity or no differentiation based on gender, universal access to education and good quality education. Till date there have been three National Education Policies implemented in India. The National Education Policy of 1986 under Prime Minister Rajiv Gandhi was revised in 1992 by the P V Narasimha Rao Government and was in use until the recent 2020 NEP announced by Prime Minister Narendra Modi. While the NEP of 1986 and The Right of Children to Free and Compulsory Education (RTE) Act, 2009, were able to obtain the equity and universal access objectives of education to a certain extent, they failed at providing good quality education. The ASER 2019 report data proves the low quality of education in India including the abysmal quality of education provided at Government schools and Anganwadi that has resulted in a deep education divide between those attending private and government schools. Furthermore, ASER data of 2019 brings out that a paradigm shift of focus from subject learning to cognitive skills in early years can make a huge impact on basic literacy and numerical skills. Moreover, while RTE provided for “free and compulsory education” to children of age group six to fourteen years, there is no arrangement for beyond 14 years of age group. This has resulted in a severe drop in admissions for higher education since most children would drop out of school after the age of fourteen. As per AISHE data, the higher India Gross Enrolment Ratio as recorded in the past few years has been markedly low. The data below illustrates the GER for the past few years. In the year 2018-19, the GER was only 26.30.

NEP 2020: aims and objectives

National education policy (NEP) 2020 is a comprehensive policy. It was approved by an Indian government in July 2020. It is the first education policy of the 21st century. NEP 2020 aims to bring about significant changes in the Indian education system from the pre-primary level to the higher education level.

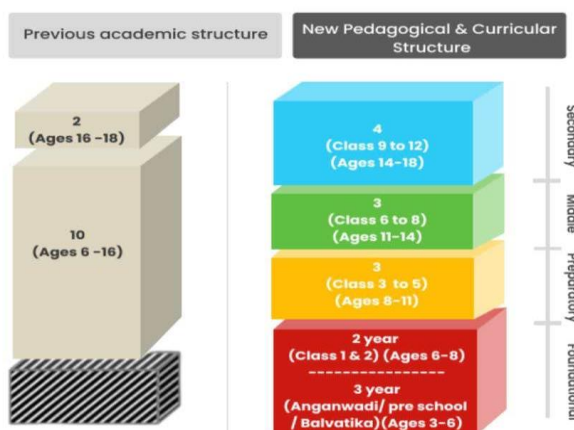


The main aims and objectives of the NEP 2020 are as follows:

1. To promote **multilingualism**.
2. To enhance the quality of education and research in India.
3. To make **India a global education hub**.
4. To provide equitable quality education to all students irrespective of their social, cultural, and economic backgrounds.
5. To make the **curriculum flexible** and to the reach of children.
6. To make overall development of children i.e; physical, social, emotional and, cognitive development.
7. To foster **critical thinking** and ethical values among learners.
8. To prepare the children for the future.

Key Features of the National Education Policy 2020

The NEP 2020 has several key features that aim to transform the education system in India. The following are the most significant features of the policy:



1. **5+3+3+4 System:** The NEP 2020 introduces a new 5+3+3+4 system for school education. The first five years will be dedicated to the foundation stage (ages 3–8), followed by the preparatory stage (ages 8–11), middle stage (ages 11–14), and secondary stage (ages 14–18). This new system aims to provide a strong foundation for students and ensure that they have the necessary skills and knowledge to succeed in their future studies and careers.
2. **Multilingualism:** The policy emphasizes the importance of multilingualism and encourages schools to teach students in their mother tongue or regional language. It also aims to promote the teaching of other languages, including English and foreign languages.
3. **Technology-enabled Learning:** The NEP 2020 emphasizes the use of technology in education and aims to provide digital infrastructure and connectivity to all schools and colleges. It also promotes the use of online resources, including e-books, e-learning materials, and online courses.

4. **Teacher Training:** The policy recognizes the importance of teacher training and aims to improve the quality of teacher education in the country. It focuses on providing teachers with the necessary skills and knowledge to teach in a diverse and inclusive classroom.
5. **Higher Education:** The NEP 2020 aims to transform higher education in the country by promoting research and innovation, establishing new multidisciplinary institutions, and increasing the Gross Enrolment Ratio (GER) in higher education.

Assessment of NEP 2020: Aims and objectives

NEP 2020 finally brings the required shift to practical skill based learning needed in the Indian education landscape. The policy addresses most of the critical issues of the Indian education system and provides a way for educating and developing the human capital of India. Multiple exit points in education provides an opportunity to people to get into employment at different times, ages and levels.⁸ Flexibility of subjects and removal of separations among streams will benefit those interested in multi-disciplinary courses. Furthermore, emphasis on vocational education will help in developing essential skills in students. Introduction of e-courses will ensure proper education during pandemics and unforeseen events and also make sure that students from backward regions and disadvantaged groups get access to high quality education. The changes that will be made in the board examination system will help in judging students on their learning skills and move the emphasis away from the traditional rote learning.

Elementary education:

- The National Education Policy (NEP) 2020 is a comprehensive framework that aims to transform the education system in India. It covers various aspects of education, including early childhood care and education (ECCE) and elementary education which include :
 - a. Early Childhood Care and early childhood and suggests integrating ECCE into the formal education system, promoting play-based learning, and ensuring access to quality pre-primary education for children between the ages of 3 to 6.
 - b. Foundational Literacy and Numeracy: NEP 2020 focuses on ensuring foundational literacy and numeracy for all students by the end of the foundational stage (Class 3). It suggests implementing early language and math instruction strategies to achieve this goal.

Secondary Education:

The final stage of the new schooling structure is the secondary stage, which will be covered in two phases: Classes 9 and 10 and 11 and 12. Furthermore, the stage will include **multidisciplinary education** with a focus on greater critical thinking, flexibility and choice of subjects.

Higher Education:

- In Higher Education, NEP, 2020 provides valuable insights and recommendations on various aspects of education that include moving towards multidisciplinary and holistic education, institutional autonomy, promotion of quality research through establishment of National Research Foundation, continuous professional development of teachers, integration of technology, internationalization of higher education, restructuring of governance and regulatory architecture, multidisciplinary curricula, engaging blended, pedagogy, valid reliable and blended assessment and availability of content in Indian languages.
- The policy is expected to bring long-lasting positive impact on the education system and making India a global hub of skilled manpower during the 'Amrit Kaal', the next 25 years leading up to Developed India in 2047.

CONCLUSION

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The National Education Policy 2020 is a step in the right direction and provides much hope for the future of education in India. Ensuring “Equity and Inclusion”, “Community Participation”, “Use of Technology” in teaching and learning, fostering “Critical thinking and Creativity”, emphasizing on “Conceptual Understanding”, and recognizing the capability of every student are the key principles of NEP 2020. The goal to make ECCE to Secondary Education universally accessible to all and establish foundational literacy and numeracy among students will help propel India into the 21st century. Focus on critical thinking, experiential learning, and interactive classes will emphasize on the overall learning and development of every Indian student. Making it mandatory for students to acquire skills in health and nutrition, fitness, sports, wellness and physical education will help imbibe important life skills in children.

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NEP2020-CREATING A NEW ACADEMIC PHENOMENA IN INDIAN EDUCATION SYSTEM

PROSPECTS AND CHALLENGES OF NEP-2020

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ABSTRACT:

The implementation of the NEP-2020 presents several challenges, such as the need for substantial investment in education, the lack of adequate infrastructure and resources, the shortage of trained teachers, the challenge of providing quality education in remote and rural areas. National Education Policy (2020) is reformatory steps toward changing the education system of India for the better. The policy focuses on raising expenditure in the education sector to reach 6% of GDP at the earliest. Ministry of Human Resource Development (MHRD) handles all matters related to the education of the people of India. NEP was recently approved by the Indian Government. The first National Policy on Education, 1986: Based on the report and recommendations of the Kothari Commission (1964-1966), the Prime Minister Mrs. Indira Gandhi government declared at the first NEP in 1968. Second National Policy on Education, 1968: In 1986, Rajiv Gandhi, the former Prime minister, launched a new National Policy for promoting education at all economic levels. The adopted Policy is known for "Special emphasis on the elimination of inequalities and to equalise the Educational Opportunity", irrespective of the cast, gender and economic status. The policy extended the open and distance university system with the Indira Gandhi National Open University (IGNOU) founded in 1985. This policy has followed the philosophy of Mahatma Gandhi to promote development at the bottom level in rural India. On July 29th 2020, the cabinet approved a NEP intending to introduce numerous changes to the prevailing education system of India. Appropriate and liberal, the NEP2020 scripts a significant advance in our education system.

KEY WORDS:

NEP- National Education Policy

Introduction:

Education is a continuous process which deals with over growing man in ever growing society. The education system needs to make students as Learners, Innovators, Scholars, Researcher and trainers. The union cabinet of India approved the National Education Policy on 29th July 2020, after a 34 years gap, previously it was known as National Policy on Education NPE - 1986. It got further modified in 1992. The main purpose of NEP-2020 was design a vision and framework for both school Education and Higher Education in India. NEP 2020 aims to replace the present 10+2 system with the latest 5+3+3+4 curricular structure, corresponding to ages of 3-8,8-11,11-14 and 14-18 years. The salient features of NEP-2020 are improving the education quality by giving equal importance to creativity and innovation. This NEP - 2020 main aim was making " India a Global Knowledge Superpower" It means to make people of India more knowledge in the world.

Salient features of the NEP 2020:

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The value addition of the NEP system can be detailed using some of its vital features that guide the overall policy. These include early childhood care, curriculum framework, the Right to Education Act provisions, various exams and test and education governance.

School Education:

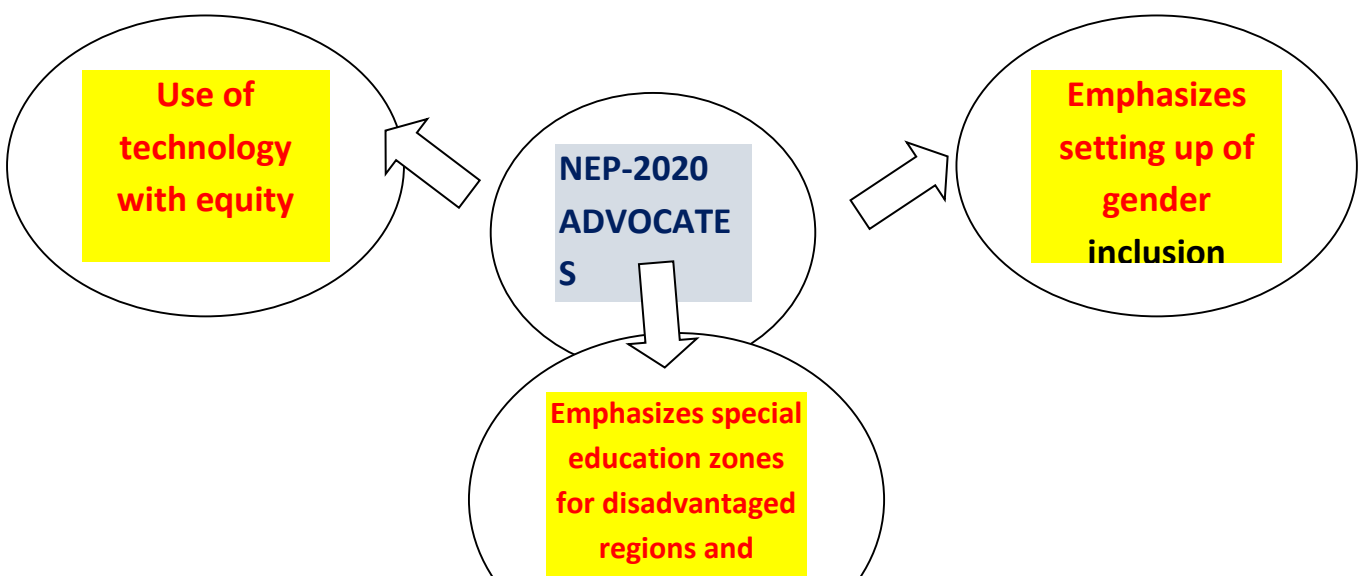
- Ensuring universal access at all levels of school education.
- Early childhood care & Education with new curricular and pedagogical structure.
- Attaining foundational literacy and numeracy.
- Reforms in school curricular and pedagogy.
- Multilingualism and power of Language.
- Assessment Reforms.
- Equitable and Inclusive Education.
- Teacher Recruitment and career path school government.
- Standard - setting and Accreditation for School Education.

Universalization of Education from Pre-School to secondary level with 100% GER (Gross Enrolment Ratio) in school education by 2030. GER in higher education to be raised to 50% by 2023, 3.5 core seats to be added in higher education. NEP 2020 brings 2 core out of school children back into the main stream. No rigid separation between academic streams, extracurricular and vocational education to start from the class 6 with Internships. Teaching upto at least grade 5 to be in Mother tongue or Regional Language.

Higher Education:

- Increase GER to 50 % by 2035
- Holistic multidisciplinary Education
- Rationalised Institutional Architecture
- Motivated, Energized and capable Faculty.
- Teacher Education
- Mentoring Mission.
- Financial support for students
- Open and distance learning
- Online education and digital education
- Promotion of Indian Languages
- Professional Education
- Adult Education

Higher Education Curriculum to have Flexibility of subjects multiple Entry/Exit to be allowed with appropriate certification. Academic Bank of Credits to be established to facilitate transfer of credits. National Research foundation to be established to foster a strong research culture.



Historic Development of Education Policy in India:-

The first National Policy on Education, 1968 was based on the report and recommendations of Kothari Commission (1964-1966). Kothari Commission - Free and compulsory education for children aged 6 to 14 years, encouragement of Regional languages, 10+2+3 pattern of education, three language formula, distance education.

The Prime Minister Mrs. Indira Gandhi was declared a NPE-1986. Based on the report and recommendations government announced the first NPE in 1968, which called for a "Radical Restructuring" and proposed equal educational opportunities in order to achieve National Integration and greater cultural and economic development. This policy called for expenditure on education rise to 6% of National Income.

NPE1986- This policy was formed under the Rajiv Gandhi Government. This policy was launched for promoting education in all economic levels. "Special emphasis on the removal of disparities and to equalise educational opportunity". Especially for Indian women , scheduled castes communities and scheduled tribes.



To have a "Child-centred approach" in primary education, the new policy was launched "Operation blackboard" to improve primary school.

Revisions in second National Policy on Education in 1992 and 2005:

The National Policy was revised by the former Prime Minister PV Narasimha Rao. The Third NPE was revised in 1992 NPE was aimed at conducting a Common Entrance Examination for all India-based for admission to professional and technical programmes in the country.

NEP-2020

In 2019 the Ministry of Human Resource Development released a draft New Education Policy 2019, which was followed by a number of public consultations. It discusses reducing curriculum content to enhance essential learning critical thinking and more holistic experimental discussion- based and

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analysis - based learning. It also talks about revision of the curriculum and pedagogical students based on cognitive development of children on 29 July 2020, the cabinet approved a new National Education Policy with an aim to introduce several changes to the existing India Education System, which will be introduced in India till 2026.

The 5+3+3+4 system was considered four stages. They are Foundational stage, Preparatory stage, middle school stage and High School Stage.

Foundational Stage	⇒	Duration 5 years Age group 3 to 8 Years. Importance to mother tongue.
Preparatory Stage	⇒	Duration 3 years. Age group 8 to 11 years.
Middle School Stage	⇒	Duration 4 years. Age group 14 to 18 years.
High school stage	⇒	Duration 4 years. Age group 14 to 18 years.

Appropriate and liberal, the NEP 2020 scripts a significant advance in our educational system.

Benefits of the New Education Policy:

- In this policy, focus on the physical development through games and activities.
- The Ministry of human resources will now be known as Ministry of Education.
- Children will have freedom to choose their favourite stream and subjects.
- The UG courses will be few 4 years, if the student cannot complete 4 years unexpectedly each year carrier a certificate.
 - ⇒ **1st year-a certificate**
 - ⇒ **2nd years –a diploma.**
 - ⇒ **3rd years – a degree course**
 - ⇒ **4th years – degree+ research certificates**
- No more board exam, Exams will be twice in a year, continuous learning throughout in a year, continuous learning throughout the year.
- Whole focus will be on critical thinking and strong conceptual understanding.
- The pupil will be thought three languages determined by the state.

Challenges in implementation of NEP 2020:

- National Education Policy 2020 is a reformatory step towards changing the education system of India for the better.
- The New Education Policy 2020 has advised that mother tongue or local language/regional language should be used as a medium of instruction till class 5 preferably till class 8 and beyond it wherever possible but this new policy comes with lot of changes and challenges.
- There is a lack of infrastructure and funding to incorporate such massive changes into the system.
- From the policy documents it seems quite obvious that there will be more stress on privatization of a education. Although NEP does mention about the need of transparency in fee mention about the need of transparency in free structure but there is no mention about how they will curtail the growing fee of private institutions and make them function in manner where utilitarianism will be the focus not profit maximization.
- The policy emphasize extensive teacher training and professional development, which may require significant investment in terms of time, resources and infrastructure.

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- Implementing a New Education Policy enquires significant changes in the existing education system, which may be met with resistance from various teachers, parents and students.
- The policy proposes significant changes in existing education system at various levels which may require coordination and collaboration between different Ministries, Departments and Institutions.

CHALLENGES FACED BY THE TEACHER IN NEP SYSTEM:

- Getting a grasp of the entire syllabus segments is a bit difficult, especially for beginners-level teachers.
- A lack of creative potential might hurt active training programs.
- Teacher training programs could be more competent and less compatible.
- Teachers could face the problem of isolation or lack of control.

CONCLUSION:

National Education Policy 2020 focuses more on practical rather than theoretical learning. The New Education Policy enables every student to get quality education irrespective of their socio-economic background, gender NEP gives full freedom to the students to choose any subject or course without any restriction. NEP 2020 emphasizes the overall development of education system.

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A perspective of NEP on Teacher Education

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Abstract

The J. S. Verma Commission (2012) stated that over 10,000 stand-alone TEIs do not provide proper teacher education but are essentially selling degrees for a price. This statement highlights the necessity of change in teacher education programs. Hence, the regulatory system has enforced basic standards for quality in TEIs. The National Education Policy 2020 is a panacea for treating malpracticed TEIs. The vision of NEP 2020 in school education is "Learning Should be Holistic, Integrated, Enjoyable and Engaging". It is based on the sustainable development goal 4 adopted in India in 2015 to provide inclusive and equitable quality education by 2030. It recommends multidisciplinary perspectives, integrated teacher education programs, HEI-TEIs to have a range of experts, in-service continuous professional development programs even through technology platforms such as SWAYAM/DIKSHA, and national or state-level common aptitude tests to admit pre-service teachers. Hence, the National Education Policy will change the upcoming education system to be holistic, integrated, engaging, and enjoyable.

Keywords: *Multidisciplinary inputs; common test; integrated programmes; in-service program; regulatory system.*

INTRODUCTION

The National Education Policy visualizes the education system as being rooted in Indian ethos and creating an equitable and vibrant knowledge society. It aims to instill a deep sense of respect towards Fundamental Duties and Constitutional values, promote a sense of unity within the country, and raise awareness of one's roles and responsibilities in a globalized world. The policy aims to help learners develop spirit, intellect, knowledge, skills, values, and dispositions, with an emphasis on sustainable development, global well-being, and a commitment to human rights. It advocates for holistic, integrated, enjoyable, and engaging learning experiences, with a focus on hands-on learning, arts-integrated education, and sports-integrated education. Additionally, the policy emphasizes curricular integration, including subjects such as Artificial Intelligence, Design Thinking, and Holistic Health. It also highlights teacher education, multidisciplinary inputs, 4-year integrated B.Ed programs, and quality enhancement.

NATIONAL EDUCATION POLICY 2020

The vision of NEP 2020 in school education is "Learning Should be Holistic, Integrated, Enjoyable, and Engaging." It is based on the sustainable development goal 4 adopted in India in 2015 to provide inclusive and equitable quality education by 2030. The National Education Policy 2020 aims to revise and revamp the existing and earlier policies to address the growing developmental imperatives of our country towards sustainable development goals 4, with a particular focus on teacher education and multidisciplinary perspectives.

The highlights of the National Education Policy 2020 include the recognition of rapid changes in the knowledge and employment landscape in the global ecosystem, which promotes the idea that learners should "learn how to learn" instead of just learning content. Education should focus less on content and more on learning how to think critically, solve problems, and be innovative and adaptable to changing fields.

ISSUES ON TEACHER EDUCATION

According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number - are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to control the malpractices in the system, nor enforce basic standards for quality.

In order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system, the regulatory system needs to be empowered to take action against TEIs which do not meet basic educational criteria. It also recommended that multidisciplinary and integrated teacher education programmes shall be in force.

TEACHER EDUCATION

Teacher education plays a vital role in creating school teachers who will shape the next generation. Teachers must have a strong foundation in Indian values, languages, knowledge, ethos, and traditions, including tribal traditions, while also being well-versed in the latest advances in education and pedagogy. Therefore, multidisciplinary perspectives and knowledge, the formation of dispositions and values, and the development of practice under the guidance of the best mentors are the focus of teacher education.

MULTIDISCIPLINARY INPUTS

The NEP recommends that all teacher education programs be conducted within composite multidisciplinary institutions in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science, and mathematics. The NEP also recommends that all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030 through 4-year integrated B.Ed programs.

4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMMES - ITEP

The NEP focuses on the 4-year integrated Teacher Education Program, which will be a dual-major holistic Bachelor's degree in Education as well as a specialized subject such as language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values, ethos, art, traditions, and more. The NEP also recommends that the HEI offering the 4-year integrated ITEP may also run a 2-year B.Ed. for students who have already received a Bachelor's degree in a specialized subject.

QUALITY ENHANCEMENT

For quality enhancement on teacher education, NEP recommended the following,

Teacher-Educators: For quality enhancement in teacher education programs, the NEP suggests that HEI-TEIs have a range of experts in education and related disciplines, as well as specialized subjects. The faculty profile in Departments of Education will necessarily aim to be diverse, and teaching, field, and research experience will be highly valued. Faculty with training in areas of social sciences that are directly relevant to school education will also be sought. Ph.D. students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programs at universities around the country will be re-oriented for this purpose. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured, since many research scholars will go on to become faculty or public representatives / communicators of their chosen disciplines.

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Institutions: Each higher education institution will have a network of government and private schools to work closely for the potential development of student-teachers through activities such as community service, adult and vocational education, etc. In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged.

Admissions: the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests through national level or statelevel.

Student-teachers: Guiding principles of NEP for Teacher education

- focusing creativity, critical thinking, communication, cooperation, teamwork, and resilience;
- promoting ethics, human & Constitutional values, respect for diversity and respect for the local context.
- ensure integrity, transparency, and resource efficiency of the educational system through autonomy, good governance, and empowerment;
- continuous review, regular formative assessment and extensive use of technology in teaching and learning;
- synergy in curriculum across all levels of education with full equity and inclusion
- substantial investment in a strong, vibrant public education system, outstanding research and development.

Conclusion

The NEP 2020 deeply concerns holistic, integrated, engaging, and enjoyable education, as stated above. The major modification in the pedagogical and curricular structure reduces the burden of content and creates space for critical thinking and innovation through experiential, inquiry-based, and competency-based learning. Especially in teacher education, multidisciplinary inputs, 4-year ITEP programs, and quality enhancement are highlighted. It also recommends continuous in-service training for the faculties of the institution, alteration in the curriculum of doctoral degree programs, TEIs with a school network, and a common entrance examination for admission. Hence, the National Education Policy will change the upcoming education system to be holistic, integrated, engaging, and enjoyable.

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A CRITICAL ANALYSIS OF NATIONAL EDUCATION POLICY (NEP) 2020

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ABSTRACT

The new education policy aims that all the students get the quality education and facilities irrespective of the place they were born and live. Since the aim is very challenging as most of the people have the high level of difficulties due to the environment they live in, the thinking they have, their financial condition and most importantly their lack of knowledge of the policies that the government implement or try to implement. New Education Policy 2020, is one of the most important education policy that was drafted in 2019 and approved by Union Cabinet of India on 29 July 2020. It replaces the thirty four year old National Policy on education, 1986. The vision of the policy is to build an education system rooted in Indian ethos that contributed directly to transform India by providing high quality education to all and make India a global knowledge superpower. It mainly focus on learning that should be holistic, integrated, enjoyable and engaging. It also focus on the adoption of technology in teaching, learning and assessments. Also it focus on early childhood care and education (ECCE) and Foundational Literacy and Numeracy (FLN). Policies have also often been influenced by contemporary political agendas and in this process many lacunae in our educational system have still persisted. A sad reality of our education policies is that they have failed to address the social and economic inequalities and cultural diversity inherent within the system of education, as it operates in India. No policy has been able to put in place a common system of education or a commonly accepted quality assessment mechanism. It is a challenge for future education policies to address this issue. All these issues have led to ineffective implementation of Educational policies till now. This paper will try to do a critical analysis of NEP 2020 by comparison with NEP 1986 to bring out the highlights

KEYWORDS : NEP 2020, School Education, Higher Education , Article 21A of Indian Constitution, Article 45 of Indian Constitution.

INTRODUCTION:

“EDUCATION IS THE MOST POWERFUL WEAPON

WHICH YOU CAN USE TO CHANGE THE WORLD”

~DR. A.P.J. ABDUL KALAM.

The National Education Policy 2020 (NEP) which was approved by the *Union Cabinet of India on 29th July 2020*, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education 1986. The policy aims to transform India's education system by 2030. Who introduced NEP 2020? Briefing media in *New Delhi, Wednesday evening, Information and Broadcasting Minister Prakash Javadekar* said, the Cabinet chaired by *Prime Minister Narendra Modi* has given approval to a NEP for the 21st Century, July 30, 2020. The NEP 2020 is a good policy as it aims at making the educational system holistic, flexible, multidisciplinary, aligned to the needs of the

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21st Century and the sustainable Development Goals. The intent of policy seems to be ideal in many ways but it is the implementation where lies the key to success.

PREVIOUS POLICIES:

In 1986 it was known as *National Policy on Education (NPE)*. It is modified in 1992. Which regards to **Access and Equity**. **Access means Availability and Equity means Fairness. But, now it is known as Quality Education.** Major improvement in, *Right to Education Act 2009. That is Free and Compulsory Education, which was enacted by parliament 4th August 2009.*

FIRST NATIONAL EDUCATION POLICY - INDIRA GANDHI PERIOD (1968).

SECOND NATIONAL EDUCATION POLICY - RAJIV GANDHI PERIOD (1986).

In 1992, NARASIMHA RAO made some changes in Second NEP. Till now we are following that policy. In 2017, i.e. MODI's period, A new committee headed by KASTURI RANGN was started. The main purpose of this committee is to bring the NEP 2020. This is the Education System of Previous Policies.

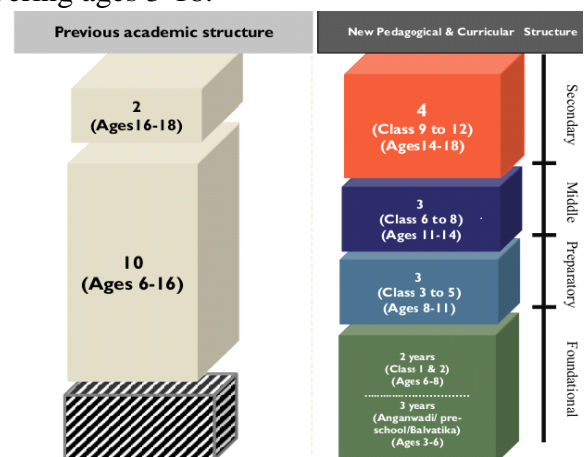
SCHOOL EDUCATION:

This policy envisages that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18.

- ❖ In previous policy it was calculated as 10+2.
- ❖ Now it is modified as 5+3+3+4.

Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from 3 is also included, which is aimed at promoting better overall learning, development, and well-being.

NEW PEDAGOGICAL AND CURRICULAR STRUCTURE OF SCHOOL EDUCATION (5+3+3+4):



The education system currently follows the 10+2 structure. This will soon be replaced by the 5+3+3+4 curricular structure. The new structure can be better understood when it corresponds with a children age i.e. 3-8, 8-11, 11-14 and 14-18 years respectively. The first stage includes time spent in Anganwadi and preschools.

This new structure divides the existing structure as per the cognitive developmental stages of a child. These are early childhood, school years, and secondary stage. It also should be noted that this change in structure does not change the years that a child spends in formal education. They remain the same as before.

The new structure brings changes to the examination structure too. As per existing norms, a child gives an exam after every academic year. But once the NEP is implemented children will give examinations only in class 3, 5 and 8. This is apart from boards which too will see considerable changes.

CHANGES IN NEW EDUCATION POLICY:

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The NEP proposes sweeping changes including opening up of Indian higher education to foreign universities, dismantling of the UGC and the All India Council for Technical Education (AICTE), introduction of a four-year multidisciplinary undergraduate program with multiple exit options, and discontinuation of the M.Phil.

The new policy aims for universalization of education from pre-school to secondary level with 100% Gross Enrolment Ratio (GER) in school education by 2030 and aims to raise GER in higher education to 50% by 2025. NEP 2020 will bring into the main stream.

RIGHT TO EDUCATION:

The Constitution (86th Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the state may, by law, determine.

ARTICLE 21A AND ARTICLE 45 ARE BOTH RELATED TO EDUCATION OF STUDENTS:

Article 21A is guaranteed as Fundamental Right but Article 45 is Directive Principle of State Policy.

- Article 21 provides that the state shall provide free and compulsory education to children between 6-24 years of age.
- On the other hand Article 45 provides that the State shall endeavor to provide early childhood education and care for all children up to 6 years of age under DPSP.
- A person between 6-14 years of age can move a court under 21a if he or she is not provided free and compulsory education.
- The case is not so with the Article 45. No court can be moved against state for providing early childhood care and education to children up to 6 years of age.
- The Right of Children to Free and Compulsory Education (RTE) Act 2009, which has come into force with effect from 1st April 2010, prohibits Physical Punishment and Mental Harassment under section 17(1) and makes it a punishable offence under section 17(2).

IS NEP CAN BE IMPLEMENT FROM 2020?

NEP will not be implemented immediately. The government has set up a target of 2040 to implement the entire NEP policy. The reforms that are proposed can only come in place when they are collaboratively by the central government and the state government together.

BENEFITS OF NEP 2020:

- The New Education Policy will give importance to student's practical knowledge instead of just pushing them towards rote learning.
- It will help students to develop scientific temper from a young age.
- The NEP aims to make it easier to set up new quality of higher educational institutes which will be at par with the global standards.

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- Since NEP will make it easier for foreign colleges to set up their campuses here many students who are unable to go abroad due to multiple reasons will be able to experience it and get global exposure.
- This will promote value-based education.

CURRENT ISSUES OF NATIONAL EDUCATION POLICY:

- ✓ School Examinations to be removed by 2021.
- ✓ Semester-Styled Board Exams for schools across India.

MAJOR DRAWBACKS IN NEP 2020:

Language seems to be a negative fact in the NEP 2020. India has the problem of a disturbing teacher and student ratio. So introducing mother languages in academic institutions for each subject is a problem.

1. Planning to spend 6% GDP on education:

In the previous year, the country spends less than 3% of this total GDP on education and ranked 62nd in total public expenditures on education. So the question arises how will it reach 6% from less than 3%. Most of the previous government has set the goad of 6% of GDP to be spent but failed to do so.

2. National testing agency:

The government had decided to set up a national testing agency to conduct entrance examinations after 12th to achieve higher educational institutions and the drawback here is setting an exam as an entrance will let the student remained unexplored. Might be the student is not good at studies but having an interest in other fields. Judging student caliber on the basis of the exam will serve a barrier in the way to success.

3. English as optional till class 8:

As it is not mandatory so the eminent school will anyway not give up on English and the gap would be wider between the influential and weaker sections. Government school will dismiss the language and it would be difficult for the child to grab the basics after class 8.

4. Multi-discipline:

There was a separate slot for multi-discipline in NEP which is attractive and flexible at the same time. Under this learners are allowed to opt-in a particular stream as usual and are allowed to explore in their interested options. But the options given were not enough. Some important areas are still missing such as environmental studies, women's studies, cultural studies, etc. as these options must be explored and taught as well.

5. Teachers training:

There must be regular teacher training as they can only frame the child and as you know teachers of India are not trained according to the need. In the NEP nothing was mentioned about the funding for teachers training which the need of the hour is. Proper funding, infrastructure must be provided in order to make the NEP worthy.

CONCLUSION:

The National Education Policy 2020 has more positives than negatives. However, it is only after the execution that the people will finally be able to judge its effectiveness. The new National Education Policy (NEP) 2020, is a good policy as it aims at making the education system holistic, flexible, multidisciplinary, aligned to the needs of the 21st century and the 2030 Sustainable Development Goals.

Finally, National Education Policy (NEP) 2020 is a big revolution replacing the 34-year-old policy idea and envisioning to bring about the much-needed modification in the Indian Education System. The Policy has maintained a delicate balance between the traditions and the interdisciplinary approach, which is the need of the 21st century.

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SALIENT FEATURES OF NEP 2020: HIGHER EDUCATION

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Abstract:

This article focuses and highlights the significance of Indian higher education system of NEP 2020. The Indian higher education system is now being transformed by the National Education Policy 2020....Its motto to increase the Gross Enrolment Ratio (GER) in higher education. This study is descriptive in nature. The study is based on the data gathered from various sources including government portals, website and Journals...etc. This policy places a strong emphasis on encouraging interdisciplinary study, offering novel subjects, and giving students access to new opportunities and flexible course options. It provides multiple entry and exit options, and allows students to choose courses according to their interests and aptitude. This policy also recommends the use of digital platforms, such as online classes and e-learning resources to provide equal educational opportunities to all students. The goal of the policy is to develop a comprehensive, adaptable education system that can meet the demands of the 21st century.

Key words: Education, Higher education, Policy, Challenges, Opportunities, Digital Platforms.

Introduction:

The National Education Policy 2020 i.e. NEP 2020 is a comprehensive education policy introduced by the Government of India in July 2020. NEP 2020 aims to transform the education system in India by providing access to education for all, promoting diversity, equity, and inclusion, and preparing students for the 21st century.

NEP 2020 has introduced 5+3+3+4 education structure where the first five years of education are foundational, promoting multilingualism, emphasizing vocational education and skills training, introducing common entrance exams for university admissions, and leveraging technology to enhance learning outcomes.

NEP 2020 for Higher Education

The National Education Policy 2020 for higher education aims to transform the existing higher education system in India. This policy emphasizes on promoting interdisciplinary studies, introducing new subjects, and providing flexibility in courses and fresh opportunities for students. It aims to increase the Gross Enrolment Ratio (GER) in higher education, provide multiple entry and exit options, and allow students to choose courses according to their interests and aptitude.

The policy envisions setting up of a National Research Foundation, a National Education Technology Forum, and setting up of more Higher Education Institutions in the country. The policy is aimed at creating a holistic and flexible education system that is adaptive to the needs of the 21st century.

Features of the NEP 2020 for higher Education

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Interdisciplinary education: The NEP 2020 proposes the breaking down of rigid boundaries between different academic disciplines and faculties. It encourages universities to offer multi-disciplinary courses that allow students to explore various subjects and fields of study.

Flexible curriculum and credit transfer: The NEP 2020 recommends a flexible curriculum that allows students to choose from a range of courses and subjects to meet their individual interests and career goals. The policy also proposes a credit-transfer system that enables students to shift between institutions without losing academic credit, thereby boosting mobility and promoting academic excellence.

Research and innovation: As per the National Education Policy, a central body named National Research Foundation will be created to build a strong research culture and research capacity across different domains in higher education.

To enhance both the quality and capacity of academic research, the government will establish multi-disciplinary Education and Research Universities (MERUs), at par with Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs).

Vocational education and skill development: The NEP 2020 recognizes the importance of vocational education and skill development in preparing students for the job market. It proposes the integration of vocational education into mainstream education, offering apprenticeships, and work-integrated learning programmes to help students acquire relevant skills.

Online education: The NEP 2020 acknowledges the importance of technology in education and proposes the development of a comprehensive digital infrastructure for education. It encourages universities to offer online courses and blended learning models to reach a broader student population and promote access to education.

Inclusivity and Equity: The NEP 2020 places significant emphasis on promoting inclusivity and equity in education by addressing the needs of disadvantaged groups such as girls, low-income families, and students with disabilities. It also seeks to provide equal opportunities to students from all socio-economic backgrounds.

Internationalization: The NEP 2020 aims to promote internationalization by encouraging collaborations with foreign universities, attracting international students, and facilitating student and faculty exchanges. The policy also recommends the establishment of a National Education Exchange Programme (NEEP) to promote educational exchanges between states to states.

Autonomy and accountability: The NEP 2020 proposes greater institutional autonomy and decentralization of decision-making to improve the quality and effectiveness of higher education. The policy also emphasizes the importance of accountability, transparency, and regulatory mechanisms to ensure that institutions adhere to quality standards.

Multiple Entry and Exit Points: Multiple entry and exit points: One of the key features of the National Education Policy (NEP) 2020 is the introduction of multiple entry and exit points in higher education. Under the new policy, students will have the flexibility to choose their own learning pathways and exit points, based on their individual interests, aptitudes, and career goals. Under the new system, students can enroll in a four-year undergraduate program and exit after completing one year with a certificate, after two years with a diploma, or after three years with a bachelor's degree. This will allow students to gain academic qualifications at different levels and also provide opportunities for them to pursue vocational training or work experience alongside their Student.

NEP 2020 – UG Exit Options

Option No.	Options	Academic Recognition
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1	After 1st year of UG programme	Certificate
2	After 2nd year of UG programme	Advanced Diploma
3	After 3rd year of UG programme	Bachelor's Degree
4	After 4th year of UG programme	Bachelor's with Research

NEP 2020 -Technology in Education:

An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education. HEIs will play an active role in conducting research on disruptive technologies and in creating instructional materials and courses including online courses in cutting-edge domains.

NEP 2020-Professional Education:

All professional education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institution.

NEP2020 -Teacher Education:

The 4-year integrated stage-specific, subject- specific Bachelor of Education offered at multidisciplinary institutions would be the way forward. A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of 11 knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs).

Promotion of Indian languages:

To ensure the preservation, growth, and vibrancy of all Indian languages, several initiatives are envisaged. More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages. An Indian Institute of Translation and Interpretation (IITI) will be established. Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened. National Institute (or Institutes) for Pali, Persian and Prakrit will be set up. Efforts to preserve and promote all Indian languages including classical, tribal and endangered languages will be undertaken.

Challenges In The Implementation of NEP-2020

As the NEP 2020 comes into effect, the HEIs in the State are facing various challenges for the effective implementation of the new policy. Linguistic diversity, infrastructure and connectivity issues, digital gaps and unreliable power supply in remote areas are hindering smooth implementation of NEP in the State. The NEP mandates various stakeholders for continuous engagement of teachers, parents and

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government to achieve the NEP's desire goal but logistical and resource constraints pose a big hurdle in the effective implementation of the policy.

Issues of NEP 2020

- **Disciplinary Rigidity:** The panel raised concerns about the **rigid separation of disciplines**, which can **hinder interdisciplinary learning and innovation**.
- **Language Barriers:** There's a dearth of higher education institutes (HEIs) that **offer instruction in local languages**, potentially excluding a substantial section of the population.
- **Faculty Shortage:** A scarcity of qualified faculty members **is plaguing the higher education sector**, adversely impacting the quality of education.
- **Lack of Institutional Autonomy:** Many institutions face a lack of autonomy, hindering their ability to adapt and innovate.
- **Research Emphasis:** The panel noted a diminished emphasis on research within the current higher education system.
- **Ineffective Regulatory System:** The regulatory framework governing higher education was deemed ineffective, requiring comprehensive reform.

Conclusion:

The National Education Policy 2020 is a comprehensive document that promises major reforms in higher education in India. The policy recognizes the importance of multidisciplinary education, research, vocational education, teacher education, and the use of technology in higher education. The policy aims to make India a hub for research and development, attract the talented from around the world, and prepares students for the changing job market. The implementation of the NEP 2020 will require coordinated efforts from all stakeholders, and it remains to be seen how effectively the policy will be implemented. However, the NEP 2020 is a step in the right direction towards transforming India's education system to meet the demands of the changing world.

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NEP 2020: STRATEGY TO MUTE NEXT GENERATION AND A GREAT LEAP BACKWARD.

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ABSTRACT:

NEP 2020 is a vision document rather than a real policy document. Despite its impressive sugar coating, it lacks in details and a roadmap for implementation. Many specific proposals of NEP contain are impractical and would cause enormous disruption for institutions, students and teachers, and would require considerable increase in public expenditure on education which remains a distant dream. It deliberately increases privatization, communalization and saffronization upon Indian education system.

Keywords: Central government, privatization, federalism, democracy, scientific temper

Introduction:

The National Education Policy 2020 marks a pivotal change in the education system of India. The NEP 2020 includes in a list of several acts and policies that came to India after 2014. This strategical change can be seen in the fields like agriculture, education, environment, economics, etc. The central government has passed the new education policy 2020 without the draft being discussed in the parliament or any other wider consultation with state governments and different stakeholders of education. It was passed during the pandemic, turning it into a golden opportunity, in a way similar to smuggling in a democratic society.

Perspectives of NEP

This NEP is not originated in vacuum. This education policy reflects the blatant political, economic and cultural ideologies of the ruling class. Education has always been an instrument as well as a process to nurture citizens, especially students, in tandem with the political and economic and cultural positions and perspectives of the dominant or ruling class. In the 1968 policy, the basic aim was to create a future society upholding national integration and prepare a generation involving in national development. Democracy, secularism and socialism were non-negotiable as per that policy. Even the 1986 policy, which was revised in 1992 and evolved in the backdrop of the opening phase of liberalisation, privatisation and globalisation, didn't fully retreat from the concepts of democracy, secularism and socialism. But NEP 2020 consciously kept away ideologies and even terminologies like democracy, secularism and socialism. These concepts or even terminologies seem alarming to the rightwing politics which is more prominent in the global scenario for the time being. Hence one can expect an education policy at this juncture, which will function as a tool to uphold the right-wing politics and their prescriptions and nurture a generation compliant to those policies. It is obvious. And in our country, the ruling class is implementing the right-wing LPG policies by utilising and exploiting the ignorance of the majority people who are still tied up with the belief system and giving more importance to customs and rituals.

VISION OF NEP

The NEP 2020 lacks concrete measures to protect the academic community's democratic ethos, rights, and an atmosphere of dissent, debate, and fearless independent research. Instead of preparing students to combat societal issues such as inhuman caste oppression, patriarchy, and various forms of social segregation, educational institutions are directed to instil deep pride in students about the 'culture' of the past and present. The NEP 2020 is not conducive to the democratisation of society, as it is only an extension of the political Hindutva that is aggressively pursued in India.

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NEP 2020 is a vision document rather than a real policy document. Despite its impressive sugar coating, it lacks in details and a roadmap for implementation. Many specific proposals of NEP contain impractical and would cause enormous disruption for institutions, students and teachers, and would require considerable increase in public expenditure on education which remains a distant dream. It deliberately increases privatization, communalization and saffronization upon Indian education system. There is a huge centralisation which will end up to forming a single policy to be implemented across the nation without the states getting adequate power and fund to design the policies according to their own specific needs, challenges and possibilities.

RECOMMENDATION OF NEP

The major change after NEP 2020 is the structure of schooling. The document recommends 5+3+3+4 structure of schooling. But it doesn't say whether the states have the flexibility to adapt the structure considering the state specific socio-economic-cultural and academic needs. No scientific and concrete explanation is provided in changing the school education pattern to 5+3+3+4. It is simple logic that a three-year-old child and an eight-year-old child in no way come under a single category. This policy has not mentioned the rationale behind restructuring the school education pattern.

Under the NEP 2020, students in the sixth grade are given the option of pursuing vocational training. Whose natural choice might this be? This option may be more attractive to students from families who believe that they will get a job as soon as possible. These are often first-generation learners, primarily children of Dalits, Adivasis, poor peasants, wage labourers, and so on. Are these children expected to gain understanding about the next step in their academic pursuit only by actively engaging in the academic circle. By being directed toward vocational training at an early age, these children are shaped for the labour market and are barred from entering the arena of knowledge production. The structure of institutionalised discrimination begins here, with a form that naturally diverts students from disadvantaged groups to 'unskilled' work and those from privileged groups to higher learning and research.

There will be a huge centralisation in preparing text book. The role of states and local specific contents will be minimal. This will help Sangh Parivar to intervene in text books and ensure their version of history, philosophy and the values they uphold, ideology they want to spread is part of the school texts. The policy also gives a free hand to other organisations to produce supplementary texts. The policy states that there will be a single entrance examination at the national level for all higher education institutions in the country. The courses and emphasis of each university and the student body it encompasses are different in many ways. Admission to all these through a single examination is unscientific and contrary to the very concept of higher education.

Graduate courses are being extended to four years. With this, economically backward students will not be able to complete their studies. Studying for more than a year means that the vulnerable group of students will be affected by the high costs and the crisis of family and other pressures. This will lead to a huge dropout of socially and economically backward first generation, and women students. The policy also introduces exit points for the students who are not able to complete four years course. They will be given a certificate based on the years they have studied. Implying that the weaker section students should be satisfied with 'half a degree', 'a quarter degree' or a diploma certificate while the qualification for further education will belong to the elite category.

Affiliated colleges will be completely abolished. All institutions will have a choice to become autonomous. This autonomous status will lead to fee hike, curtailing of democratic rights, higher authoritarianism and further intensify commercialisation of education. There is no mention about reservation in the policy. The policy has also neglected various demands raised to make campuses and education system disabled friendly.

ROLE OF NEP

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NEP proposes the formation of various agencies at the national level such as Higher Education Commission of India (HECI), National Research Foundation (NRF), The National Testing Agency (NTA), National Assessment Centre - PARAKH, The National Educational Technology Forum (NETF), Professional Standard Setting Body (PSSB) and National Professional Standards for Teachers (NPST) etc. to capture the powers of the State. The newly formed central bodies will eventually lead to a comprehensive disempowerment of the Indian states in the sphere of education. This is a complete departure from the earlier policies that were based on the constitutional framework. This of course will lead to serious implications for federalism (autonomy and rights of states) and concurrent status of education. With education in the concurrent list, the rights of the states under the Indian constitution are curtailed and the role of the states will be that of coordination with the centre and implementing the policies as decided by the centre. NEP leaves almost no scope for state-level interventions in education. These policies will curtail the efforts made by states like Kerala which gained whatever achievement in the field of education with limited resources by utilising the scope of education being in the state list and later in the concurrent list.

CONCLUSION

Historically, India has celebrated unity in diversity. This formula was recognised by everyone from the freedom fighters to the policy makers of independent India. Today the same diversity is being suffocated with the politics of Hindutva. NEP 2020 has miserably failed to identify the existing challenges in the Indian education sector, or study it scientifically with proper research and data and propose a policy which will ensure equity, access, and quality. Instead, the ill prepared policy has paved the way for further intensified Centralisation, Commercialisation and Communalisation of education. In such a situation, conscious struggle against communalism and expansion of public consciousness will be the only way to impart scientific and critical thinking.

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POSITIVE AND NEGATIVE ASPECTS OF NEP 2020

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ABSTRACT

The new NEP 2020 policy focuses in improving poor literacy and numeracy outcomes associated with primary school, reducing dropout levels in middle and secondary school. NEP 2020 is aimed at transforming India's education system in to a modern, progressive and equitable one. The national education policy (NEP) 2020 is goals first education policy for the 21st century. NEP 2020 replaced the national education policy of 1986. NEP 2020 approved by the Indian union cabinet on July 29 2020. Sets out the vision for India's new education system. NEP 2020 seeks to introduce a shift from 10+2 structure to 5=3+3+4 structure to focuses on reducing the curriculum content to make space for critical thinking and intern. Some of the prospects presented by the NEP 2020 include holistic development, flexible learning pathways, reduce curriculum burden, inclusive education, and skill development, etc. However the implementation of NEP 2020 presents several challenges, such as the need for substantial investment in education, the lack of adequate infrastructure and resources, the shortage of trained teachers, the challenge of proving quality education in remote and rural areas, and the need for effective collaboration between various stakeholders. Overall the NEP 2020 presence an ambitious and comprehensive roadmap for the development of education in India.

KEYWORDS:- NEP 2020, SKILL DEVELOPMENT, IMPLEMENTATION, CHALLENGES, PROSPECTS

INTRODUCTION

National Education Policy (NEP) 2020 is aimed transforming India's education system in to a modern progressive and equitable one. The government of India took a gained leap forward by announcing its new education policy, the national education policy 2020. In India holds one of the largest webs of education system compared globally. The new NEP 2020 focuses in improving poor literacy and numeracy outcomes associated with primary school reducing dropout levels in middle and secondary schools. The newly launched National Education Policy 2020 has a vision for India focused education program that all directly contribute transforming our nation in to a society of equal and living knowledge by providing quality education for all.

NATIONAL EDUCATION POLICY ON SCHOOL LEVEL

NEP 2020 emphasizes on ensuring universal access to school education at all levels-preschool to secondary. Infrastructure support, innovative education centers to bring back dropouts in the mains stream. NCERT will develop a national curriculum and pedagogical framework for early childhood care and education for children up to the age of 8. With emphasis on early childhood care and education the 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14 and 14-18 years respectively. This will bring the hither to uncovered age group 3-6 group years under school curriculum which has been recognize to globally as the crucial stage for development

NEP 2020 IMPLEMENTAION CHALLENGES AND PROSPECTS

The past academic session witnessed multiple problems on the front of streaming school operation, with an imbalance observed between academic and extra curriculum activities taking the center stage. The NEP 2020 emphasizes flexibility offering opportunities for both academics and extracurricular pursuits. NEP 2020 envisions a massive transformation in education through- "an education system rooted in Indian ethos that contributes directly to transforming India. However the implementation of NEP 2020 presents several challenges, such as the need for substantial investment in education, the lack of adequate infrastructure and resources, the shortage of trained teachers, the challenge of providing quality education in remote and rural areas, and need for affective.

CHALLENGES

- Implementation
- Funding
- Language policy
- Teacher training
- Assessment system
- Private sector involvement
- Aligning the curriculum
- Resistance to change

FUNDING

85% of institutions faced financial limitation in implementing NEP 2020 guidelines. Insufficient resources hindered investments in infrastructure upgrades and training. Budget constraints posed challenges in acquiring necessary software licenses. The implementation of NEP2020 requires significant funding, and the policy document does not provide clear guidelines on how the funding will be raised. The policy mentions the establishment of the National Research Foundation, but the details on how it will be funded are not clear.

LANGUAGE POLICY

NEP2020 has proposed a three- language formula, which has sparked controversy in some states. There is a concern that the policy may lead to the imposition of a particular language and undermine linguistic diversity of the country.

TEACHER TRAINING

The policy emphasizes the need for teacher training and development, but there are several challenges in implementing this. The existing teacher education system needs to be revamped to meet the changing needs of the education system.

ASSESSMENT SYSTEM

The policy proposes a new assessment system that focuses on the holistic development of the students. However, there is a concern that implementation of the new assessment system maybe challenging, especially in rural areas where resources are limited.

PRIVATE SECTOR INVOLVEMENT

The policy emphasizes the involvement of the private sector in education, but there is a concern that this may lead to the commercialization of education and further widen the existing inequalities.

ALIGNING CURRICULUM

Fundamental structural change with NEP 2020 calls for replacing the 10+2 structure with a 5+3+3+4 model, recommended to attain foundational literacy and numeracy among students by grade 3. One size doesn't fit all every students in unique, with different interests, abilities and learning styles. Limited flexibility is another disadvantage, teachers may have less freedom to adapt their teaching methods or materials to meet their students' needs.

RESISTANCE TO CHANGE

It is possible that the NEP will be met with resistance by students and educators who are used to traditional methods of education, especially in rural areas. The transition from the existing system to the new framework poses challenges such as resistance to change, lack of infrastructure and the need for extensive teacher training.

PROSPECTS OF NATIONAL EDUCATION POLICY 2020

HOLISTIC DEVELOPMENT

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NEP 2020 focuses on the holistic development of students, addressing their cognitive, social, emotional, and physical growth. It promotes critical thinking, creativity, and problem solving skills, preparing students to thrive in the 21 century.

FLEXIBLE LEARNING PATHWAYS

The policy offers flexible learning pathways allowing students to choose subjects based on their interests and career aspirations. This promotes personalized learning, enabling students to explore their passions and develop expertise in their chosen fields.

REDUCED CURRICULUM BURDEN

NEP aims to reduce the curriculum burden on students by emphasizing core concepts and essential learning outcomes. This allows for a deeper understanding of subjects and encourages a more comprehensive learning experience.

INCLUSIVE EDUCATION

The policy prioritizes inclusive education, ensuring equal opportunities for students from diverse backgrounds, including those with disabilities and from marginalized communities. It promotes an inclusive and supportive learning environment, fostering empathy and understanding among students.

SKILL DEVELOPMENT

NEP 2020 emphasizes skill development, equipping students with 21st century skills such as critical thinking, communication, problem-solving and digital literacy. This enhances their employability and prepares them for future challenges.

- Professional development opportunities, enhanced teaching practices, integration of technology, recognition of leadership and mentorship, collaborative learning communities and empowerment as facilitators etc are the prospects for teachers.

CONCLUSION

In conclusion, the NEP 2020 presents significant opportunities for transforming the education system in India, but its successful implementation will require overcoming various challenges. The NEP 2020 has identified several challenges in the Indian education system, and implementing these strategies can help to address these challenges and provide a more inclusive and holistic approaches to learning. Addressing these challenges will be crucial to successful implementation of NEP 2020 and to achieving the goals of transforming the education system in India.

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PROSPECTS AND CHALLENGES OF NEP 2020 IN HIGHER EDUCATION

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ABSTRACT: Education is fundamental for achieving full human potential, developing an equitable society and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education through higher education. The aim must be for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. The implementation of the NEP 2020 presents several challenges, such as the need for substantial investment in education, the lack of adequate infrastructure and resources, the shortage of trained teachers, the challenge of providing quality education in remote and rural areas, and the need for effective collaboration between various stakeholders.

In Higher Education, NEP 2020 provides valuable insights and recommendations on various aspects of education that include moving towards multidisciplinary and holistic education, institutional autonomy, promotion of quality research through establishment of National Research Foundation, continuous professional development of teachers, integration of technology, internationalization of higher education, restructuring of governance and regulatory architecture, multidisciplinary curricula, engaging blended pedagogy, valid reliable and blended assessment and availability of content in Indian languages. This speaks about learning in a suitable environment, challenges faced by students after the implementation of NEP 2020 and opportunities provided for the students.

Key words: Equality ,optimal environment ,enrollment ,socialization .

INTRODUCTION:

The National Education Policy 2020 for higher education aims to transform the existing higher education system in India. This policy emphasizes on promoting interdisciplinary studies, introducing new subjects, and providing flexibility in courses and fresh opportunities for students. It aims to increase the Gross Enrollment Ratio (GER) in higher education, provide multiple entry and exit options, and allow students to choose courses according to their interests and aptitude. The policy envisions setting up of a National Research Foundation, a National Education Technology Forum, and setting up of Higher Education Institutions in the country. The policy is aimed at creating a holistic and flexible education system that is adaptive to the needs of the 21st century.

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Learning environments are optimized when teachers create opportunities for students to learn by doing and to actively engage with materials and people. It is important to design physical and social environments that maximize instructional time and support learning for all.

The majority of students—49.03 percent—are female. What Human Development shows a significant type of investing in human capital is higher education, High levels of skilled human capital do make a substantial contribution to economic and social development, and Higher education may provide a variety of contributions to development, including accelerating the industrialization of the economy by supplying workers with managerial, technical, and professional skills. It establishes attitudes and enables the changes in attitudes required for the socialization of people as well as the modernization and general development of society. Greater education has been proven to have a strong correlation with the Human Development Indicators, since higher levels of education in a society may lead to higher levels of human development via their effect on the HDI's two primary determinants, life expectancy and per capita income NEP suggested a “light but tight” regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment.

OPTIMAL LEARNING ENVIRONMENT FOR STUDENTS:

Optimal Learning Environments are supported by a positive, instructionally focused school climate and provide intellectually and emotionally safe, engaging classroom communities that are personalized and co-constructed by students and adults to support the success of each and every learner.

OPTIMAL LEARNING ENVIRONMENTS ARE CREATED WHEN:

- ❖ Social and emotional competencies are modelled and practiced.
- ❖ There should be maintain a healthy relationships and an enhanced understanding are developed among students, staff, and school community.
- ❖ Student voice is honored and their participation is encouraged.
- ❖ Safe and Caring Schools policy procedures are implemented.
- ❖ School and classroom routines are developed to minimize disturbances and provide students with opportunities to seek help when Teachers cannot provide immediate attention.
- ❖ Teacher plans lesson by considering the students level of learning the materials used for teaching learning process are meaningful.
- ❖ Classrooms are organized to allow students a variety of ways to engage in learning independently or collaboratively.
- ❖ Students view their work as meaningful and genuine.
- ❖ Experiences and resources that support student learning extend beyond the classroom.
- ❖ Students have access to safe play spaces and equipment that promote physical activity and emotional safety.
- ❖ Students are given enough time to eat.

CHALLENGES IN HIGHER EDUCATION:

Disciplinary Rigidity: There is a rigid separation of disciplines, which can hinder interdisciplinary learning and innovation.

Limited Access in Disadvantaged Areas: Access to higher education in socio-economically disadvantaged regions remains limited, impeding the equitable distribution of educational opportunities.

Language Barriers: There's a lack of higher education institutes (HEIs) that offer instruction in local languages, potentially excluding a substantial section of the population.

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Faculty Shortage: A scarcity of qualified faculty members is plaguing the higher education sector, adversely impacting the quality of education.

Lack of Institutional Autonomy: Many institutions face a lack of autonomy, hindering their ability to adapt and innovate.

Research Emphasis: The panel noted a diminished emphasis on research within the current higher education system.

Ineffective Regulatory System: The regulatory framework governing higher education was deemed ineffective, requiring comprehensive reform.

Concern Related to Multiple Entry Multiple Exit Programme: The panel expressed concerns that implementing the MEME system in Indian institutions, while flexible in theory, may not align effectively due to unpredictability in student entry and exits. This unpredictability could disrupt the pupil-teacher ratio.

Mind-set of students towards education -Due to multiple entry and exits in NEP 2020, there is high chance of increase in dropout rate in HEI. The time will provide the correct scenario on this aspect. Orientation and motivation to students for post-graduation is to be augmented. The scholarships for the deserving students, imbibing research aptitude and scientific temper amongst the students will help them for sustainable development. It is being observed by few studies that due to fast pace of the world, the students are facing certain emotional and mental disorders. A congruence between emotions and behavior of the students is required in order to develop them as a socially responsible citizen. To achieve this, following remedies are suggested-cultivating student key competencies, giving freedom to express views, incorporation of moral values, enhancing life survival skills, creating readiness for self-learning in them. (Bhatnagar 2021) Choice based credit system [CBCS] will help the students to learn the subjects of their likings and credits earned are deposited in Academic Bank of Credit [ABC]. hand holding and mentoring cell in the institution may orient the students in difficult situations.

OPPORTUNITIES IN HIGHER EDUCATION :

Equitable Funding: Both the Union and State Governments should allots sufficient funds to support Socially and Economically Disadvantaged Groups in higher education.

Gender Balance: Efforts should be made to equalize the gender balance in higher education institutions.

Inclusive Admissions and Curriculum: Admission processes and curriculum should be made more inclusive to provide effective learning.

Education in Regional Language : Development of more degree courses taught in regional languages and bilingually should be encouraged.

Accessibility for Physically Challenged: Specific infrastructural steps should be taken to make higher education institutions more accessible to physically challenged students.

Anti-discrimination Measures: Strict enforcement of no-discrimination and anti-harassment rules was recommended to ensure a safe and inclusive environment.

Educational centre: India is having great opportunity to attract foreign students and foreign universities as India has become education hub as compared to many countries, the India has lesser cost on education.

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Promoting students for profession: Institutions and universities try to motivate students to pursue graduation, post-graduation education or professional courses.

Handling adequate number of students: The teacher- student ratio should be kept minimum for the purpose of close supervision on students progress. The teachers efficiency will definitely increase for lesser teacher -student ratio.

Encouraging students in classroom participation: Due to multiple entry and exit, student will find the NEP flexible and convenient for education. Students will be more equipped with knowledge, skills and attitude in classroom with peer learning and experiential learning etc.

Hard internship : The internship should be strictly observed, so that students can get practical knowledge. It will also help to create strong linkages between institution and the organizations offering the internship for the professional courses.

CONCLUSION:

The country's development Higher education is important for moving our nation forward in terms of its social, cultural, scientific, economic, and technological development. The role of higher education and its institutions is crucial in the twenty-first century, which calls for college and university students to have a creative, critical, and integrated personality that will show in their personal and social lives and another crucial factor is the care and attention we must give to young children. It has long been established that early care and attention have a significant influence on a learner personality and cognitive development. Children who receive this care and attention will grow up to have highly developed interpersonal skills as well as creative and critical minds. After almost 30 years, India now created and implemented this education policy. The NEP demands a massive implementation on a scale that has never been tried before in the world. The researcher has put up the views on challenges and opportunities in National Education Policy 2020 mainly for higher educational institutions. The views mentioned by the researcher are compiled through reading and experience. However the researcher is optimistic that NEP will proved to be a boon in the long run.

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Prospects and Challenges of Higher Education – NEP 2020**D.JANSIRANI**Research Scholar
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Department of Education,
Annamalai University.**Abstract:**

It is well known fact that a well-defined, visionary and futuristic education policy is a must for every country because education is the key driver of economic and social progress. Taking into account their respective traditions and culture, different countries have adopted varied education systems. Recently Government of India announced its New Education Policy 2020 (NEP 2020), which intended to transform our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. It is a welcome step, which will bring about a paradigm shift India's education system and will transform it into a modern, progressive, and equitable one. This conceptual research article is based on NEP 2020 focuses on Higher Education (HE). Authors of the article intends to discuss background and emergence; to highlight vision, focus thrust areas and principle guidelines; and necessarily to bring out features, impact areas and opportunities to stakeholders as well. Finally, they are emphasizing the need for planned, systematic and careful implementation of the policy. Education policy lays particular 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. It promotes multilingualism and the power of language in teaching and learning. It enhances life skills such as communication, cooperation, and teamwork and resilience power of the students. It focuses on regular formative assessment for learning rather than the summative assessment. NEP 2020 lays great emphasis on promoting multilingualism so that children know and learn about the rich and vast array of languages of their country.

Keywords: NEP 2020, Quality Education, Higher Education.**Introduction**

Quality education is of fundamental importance for achieving full human potential, developing an equitable and just society and promoting national development. And universal high quality education is the key to India's continued ascent and leadership on the global platform in terms of economic growth, social justice and equality; scientific and technological advancement; national integration and preservation of culture as well. At present, the world is undergoing rapid changes in knowledge and employment landscapes. In this scenario, an education system must build and shape character; enable learners to be ethical, rational, compassionate and caring; while at the same time prepare them for gainful employment. It is to be noted that the gap between current state of learning outcomes and what is required, can be bridged through reforms in education system. The reforms necessarily bring about quality, equity and integrity into the system, from Early Childhood Care and Education (ECCE) to Higher Education (HE). Therefore, it was necessary that India should have an education system with equitable access to the high quality education for all learners regardless of social or economic background. In this context, India has adopted 2030 Agenda for Sustainable Development (SD), which seeks to ensure inclusive and equitable quality education; and promote lifelong learning opportunities for all. And such a dreamy goal will require the entire education system to be reconfigured to support and foster process of education, so that all of the critical targets and goals i.e. Sustainable Development Goals (SDGs 4.4) of the 2030 Agenda can be achieved. So as to bring about reformation in the existing education system the Government of India decided to revamp it by introducing a comprehensive National Education Policy 2020 (NEP 2020).

The new policy envisions an India centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. It is the first education policy of the 21st century, which aims to address many growing developmental imperatives of our country. This Policy proposes revising and revamping of all aspects of the education system, including its regulation and governance in order to create a new system

that is aligned with the aspirational goals of 21st century education, while building upon India's traditions and value systems. NEP 2020 lays particular emphasis on development of the creative potential of each individual and higher order cognitive capacities, such as critical thinking and problem solving; and also social, ethical, and emotional capacities and disp The NEP 2020 is the first education policy of the 21 st century and replaces the thirty –four year old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge. It makes Superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

Objectives of NEP

The NEP 2020 aims to promote a flexible education system that allows students to choose their courses and subjects according to their interests and aptitudes. It also aims to promote multiple entry and exit points in education, making it possible for students to pursue their studies at their own pace. The NEP mainly envisions a system which is rooted in the ethics of India which directly contribute towards the transformation of India, sustainably into vibrant and an equitable knowledge society by offering good quality education to everyone. Thus, making India- the global superpower of knowledge. It will prepare our youth to meet the diverse national and global challenges of the present and the future. The students are also monitored and facilitated with the proper educational environment. Also, the ones who had dropped out of school earlier are given adequate guidance to be on par with their peers. The primary objectives include universalizing access to quality education , ensuring inclusively, promoting research and innovation and fostering a holistic development.

While the National Education Policy (NEP) 2020 has the potential to transform the education system in India there are several challenges in its implementation. Some of the key challenges are:

- 1. Financial constraints:** One of the major challenges in implementing the NEP 2020 is funding. The policy aims to increase public investment in education to 6% of GDP, but the state may face challenges in mobilizing sufficient resources to achieve this target. The state government may need to explore innovative funding mechanisms, such as public private partnerships, to bridge the funding gap.
- 2. Infrastructure:** The implementation of the NEP 2020 requires the development of infrastructure such as schools, libraries, and laboratories. It may face challenges in developing infrastructure in remote and hilly areas, which may affect the quality of education in these areas.
- 3. Capacity building:** The implementation of the NEP 2020 requires capacity building among teachers and other stakeholders. Himachal Pradesh may face challenges in providing training to teachers and other stakeholders, especially in remote areas where access to training may be limited. The state government may need to develop comprehensive teacher training programs that are aligned with the objectives of the NEP 2020 and ensure that all teachers have access to these programs.
- 4. Language barrier:** The NEP 2020 emphasizes the importance of promoting multilingualism in education, It faces a language barrier, as the dialect, while the medium of instruction in many schools is English. The state government may need to develop a language policy that is aligned with the objectives of the NEP 2020 and ensure that all students have access to education in their mother tongue.
- 5. Resistance to change:** The implementation of the NEP 2020 may face resistance from some stakeholders who may be resistant to change. The state government may need to engage with different stakeholders and address their concerns to ensure the successful implementation of the policy.
- 6. Implementation at the Grassroots Level:** Finally, one of the biggest challenges in implementing the NEP 2020 in is ensuring that the policy is implemented effectively at the grassroots level. The state government may need to develop a comprehensive implementation plan that is tailored to the local context and involves all stakeholders in the education system. It may also need to establish a robust monitoring and evaluation mechanism to track the progress of the implementation and make course corrections as necessary.
- 7. Inadequate Data and Monitoring:** The successful implementation of the NEP 2020 requires the collection and analysis of comprehensive data on various aspects of education, such as enrollment,

learning outcomes, and teacher performance. The state government may need to invest in developing a robust data collection and monitoring system that is aligned with the objectives of the NEP 2020.

8. Rural-Urban Divide: The state may face challenges in ensuring equitable access to education and infrastructure between rural and urban areas. The state government may need to develop targeted interventions to bridge the rural-urban divide, such as providing additional resources to rural schools and developing specialized programs to address the unique challenges faced by rural students.

9. Inclusive Education: The NEP 2020 emphasizes the need for inclusive education, with a focus on catering to the needs of children with disabilities and those from marginalized communities. However, It may face challenges in implementing inclusive education due to a lack of resources and infrastructure. The state government may need to develop targeted interventions to ensure that all children, regardless of their background or ability, have access to education and learning opportunities.

Conclusion :

National Education Policy 2020 (NEP 2020) is a welcome and ambitious re-imagining of India's education system into a modern, progressive and equitable one. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, NEP 2020 is aligned to the 2030 Agenda for Sustainable Development (SD). It aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multi-disciplinary, suited to 21st century needs. The policy calls for a large-scale implementation of a magnitude never before attempted anywhere in the world. The actual transformations will start from the academic year 2021-22 and will continue until the year 2030, where the first level of transformation is expected to be visible. The mission is aspirational but the successful implementation depends upon how well implementers understand the challenges and try to overcome it. It requires a great deal of acceptance, commitment, optimism, change in attitude, and mind-set. No doubt, the Government of India took a giant leap forward by announcing its new education policy i.e. the National Education Policy 2020 (NEP 2020), almost three decades after the last major revision was made to the policy in 1986. Even, the drafting committee of NEP 2020 has made a great attempt to design the policy that considers diverse viewpoints, global best practices in education, field experiences and stakeholders' feedback.

The mission is aspirational but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners industry and future ready. The NEP has introduced a wide range of changes and it largely reads as a progressive document that has a firm grasp on the current socio-economic landscape as well as prospects of uncertainties of the future. Education for the new generation of students needs to engage essentially with the rising digitalisation and dematerialisation of the economies that require a whole new range of capabilities. It aims to bridge the educational divide and promote social justice. The Indian education system focusing on holistic development, multidisciplinary learning, flexibility, technology integration, teacher empowerment, and assessment reforms.

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PROSPECTS AND CHALLENGES OF NEP 2020 IN TEACHER EDUCATION

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ABSTRACT:

The NEP 2020 was approved by the union cabinet of India on 29 July 2020. The ministry of human resource development solidified a commission made by former ISRO chairman Dr.K kashurirangan, who defined the vision of new India's new education system. The new education policy discourses challenge the current education system expression similar to quality, affordability, equity, access and accountability. The draft of this policy has been divided into four parts – Part I(school education), Part II (advanced education), Part III (another crucial area of focus) and Part IV (making it be). The present paper focuses on teacher education which is included in part II of advanced education. The present study aims to critically dissect the recommendation and challenges of NEP 2020 regarding teacher education. The present study is qualitative. The data has been collected through colourful sources i.e) journals, reports, print media, and another government websites. The study concludes that the new national education policy on teacher education will enhance the quality of teacher education and present the teacher education system in a world class environment, with openings, challenges and some formative suggestions by the investigators for enforcing the recommendation of teacher education.

KEYWORDS : Technology, profession, excellence, multidisciplinary, development, enhancement, practical.

INTRODUCTION:

On the 11th of June 2014 Narendra Modi made his first speech in the Parliament as the Prime Minister. That vision of the PM has come true through the National Education Policy 2020 (NEP). Mr. Modi had made it clear that education will have the less privileged children as its first priority and the teachers would be centre-stage. He also made it clear that technology would be honed to reach out to the hitherto unreached. The NEP 2020 fulfils his vision of 21st Century education in India.

The Policy has committed to provide opportunity to students with aptitude for teaching through a nationwide test to enter teaching profession and also provide scholarships, especially to women who want to enter the teaching profession. Section 5.2. of NEP says “To ensure that outstanding students enter the teaching profession – especially from rural areas – a large number of merit based scholarships shall be instituted across the country for studying quality 4-year integrated B.Ed. programmes.” The teacher education program may be long, of four year duration but all would be supported to pursue the training. Conjoined with the pre-service training will be continuous professional development. Ours is the only profession where individual excellence counts. NEP provides the opportunity to continuously grow and become better teachers. Coordination between Boards has been poor. To fill that gap a central agency will be established to coordinate between Boards. The Central Cabinet has approved the formation of a body by the name of PARAKh on the 14th of October 2020

MAJOR CHALLENGES:

- Become lifelong learners
- Keep in touch with the disciplinary knowledge as learners will have access to the latest information online;
- Learn new technologies regularly as every machine is updated every few months;

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- Degrees won't matter much but the performance will count;
- Compete with global teaching community to remain relevant.

RECOMMENDATIONS:

The Recommendations Of NPE-2020 Regarding Teacher Education are:

- Emphasis on multidisciplinary perspectives, values, language, and ethos including tribal tradition
- Special emphasis has been laid on the introduction of Integrated Teacher Training
- The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers
- To maintain the quality of teacher education, it has been proposed to introduce an entrance examination in the admission of students in pre-service teacher education
- Teacher education involves multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programs must be conducted within composite multidisciplinary institutions
- The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already established a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject
- In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives.

ROLE OF TEACHER:

Role of Teacher According to NEP 2020

- Although teacher-centred education has changed from the old-fashioned teacher-centred education to more student-centered education today, the place of the teacher is always undeniable.
- It is through the teacher that the whole teaching and learning process progresses. Not only this, the teaching-learning process's effectiveness depends on the teacher's skill. John Adams said the teacher is the "Maker of Man".

According to the National Education Policy 2020, teachers need to be-

- Research-oriented mind
- Progressive attitude
- Need to have technology knowledge
- Need to have a Clear idea about teaching method
- Passionate & Motivated
- Need to have multidisciplinary knowledge
- Knowledge about multicultural and multi-language

PROSPECTS OF TEACHER EDUCATION:

Purpose of the NEP for Teacher Education. The objective of the policy is to achieve a community of competent teachers dedicated to providing education of high quality, with high levels of performance as well as ethical and professional standards of conduct New Education Policy 2020 Key Benefits.

- Teachers and faculty as the heart of the learning process.
- Respect for diversity and local context in all curriculum, pedagogy, and policy
- Equity and inclusion as the cornerstone of all decisions.
- Community participation.

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- •Use of technology in teaching and learning

The New Education Policy aims to help recruit the very best and brightest to enter the teaching profession at all levels, by ensuring teachers their livelihood, respect, dignity, and autonomy, while also installing in the system basic methods of quality control and accountability. The National Education Policy states that by 2030 the minimum educational qualification for teachers would be a four-year duration integrated B. Ed degree. If this happens, only candidates with a four-year B. Ed degree and CTET or TET certificate will be eligible to apply for teacher recruitment in government schools. Main aim of NEP 2020 aim to increase the GER to 100% in preschool to secondary level by 2030 whereas GER in Higher Education including vocational education from 26.3% (2018) to 50% by 2035. This is high time when Teacher Education programmes should combine knowledge, experiences and dreams pertaining to the building of peace and harmony on one hand, and joint effort of other people and agencies of education on the other

Challenges of Teacher Education:

Challenges of Teacher Education in NEP 2020 are:

Accepting Change in Teaching – Learning Styles:

- ❖ The new NEP has suggested many new methods of dealing with children of different age groups right from the pre-primary stage to higher education.
- ❖ Making such arrangements at each school and college to adopt such a holistic development for teachers might become an obstacle as they were used to old methods of delivering lectures. So, this shift from old methods to modern scenarios may prove a problem for both students and teachers.
- ❖ The students in our country cannot afford such grasping knowledge and the lack of resources would burden them and their parents.

Trained teacher educators:

- ❖ These multidisciplinary institutions will need to hire specific subject professors and teacher educators depending upon the requirement.
- ❖ Teacher educators need to teach specific age groups (Std.-12 passed teenagers). Reduction in entry-level qualification (graduate level to std 12th) needs to be considered and training should be given accordingly to teacher educators.

Duration of Course:

- ❖ The one year of teacher education in the new education policy is being especially criticized. During this one year, the theoretical and practical aspects of the teacher education curriculum will fall and the students will face problems regarding the internship.
- ❖ The national curriculum framework (1998) also recommends the two-year duration of teacher education programs but could not implement term. So, there is a need to extend the period of the present teacher education program.

Lack of development of Life Skills:

- ❖ Life skills are certain skills that are essential for personal development and growth. These skills enable man to deal with life's difficulties.
- ❖ The main issue is that teacher education is memory based i.e. there is no active involvement of students, so there is a lack in the development of life skills among the students, which are essential for the round development of students.

Quality Issues:

- ❖ Teacher education has not come up to the requisite standards. Teachers are not able to think critically and solve problems related to teaching methods, content, organizations, etc.
- ❖ More knowledge of theoretical principles is emphasized and teachers are not able to apply these principles in actual classroom situations.

Problem of teaching practice:

- ❖ This is one of the main problems of teacher education. Teaching practice is neither adequate nor properly conducted. The student teacher does not take the task of teaching practice seriously. Also, on the other side, the school and school management pose problems as they do not cooperate and do not get ready to allow teaching practice sessions. They do not allow proper implementation of the teaching practice.

Lack of proper facilities:

- ❖ A large number of education colleges have unhealthy financial conditions. They lack basic facilities such as experimental schools, laboratories, libraries, hostels, and proper and safe buildings. Some of them even are running in rented buildings.

Suggestions for Improving the Condition of Teacher Education:

The researcher gave some suggestions for improving the condition of Teacher Education are:

- ✚ The government has set itself an ambitious goal of improving the quality of teacher education.
- ✚ They want to ensure that all teachers are well-trained and knowledgeable about their subjects.
- ✚ This means that teachers need to have a deep understanding of the content they teach, as well as how students learn best.
- ✚ The curriculum needs to be revised and updated. This can be a lengthy process, especially considering that it has not been updated since the 1990s. -Teachers need to be well-trained in the subjects they teach.
- ✚ The government wants to move away from a “teacher training” model to one that focuses on teacher “education”. This will require a lot of changes in the way teachers are trained, including the curriculum and how it is designed.
- ✚ New and innovative techniques can be used for the transaction of the curriculum.

CONCLUSION:

NEP 2020 recognises that teachers will require training in high-quality content as well as pedagogy. Teachers need to intentionally learn and upskill themselves to keep up with the rapidly changing world. Teachers will be responsible for inculcating 21st-century skills, knowledge, and learning outcomes in students according to their grade level, as per NEP 2020. Teachers need to be given more autonomy in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms.

Teachers also need to focus on socio-emotional learning -a critical aspect of any student’s holistic development. Teachers need to come up with novel approaches in teaching that improve learning outcomes in their classrooms

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PROSPECTS AND CHALLENGES OF NEP 2020

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PROSPECTS AND CHALLENGES OF NEP 2020

Abstract:

The National Education Policy (NEP) 2020 is aimed at transforming India's education system into a modern, progressive and equitable one. 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. The policy also aims to improve the quality of teacher education, increase the use of online and blended learning and create a more student centric and flexible education system. However, the implementation of the NEP 2020 presents several challenges, such as the need for substantial investment in education the lack of infrastructure and resources the shortage of trained teacher the challenge of providing quality education in remote and rural areas, and the need for effective collaboration between various stake holders.

Keywords: Quality education, adequate infrastructure, multilingualism.

Introduction:

The National Education Policy (NEP) 2020 is a comprehensive policy that aims to transform the education system in India. The policy is designed to address the challenges faced by the education sector in India and provide opportunities for growth and development.

The new policy focuses on improving poor literacy and numeracy outcomes associated with primary schools, reducing dropout levels in middle and secondary schools and introducing the multi-disciplinary approach in the higher education system.

The policy has come at the right time and the objective is very noble. But there lies a world of difference between laying down a policy on paper and following it in spirit. The success of NEP 2020 and the pace of its implementation depend to a large extent on how successfully the government, universities and schools can tide over the practical challenges facing it.

Highlights of NEP 2020:

The new education policy is a positive re-imagination of India's existing education regime. It has some very impressive and appreciable propositions. The policy envisions a model of holistic learning that is integrated, engaging and immersive.

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The main tenets of this policy are:

- Flexibility, so that learners can choose their learning trajectories;
- Equal promotion of arts, sciences, physical education and other extra-curricular activities so that learners can pick whatever piques their interests;
- Multi-disciplinary approach (across the sciences, social sciences, arts, humanities and sports); emphasis on conceptual learning rather than rote learning; creativity and critical thinking;
- Cultivating life skills like cooperation, teamwork, empathy, resilience;
- Regular formative assessment for learning rather than the existing summative assessment
- From the foundational stages, young students will be exposed to multiple languages as multilingualism has great cognitive benefits

Keeping in view the importance of rich, classical languages and literature of India, Sanskrit will be offered at all levels of school and higher education as an essential, enriching option for students. While languages like Tamil, Telugu, Kannada, Malayalam and Odia will be possibly offered as online modules for those who are interested in studying them.

The new model under NEP, called STEAM, will be an upgrade over the current STEM model in higher education at a bachelor degree level, as it is focused on experiential, application-based learning and research-based internship. As part of a holistic, all-encompassing education, students will be given internship opportunities with local industry, businesses and local communities as well as research internships to improve their employability

Challenges of NEP-2020:

The National Education Policy 2020 (NEP-2020) is a comprehensive policy that aims to transform the education system in India. While the policy has several positive aspects, there are also several challenges that need to be addressed.

Some of the challenges of NEP-2020 are:

1. **Implementation:** One of the biggest challenges of NEP-2020 is the implementation of the policy. The policy covers a wide range of areas and requires significant investment and infrastructure to implement. The successful implementation of the policy requires cooperation from all stakeholders, including the central and state governments, educational institutions, and the private sector.
2. **Funding:** The implementation of NEP-2020 requires significant funding, and the policy document does not provide clear guidelines on how the funding will be raised. The policy mentions the establishment of the National Research Foundation, but the details on how it will be funded are not clear.
3. **Language policy:** NEP-2020 has proposed a three-language formula, which has sparked controversy in some states. There is a concern that the policy may lead to the imposition of a particular language and undermine the linguistic diversity of the country.

4. **Teacher training:** The policy emphasizes the need for teacher training and development, but there are several challenges in implementing this. The existing teacher education system needs to be revamped to meet the changing needs of the education system.
5. **Assessment system:** The policy proposes a new assessment system that focuses on the holistic development of the students. However, there is a concern that the implementation of the new assessment system may be challenging, especially in rural areas where resources are limited.
6. **Inclusivity:** The policy aims to make education inclusive and accessible to all, but there are several challenges in achieving this goal. The existing education system suffers from various forms of inequality, including gender, socio-economic, and regional disparities.
7. **Private sector involvement:** The policy emphasizes the involvement of the private sector in education, but there is a concern that this may lead to the commercialization of education and further widen the existing inequalities.

Conclusion:

In conclusion, the NEP 2020 presents significant opportunities for transforming the education system in India, but its successful implementation will require overcoming various challenges. The NEP 2020 has identified several challenges in the Indian education system, and implementing these strategies can help to address these challenges and provide a more inclusive and holistic approach to learning. The NEP 2020 has identified several challenges in the Indian education system, and implementing these strategies can help to address these challenges and provide a more inclusive and holistic approach to learning. Addressing these challenges will be crucial to the successful implementation of NEP-2020 and to achieving the goals of transforming the education system in India.

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THE POSSIBILITIES AND CHALLENGES

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Abstract:

The basic needs for human being are food , shelter and clothes. But now education has been adjoined with it. Education makes the humans life meaningful. With educational qualification humans are being respected. The first NPE was spread by the Government of India by our Prime Minister Indira Gandhi in the year 1968, the second was by the Prime Minister Rajiv Gandhi in 1986, and thirdly by our current Prime Minister Narendra Modi in 2020.

The publisher of NEP 2020 Is Kasturirangan Committee. The Indian government has renovated its education policy following three-long-decades. And the biggest credit goes to Dr. Krishnaswamy Kasturirangan, who along with his team framed the policy. The National Education Policy (NEP) 2020 shows the vision and map for the development of education in India for over the next few years.

Keywords: NEP2020, Education, policy.

Introduction:

This policy is to provide an equal opportunity to all the students with the aptitude for the purpose of teaching through out the national wide test to enter in to the teaching profession and also to provide scholarship to all the women who want to enter the teaching profession. NEP says “ to ensure that all the outstanding students can enter the teaching profession especially even from the rural and remote areas. A large sum of merit based scholarship can be initiated all over the country for the study qualification of four year integrated B.Ed. programmes.”

The teacher’s educational program could long for over four year time period but everyone will support to undertake the training. This NEP provides many opportunity to grow fast and to become a good and efficient teacher. The policy’s aim is not only to develop cognitive development of the students but also for building a positive character and to create a holistic development on education.

Required Trained Teachers:

Trained Teachers, facilitators and well qualified staff are needed for implementing this policy. Learning should be enjoyable and engaging rather than mental workout. After the implementation of this policy the teachers act as the mentor and a guide to the students. The NEP 2020 improves the cognitive skill among the students by developing thinking skill and critical thinking. Teachers must encourage the students by giving and providing various activities that promote their mental health.

In this policy NEP 2020, the teacher must be the facilitator and must be the motivator for the students to develop a holistic development in learning.

Digital Disturbance:

Internet has become a part and parcel of our life. Particularly in this era it is most required. It has become that without internet learning is boring and dull. To make it colourful and attractive internet is required. Internet in remote areas is also being developed now a days. Internet has helped us a lot during the pandemic situation. Every schools and colleges benefitted from it. By many mode such as google classroom, google meet, etc., helped learning. It was even lively. It was a miniature of a classroom. Teachers were even able to ask questions, showing videos and converse with students. It also has a barrier. Malpractice during examination were happening in schools and colleges.

Yelling for NEP 2020:

The world is developing immediately in terms of all the primary education, overall. The contribution of India becomes too important. The collected data shows that in the fore coming years India is going to be the largest youth population country in the world. The youths are like a trees of the forest without whom there will be no rain. Without water sources our earth will be shaken. Hence everyone need a high quality, free and equal education for all. India must provide their young youth with scientific and technological advancements, such as machinery learning, artificial intelligence, health education. Our Vedic scriptures, the skilled person should be greatly transformed, such as mathematics, computer sciences, big data sciences, medical sciences to other multi-disciplinary fields. Our children should not

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only learn but also know how to learn. The critical analysis, deep subject knowledge, curious approach about the subject, research thinking will give the basis for transforming our children by giving them required space with proper work time and guidance. Hence the role of teachers also has an importance on its own. The pedagogy methods of the teachers will decide the future of students. “A good teacher will surely teach the students but a dedicated one will innovate the development of a student”. The teachers must provoke creativity and multidisciplinary approach to make the education more experimental, discovery-based, self-learning based, team work – based, discussion-based and enjoyable. India’s goal is to be the world leader and in this process, the level of policies regarding the education should not be less competent than other nations’.

Conclusion:

The NEP can efficiently renew the Indian education system and significantly change many sectors. It is also very much helpful for vanishing many social, economical and environmental issues such as inequality, caste issues, unemployment, gender discrimination among the people and the sudden climate change. NEP is the shift from Quantitative to Qualitative Education in India. NEP support the Global educational development agenda “SDG4”. The union-state governments and relevant stakeholders play an important role in the successful implementation of NEP strategies. In addition to the NITI Aayog is promoting “Samavesh,” which is a national network of resource institutions, to improve or develop the systematic access to such a valuable knowledge. India also gives importance to regional and global partnerships to increase fund and technological flows from the developed countries and the various international organizations. NEP’s main focus is on to digitalize and to internationalizing higher education which provide all the children with a world-class education. Indians believe that quality and efficient education can help us to achieve sustainable development goals and aims through national and global efforts and to bring a prosperous world in the fore coming years.

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CHALLENGES IN THE IMPLEMENTATION OF NEP-2020

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ABSTRACT:

NEP 2020 is a comprehensive framework in at transforming the education system in India, with the objective of addressing the evolving needs and challenges of the countries educational landscape the policy encompasses various reforms and initiatives that aim to promote holistic development equitable access quality education and a learner centric approach and visions a shift towards a more inclusive and flexible education system that focuses on skill building, critical thinking and creativity also emphasizes the integration of technology the promotion of multi discipline learning and the nursing of an environment that posters innovation and research, following paper is a an small attempt to analyze what National Education Policy 2020 is, from point of view of opportunities and challenges the authorities might face in its implementation. Some of the opportunities presented by the NEP 2020 include the focus on early childhood education, the integration of vocational education with mainstream education, the promotion of multilingualism, the use of technology for learning, and the creation of a National Research Foundation to fund and promote research in education. The policy also aims to improve the quality of teacher education, increase the use of online and blended learning, and create a more student-centric and flexible education system.

Keywords: Framework, holistic development, mainstream, student centric.

INTRODUCTION:

Education Minister, Dharmendra Pradhan, called NEP 2020 a visionary education policy for the 21st century through which India is harnessing the capabilities of each student, universalising education, building capacities, and transforming the learning landscape in the country.

The policy, amongst others, aims to address pedagogical issues, structural inequities, broadening of access apart from making the learners future ready while meeting the demands of a 21st century India. Simultaneously, the NEP has the most challenging task of addressing multiple crises in the education system. Its effective implementation is critical if India wants to reap the demographic dividends and capitalise the opportunities from a rapidly growing knowledge economy. Given its transformative potentials, the Centre has shown urgency and a sense of purpose by launching a series of initiatives in the recent months notwithstanding the challenges of the pandemic. A number of states have officially launched the policy and many others are in the process to do the same. Yet, there is a long road ahead of the NEP.

THE KEY FEATURES OF NEP 2020:

The NEP committee under Dr. Kasturirangan aims at bringing a paradigm shift to the Indian education landscape. NEP 2020 promotes a multidisciplinary approach to education that can potentially transform India's human capital. The table below shows the percentage enrolled per group. As can be seen below there a large percentage of different groups are not enrolled into schools. Data shows that minorities which constitute about 20.2 percent of India's population only have a HE enrollment of 7.5 percent and AISHE's study shows that the Muslims are in danger of being left behind.

ASSESSMENT OF NEP 2020 NEP 2020 finally brings the required shift to practical skill based learning needed in the Indian education landscape. The policy addresses most of the critical issues of the Indian education system and provides a way for educating and developing the human capital of India. Multiple exit points in education provides an opportunity to people to get into employment at different times, ages and levels.⁸ Flexibility of subjects and removal of separations among streams will benefit those interested in multi-disciplinary courses. Furthermore, emphasis on vocational education will help in developing essential skills in students. Introduction of e-courses will ensure proper education during

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pandemics and unforeseen events and also make sure that students from backward regions and disadvantaged groups get access to high quality education. The changes that will be made in the board examination system will help in judging students on their learning skills and move the emphasis away from the traditional rote learning.⁹ Moreover, measures taken by the policy to facilitate the entry of premier global universities will not only increase the choices for Indians and save money of several Indian international students but also increase foreign exchange by attracting students of different nationalities.

Historical or views of various national education policies in India:

India has always placed a high value on education. The first educational system to emerge was the Vedic system, which had as its ultimate goal not only the transmission of knowledge but also the preparation of students for the demands and challenges of society. The Gurukul system of education encouraged a healthy relationship Takshila between the Guru and the first university in the world was founded at in 700 BC.

The national education policy of 1968 was developed in response to the suggestions/guidelines of the education commission, and it placed a heavy emphasis on requirements of a radical overhaul of educational system to raise the standard of instruction at every level, on developing the field of science and technology, on the promotion of moral and social values, and on a closer connection between education and everyday life. In 1992, we changed our national policy on education and established a national system of education based on the principle that all children, regardless of race, religion, socioeconomic status, or gender, have the right to an education of comparable quality up to a certain point.

Implementation of NEP 2020 in Higher Education Challenges & Way Forward:

- **Funding:** The NEP 2020 calls for a significant increase in funding for higher education. However, it is not clear how the funds will be generated. The government needs to find a way to increase funding for higher education without placing an undue burden on taxpayers.
- **Capacity:** India's higher education system is currently under-resourced and overcrowded. In order to implement NEP 2020, the government needs to invest in expanding the capacity of higher education institutions, which includes building new colleges and universities, as well as improving the infrastructure of existing institutions.
- **Quality:** The NEP 2020 aims to improve the quality of higher education in India. This will require a number of changes, including improving teacher training, introducing more rigorous assessment standards, and promoting research and innovation.
- **Governance:** The NEP 2020 calls for a more decentralized system of governance in higher education. This requires the government to devolve power to state governments and institutions. It will also require the development of new mechanisms for coordination and collaboration between different stakeholders.
- **Culture:** The NEP 2020 aims to create a more learner-centric culture in higher education. This will require not only a change in mindset among students, teachers, and administrators but also the development of new teaching and learning methods.

These are just some of the critical issues that need to be addressed in order to implement NEP 2020 in higher education successfully. The government must work closely with stakeholders to address these issues and ensure that the policy is implemented effectively.

Five major challenges :

While the NEP has begun gathering a fair degree of momentum, the road to its realisation is filled with endless potholes. First, the sheer size and diversity of India's education sector makes implementation an uphill task. For example, sample the size of the school education system alone. With more than 15 lakh schools, 25 crore students, and 89 lakh teachers, India remains the second largest education system in the world. The size of the higher education system is massive too. As per the [AISHE 2019 report](#), India's higher education sector consists of 3.74 crore students in nearly 1,000 universities, 39,931 colleges, and 10,725 stand-alone institutions. Thus, a countrywide implementation of this mega education policy is going to be a mammoth exercise involving multiple stakeholders at the state, district, sub-district, and block levels. Creating a shared responsibility and ownership amongst key stakeholders, including the private sector, at the state and district levels that have extraordinary diversity is going to be a major challenge for the education leadership. Second, the NEP's eventual realisation is critically linked to state capacity. As rightly pointed out by the NEP Drafting Committee led by K. Kasturirangan, India's education system is underfunded, heavily bureaucratised, and lacks capacity for innovation and scale up. The [internal capacities](#) within the education ministries (centre and states) and other regulatory bodies are grossly inadequate to steer the magnitude of transformations envisaged in the NEP. For instance, moving away from a rigid content-driven rote learning system to experiential learning and critical thinking would require nothing short of a revolutionary change in the attitudes of the people running the education system, let alone the attitudinal changes amongst the teachers, students, and parents.

Conclusion:

From this article we conclude the message that , unique culture, there is a dynamic interplay between local realities and national objectives about the opportunities and challenges of implementing NEP 2020. Although the values are in line with the policy's holistic approach, cooperative efforts are needed to overcome infrastructure, teacher training, and cultural adaption problems. The long cherish dream of the people for accessibility, equity, quality, affordable and accountability in the field of education could be realise soon with cooperation from various stakeholders and transform into a vibrant knowledge society.

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OPPORTUNITIES AND CHALLENGES OF NEP

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ABSTRACT:

When the world is developing rapidly in terms of every aspects primarily the education, holistically, the contribution of India becomes very significant. The data shows that in a very few years India is going to have the largest youth population in the world, which is very vital in the perspective of international arena. The youths are the engine of the economy without whom the economy will be meltdown. Hence the need for high quality and affordable education raises for all. Corresponding, or even running ahead to the World, India must provide its youth with scientific and technological advances, such as machine learning, artificial intelligence. Following our Vedic scriptures, the skilled professionals should be positively transformed, such as mathematics, computer sciences, big data sciences, medical sciences to other multi-disciplinary fields such as science, humanities like our own codification in the legal studies, our own system for jurisdiction, so that our children not only learn but also learn that how to learn. The critical analysis, deep subject thinking, curious approach, research mind set will give the basis for transforming our children by providing them with required space and proper work time and guidance. Hence the role of teachers also has importance on its own. the pedagogy methods of the teachers will decide the future of students. “A good teacher can surely teach the students but a dedicated one can innovate the development of a student”. The teachers must indulge into creativity and multidisciplinary approach to make the education more experimental, discovery-based, discussion-based and enjoyable. India aims to be the world leader and in this process, the level of the policies regarding education should be not be less competent than any other nations’.

Keyword: Quality Education, Holistic Development, Vocational Education, Mainstream Education, Multilingualism.

INTRODUCTION:

NEP 2020 is formulated after wide consultations with stakeholders from all the sectors. It is aimed to provide multi-disciplinary skill based education to generate employment; It is aimed at increasing enrollment of students in all kind of educational institutions by 2030. The focus of NEP is to achieve “universal foundational literacy and numeracy” among students in primary schools by 2025. To ensure this government will be assessing and accrediting the schools on different criteria. The primary aim of the policy is to increase the gross enrolment ratio. Lets see about challenges of NEP 2020 in our point of view.

PROSPECTS OF NEP :

Implementation or Rejection:

NEP 2020 is an outline for new education system in India. And it has the potential to address the challenges in our systems through learnings. It envisions a student centric schooling system with unmatched advantages of flexible learning. However, we can explore some more interrelated prospects to make it more vibrant and creative.

~ NEP 2020 envisions the universal access at all levels of school education, from preschool to secondary. The government can emphasize over the technologies, easy access and affordable materials for the home learnings until the child gets enrolled into preschools. It would ease the process of initial learnings and

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children would merely face the initial fear of school learnings and would rather engage themselves cooperatively and collectively.

The inclusion of the Vedic Scriptures can bring a drastic positive change in our educational system. Every other nation focuses more upon their cultural and traditional values, their languages, their believes. They are trying their best to enrich their oneness universally. So why can't we do that in here. India is the oldest living civilization, rich in cultural diversity, if we implement our history into present we will again follow the path for enlightenment, become the world instructor, home for inventions, site for researchers, and domain for educational aspects. But certain big and small challenges are present in this contemporary India, which ensure hurdles not to implement such policies or have areas to work left. Therefore we will take a look over the various challenges which are there in the implementation of National Education Policy 2020.

CHALLENGES OF NEP:

The government aims to raise a separate gender inclusion fund and special economic zones for disadvantaged regions and groups, with equitable and inclusive education. Here comes the problem that out of hundred students, 29% of girls and boys drop out of school before completing the full cycle of elementary education and often they are the most marginalized children, how the government will initiate to reconstruct the attitude for education positively of those marginalized children who drops out because of their economic failure for even mere existence. Only this is not the barrier, the need for food, better infrastructure facilities, technologies, it cetera are very much essential components which are there to setup. But what will happen to those infrastructures and technologies, if say even if children come to schools, what about teachers. If the quality of teachers would not match with modern education system, then those technologies would rather get rust and infrastructures would be destroyed. Henceforth, the government has another big challenge of improving the quality of faculties who would manufacture the advanced products, competitive and skilled in every aspects, in future.

Mahatma Gandhi quoted, *“Literacy in itself is no education. Literacy is not the end of education or even the beginning. By education I mean an all round drawing out of the best in the child and man body, mind and spirit.”*

For the first time the concept of exposure to exit and entry option to multi-disciplinary subjects came which seems an optimistic step for children, the advanced and digitalized involvement in not only schools and colleges but also facilitated for the open learning students as well and numerous other initiatives. NEP 2020 envisions and provides with various schemes in higher education, such as **Rashtriya Uchcharitar Shiksha Abhiyan (RUSA)**, **Scheme for Promotion of Academic and Research Collaboration (SPARC)** and others

OPPORTUNITIES:

Some of the opportunities presented by the NEP 2020 include the focus on early childhood education, the integration of vocational education with mainstream education, the promotion of multilingualism, the use of technology for learning, and the creation of a National Research Foundation to fund and promote research in educations. The policy also aims to improve the quality of teacher education, increase the use of online and blended learning, and create a more student-centric and flexible education system. However, the implementation of the NEP 2020 presents several challenges, such as the need for substantial investment in education, the lack of adequate infrastructure and resources, the shortage of trained teachers, the challenge of providing quality education in remote and rural areas, and the need for effective collaboration between various stakeholders. The policy also needs to address issues of equity, access, and inclusion, and ensure that education is accessible and affordable for all, regardless of socioeconomic background or geographic location. Overall, the NEP 2020 presents an ambitious and

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comprehensive roadmap for the development of education in India, but its successful implementation will require a sustained and concerted effort by all stakeholders, including policymakers, educators, students, and parents.

CONCLUSION:

NEP 2020 heralds a new era in the Indian education system, focusing on holistic development, multidisciplinary learning, flexibility, technology integration, teacher empowerment, and assessment reforms. The National Education Policy is a comprehensive set of guidelines and recommendations for the Indian education system. It aims to make education more inclusive, relevant, and engaging for all students, and to foster the development of critical thinking and problem-solving skills.

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SUGGESTIONS AND CHALLENGES IN PROFESSIONAL DEVELOPMENT FOR TEACHERS

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Abstract:

There is growing interest in teacher professional learning as a means of assisting pupils in acquiring the more sophisticated abilities necessary to thrive in the twenty-first century. From primary school through postsecondary education, the NEP 2020 agenda calls for improvements. The New Education Policy (NEP) seeks to put more emphasis on early childhood care, teacher preparation, and the reformation of the educational sector's regulatory structure. Urgent and thorough reform of teacher education is required overall. In terms of degree, duration, and structure, there is a need to bring about greater agreement between teacher preparation programs and ongoing professional development across the board. The undertaking of teacher education should be elevated to a university level, with programs' length and rigor being suitably increased, given the intricacy and importance of teaching as a professional practice. In order to ensure quality and equity, it is imperative to take on the task of quantity. When it comes to classroom quality, teachers have the biggest influence. Education revolves around them. Excellent teachers and educators are required. To enhance the quality and interest of teaching and learning, educators must identify and comprehend the needs and requirements of children, as well as their shortcomings, weaknesses, challenges, issues, and strengths. The ideas and difficulties facing teacher education are covered in this study.

Keywords: Continuous Professional Development, Empowerment, Challenges, NEP 2020

Introduction:

Development for teachers plays a crucial role in enhancing their skills, knowledge, and overall effectiveness in the classroom. With the recent release of the National Education Policy (NEP) 2020, there are significant changes and opportunities for teachers to advance their professional development.

Objectives:

1. To talk about how NEP 2020 defines teacher professional development.
2. The second goal is to talk about the difficulties teachers face in their professional development in NEP 2020.

Recruitment Based on NEP:

The goal of the New Education Policy is to encourage the best and brightest to pursue careers as teachers at all levels by providing them with a living wage, dignity, respect, and autonomy. It also intends to integrate fundamental quality control and answerability. According to the National Education Policy, a four-year integrated B.Ed., degree will be the minimum educational requirement for teachers by 2030. In such a scenario, applicants seeking to be hired as teachers in government schools will only be accepted if they hold a four-year B.Ed., degree and a CTET or TET certificate.

Continuous Professional Development (CPD):

According to NEP2020, each teacher must take advantage of at least 50 hours of CPD opportunities annually for their own, self-directed professional development. In particular, CPD opportunities will methodically explore the most recent pedagogies relating to basic reading and mathematical concepts, learning based on competencies, predictive and adaptable evaluation of learning outcomes, and associated pedagogies such as storytelling-based methods, arts-integrated learning, sports-integrated learning, and experiential education, among others.

NEP 2020 states that teachers' roles in the classroom will be to support and foster an atmosphere that encourages pupils to think critically, creatively, logically, and innovatively. Teachers can thus better equip their pupils to face the difficulties and challenges of life in the future.

Teacher Empowerment:

NEP 2020 places a strong emphasis on teacher empowerment by giving educators access to opportunities for ongoing professional development, cutting-edge pedagogy, and ongoing learning. The goal of the policy is to change educators into mentors and facilitators who support and encourage learners.

The policy gives educators the ability to go beyond simply dispensing information and instead assist students in learning. They are able to support students' interests and abilities, encourage critical thinking, and mentor them throughout their educational path.

Challenges in teaching and learning:

Teachers encounter the following difficulties in their efforts to connect with and instruct this generation of students: Students' learning needs to be relevant. When Millennials see the real-world implications of the knowledge they acquire, learning becomes more meaningful. Content needs to be quick, precise, and brief. If teachers do not provide material that millennials find relevant, they will look it up on their own because they are voracious learners. The abundance of knowledge available to Millennials means they don't feel compelled to learn everything at once. Rather, they would prefer to learn where to look and how to find what they need when they need it.

The use of technology can be distracting. Even though Millennials respond best to advanced technology, it can easily divert these pupils, as well as their professors, from their studies. Using ICT in the classroom necessitates teaching educators and students when and how to utilize technology as a tool in a responsible and safe manner.

Costly technology can be found. Introducing new technology into academic institutions comes with hefty expenditures. Continuous funding of hardware, software, infrastructure, professional development, and technical support is necessary. Both the cost of ICT and the requirement for instructors to receive continuous training and preparation in using it are still ongoing.

Future challenges:

The modern world is dependent on each other and interrelated. Climate change, health epidemics, global poverty, trade imbalances, economic recessions, attacks on human rights, acts of terrorism, political unrest, and foreign conflicts are some of the problems we face.

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Acknowledging the vital role that education plays in fostering a culture of peace and denouncing situations in which education is compromised to target democracy and tolerance are critical. Teaching youth to be global citizens will enable them to understand how interconnected the world's systems are, to think that there are solutions to the world's problems, and to feel morally driven to challenge injustices throughout the world and take appropriate action to advance a just, peaceful, and sustainable world.

A significant obstacle faced by educators is the shift in their position within the school administration. The educational institution requires self-sufficient individuals capable of handling the demands of an ever-evolving educational world. Educators must possess the ability to collaborate with peers and parents, work well in groups, and be proficient in public relations.

Conclusion:

NEP 2020 acknowledges that educators will need to get training in both pedagogy and high-quality material. In order to keep up with the continuously changing environment, educators must consciously study and acquire new skills. It will be the duty of educators to provide 21st-century abilities. NEP 2020 states that pupils' knowledge and learning objectives should be based on their grade level. More latitude should be granted to educators in selecting pedagogical elements so that they can instruct their pupils in the way that best suits their needs. Educators must also prioritize socio-emotional learning, which is an essential component of every student's overall growth. To increase learning results in their classrooms, teachers must devise new teaching strategies.

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NATIONAL EDUCATION POLICY(2020) : PROSPECTS AND CHALLENGES OF NEP 2020

Abstract

The National Education Policy 2020 (NEP 2020) is formulated to revamp education system and lay down road map for new India. It was approved Indian cabinet on 29th July 2020. This paper is a maiden attempt to highlight NEP 2020 and study India 2.0 vision towards overall transformation education system to meet the challenges of 21st Century. This study is based on secondary data and exploratory in nature. Findings are based on a systematic review of existing literature. It was found that one of the main objectives of NEP 2020 is to increase student's enrollment in all educational institutions such as elementary school, professional and higher education by 2030. To achieve that it has suggested progressive reform in the existing education and governance systems. This study is preliminary review of policy document and it can be taken as base for future research with empirical data to study the impact of NEP after its implementation. NEP 2020 is expected to give big leap to higher education in India. The vision is to create India 2.0 for 21st century which is bound to take leadership role at global arena. NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges. If implemented properly; then it has got everything to make India global hub in education by 2030. NEP 2020 provides for quality higher education through multidisciplinary universities and autonomous colleges. We have critically examined the policy in this paper and proposed changes to ensure a seamless continuum with its predecessor in addition to its predecessor, boosting its importance. The current paper describes the analysis of the requirements for NEP 2020 provisions and management practices at the university level. Recommendations are made for the design and implementation of NEPs at national and HEIs (Higher Education levels). As a result our seminar is all about Prospects and challenges of NEP 2020 under the sub theme of NEP 2020.

Keywords: NEP 2020, India, higher education institution (HEI), gross enrollment ratio (GER), employment.

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Sub Theme: 2 Multidisciplinary Education and Holistic Development

HEALTHY LIFESTYLE - A POWER OF HAPPINESS

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Abstract

Adolescence is a critical stage of life which is characterized by rapid, biological and emotional development. Happiness is a construct that outlines a positive feeling in the beholder and more generally, well being. It is a subjective emotional state characterized by feelings of joy, contentment and fulfillment. The Ancient Greek Philosopher Aristotle considered happiness to be a life well lived, the summation of a full, flourishing existence, sustained to the end of one's day. Aristotle theory lends itself to the notion of a sustainable quality of life in measuring the happiness of a nation, city or a community. According to the World Happiness Report 2023, Finland is the happiest country in the world and India ranked at 126th position among 146 countries. Health and happiness share a symbiotic relationship, each influencing the other in profound ways. Research suggests that happier individuals tend to experience better physical health outcomes, including lower rates of chronic diseases, improved immune function, reduced stress and increased longevity. Cultivating happiness and positive emotions among college students can have far reaching benefits for physical, mental and emotional health contributing to a happier, healthier life. Keeping this in mind, the study on " Lifestyle of the Adolescent Girls in Women's Engineering College" at Puducherry was undertaken with the major objective of assessing the Lifestyle and happiness. In this cross sectional study, 200 adolescent girls were selected randomly. The questionnaire method was selected as a tool to gather data. The questionnaire consists of details such as general family background, nutritional assessment, sleep, physical activity, assessment of happiness, etc. Their happiness index will be assessed by using a standard scale. Based on the results, an awareness programme on Healthy Lifestyle - A Power of Happiness will be conducted.

Keywords: Lifestyle, Adolescence, Happiness

INFLUENCE OF MULTIDISCIPLINARY EDUCATION IN SOCIETAL DEVELOPMENT – AN OVERVIEW

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ABSTRACT

The need to inculcate a multidisciplinary approach in education has been felt for quite some time now, but the basic idea has so far remained confined to theories and discussions. But lately, there has been an upsurge in its application in the classroom. The National Education Policy (NEP) 2020 aims at bringing about a multidisciplinary approach in education – firstly in schools and then eventually in colleges as well. Multidisciplinary education is a concept that has been embraced by the Indian government through the new National Education Policy (NEP) 2020. This approach to learning looks at how different disciplines can interact and overlap with each other to create a comprehensive understanding of a subject. A multidisciplinary approach in education is often seen as the ideal way to tackle complex problems and will be essential for India's continued success in the global economy. With the NEP 2020, India is well positioned to build on its current educational system and move towards a more multidisciplinary approach. This paper provides the modus operandi how Holistic Multi-Disciplinary Education will be implemented at the grass root level in the light of NEP 2020 guidelines. This article will be discussed about the Multidisciplinary Education in Societal Development.

KEYWORDS: NEP 2020, Holistic and Multidisciplinary education, Development of Higher Education.

INTRODUCTION:

“EDUCATING THE MIND WITHOUT EDUCATING THE HEART IS NO EDUCATION AT ALL!”

~Aristotle

National Education Policy 2020 is a progressive and futuristic document aimed to transform higher education by making it more inclusive, holistic, and multidisciplinary in nature. A holistic and multidisciplinary learning is a unique educational approach that allows pupils to learn and explore different courses or curricula from different areas of study. Learning does not remain confined to the boundaries of a particular discipline. A holistic and multidisciplinary approach in education is indispensable for developing well-rounded individuals that possess multifaceted functional capacities.

A well identified set of skills and values is needed to develop holistic individuals at different stages of learning to meet the emerging challenges and needs of the modern era. In this regard, NEP 2020 rightly remarks that education is fundamental for achieving full human potential. A quality higher education must prepare the students for more productive and satisfying lives.

THE NATIONAL EDUCATION POLICY 2020

The NEP 2020 embraces this concept and seeks to strengthen it at all levels. To this end, the NEP outlines several measures that will help facilitate a multidisciplinary approach in education.

- * Firstly, it promotes interdisciplinary studies across different educational institutions. This includes collaboration between universities, colleges, research institutions, and other organizations.
- * Secondly, it encourages the integration of traditional Indian knowledge systems into modern curricula. This helps enrich the learning experience by providing students with a more holistic view of different topics.
- * Finally, the NEP encourages the development of courses and programs that cover diverse disciplines like mathematics, science, arts, technology, and humanities.

HOLISTIC AND MULTIDISCIPLINARY APPROACH

In this regard, a holistic and **multidisciplinary approach** is a system of curriculum integration that attempts to connect different areas of study to illustrate a theme, subject or issue. It is pertinent to mention here that NEP 2020 leaves no place for hard separation between arts and sciences, between curricular and co-curricular activities or between vocational and academic streams.

The policy advocates creative and multidisciplinary curriculum that includes humanities, languages, culture, sports and fitness, health and well-being, arts and crafts, in addition to science and mathematics.

It reflects the true essence of **Swami Vivekananda's** Man-making Education, Sri Aurobindo's Integral Education and **Mahatma Gandhi's** Basic Education. It recognizes soft skills such as communication, adaptability, integrity, cooperation, teamwork, leadership, accountability, compassion, empathy, resilience etc. As such, this approach is conceived to help students develop academic expertise with vital leadership skills that can help them in their career path.

Our present day education system has a lot to learn from the ancient education system of India. Therefore, NEP 2020 envisions a holistic and multidisciplinary education with an aim to develop all capacities of human beings viz. intellectual, aesthetic, social, physical, emotional and moral. NEP 2020 proposes that a holistic and multidisciplinary education shall be the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.

BENEFIT OF MULTIDISCIPLINARY APPROACH**1. Promotes collaboration and teamwork**

Multidisciplinary approach in teaching fosters collaboration and teamwork by bringing together students from many academic backgrounds. Students get exposed to an environment where they can learn how to communicate effectively and exchange ideas. Students get a chance to work with peers from various backgrounds.



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- * Exchange of viewpoints and ideas.
- * Provides students with different opportunities so that they can work on it with others.
- * Effective communication is promoted

2. Holistic Education

Multidisciplinary approach provides a more comprehensive education by exposing students to a diverse range of courses. This technique provides a well-rounded education that covers a wide range of topics while also encouraging students to follow their own interests. Students can benefit from a **multidisciplinary approach in teaching** by cultivating a sense of curiosity and a lifelong love of learning. Students that acquire a holistic education are better prepared to deal with real-world situations and are more adaptable to change.

- * Helps in improving overall performance of students
- * Develops a sense of curiosity
- * Students tend to explore more and find their areas of interest

3. Multidisciplinary Approach Enhances Creativity

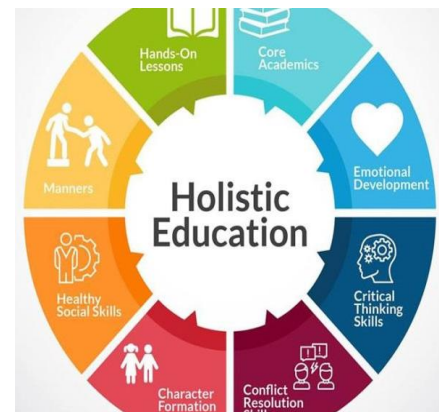
With the introduction of a **multidisciplinary approach in teaching** and learning process, students are encouraged to work creatively. **Multidisciplinary approach** in teaching helps in stimulating creativity. It provides new and diverse ideas where students can use their imagination in a more creative way.

- * Essential in fields such as art, design, and entrepreneurship.
- * By fostering creativity, **multidisciplinary teaching and learning** methods help students develop a sense of curiosity.
- * Helps in developing a passion for learning.

4. Prepares Students for Higher Education

Multidisciplinary approach in teaching prepares students for higher education by giving them the skills they will need to succeed in college and beyond. **Multidisciplinary approach** assist students in adjusting to different types of environments.

- * Educate students for success in higher education and beyond by providing them with a well-rounded education.
- * Better adjustment in complex environment



CHALLENGES FOR A MULTIDISCIPLINARY EDUCATION

Essentially, a multidisciplinary approach in education requires significant changes in the way curriculum is designed and taught.

- * Schools need to equip themselves with experienced staff who are capable of delivering such an approach and ensure they have the necessary resources.

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* Additionally, there needs to be greater collaboration between different departments and institutions to ensure successful implementation.

* Lastly, many school systems lack the infrastructure and support needed to successfully integrate multidisciplinary learning.

CONCLUSION

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

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NEP 2020 - CREATING A NEW ACADEMIC PHENOMENA IN INDIAN EDUCATION SYSTEM

Multidisciplinary Education and Holistic Development

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Abstract

*National Education Policy 2020 (NEP 2020) is innovative step taken by Indian Government in the field of Education. Indian education has the greatest heritage and glorious past. It has been altering its form according to the passage of time on the demand of the crisis influenced by social, political and economical issues. The present study will focus on the holistic and multidisciplinary dimension of New Education Policy: 2020. Educating the mind without educating the heart is no education at all. National Education Policy 2020 is a progressive and futuristic document aimed to transform higher education by making it more inclusive, holistic, and multidisciplinary in nature. A holistic and multidisciplinary learning is a unique educational approach that allows pupils to learn and explore different courses or curricula from different areas of study. Learning does not remain confined to the boundaries of a particular discipline. It is to be realized that quality of education should not be considered in fragmented terms but in a more holistic and expanded manner. A holistic and multidisciplinary approach in education is indispensable for developing well-rounded individuals that possess multifaceted functional capacities. A well identified set of skills and values is needed to develop holistic individuals at different stages of learning to meet the emerging challenges and needs of the modern era. In this regard, NEP 2020 rightly remarks that education is fundamental for achieving full human potential. A quality higher education must prepare the students for more productive and satisfying lives. **The HEIs must have a roadmap for providing quality education that is holistic, multidisciplinary and inclusive.** The higher education system in India is transforming as a result of the National Education Policy 2020 (NEP 2020). Integrating Holistic and Multidisciplinary Education into the educational system is one of the NEP's fundamental initiatives.*

Key words

- National Education Policy 2020 (NEP 2020),
- HEI - Higher Education Institution,
- Holistic Education.

Introduction

Multidisciplinary education was there in Indian society in the ancient period. Takshashila and Nalanda were the universities in ancient time where students across the world came for education because of its multidisciplinary education. We found the mentioning of 64 Kalaas or arts; in the ancient literary work like Banabhatta's Kadambari, where not only traditional subjects like music, archery but also scientific studies like chemistry, surgeries, astronomy and medicine were also taught. Gradually this multidisciplinary system was vanished due to the destroy of these universities in medieval period. After Independence also we were not able to address the issues related to multidisciplinary and holistic approach in Indian education system. The notion of a 'knowledge of many arts' must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century. The NEP 2020 envisages upon the bringing back the multidisciplinary and more holistic education in India in the 21st century.

Aim of NEP 2020

The primary aim of the NEP 2020 is to raise the standards of efficient teacher training, reforms in the existing examination process, childhood care at an early stage and remodelling of the regulatory framework policies in the education system. NEP also intends to create value for factors like public investment in education, setting up of National Education Commission (NEC), strengthened use of technology and vocational/adult education provision schemes.

Salient Features of the NEP 2020

The value addition of the NEP 2020 can be detailed using some of its vital features that guide the overall policy. These include early childhood care, curriculum framework, the Right to Education Act provisions, various exams and tests and education governance.

Other features are the national research foundation, higher educational institutions, financing education, three language formula and vocational/adult courses.

Vision of NEP 2020

The vision statement of NEP 2020 covers a mindful learning process for the learners in developing a spiritual, intellectual and actionable model of absorbing skills, knowledge, values and responsible commitments. It tests the student's engaging role in delivering value to human rights, sustainable development and living and improved educational standards.

NEP 2020 also covers the figurative vision of improving GER levels to 100% and 50% in primary schooling and higher education levels, respectively by 2030.

Multidisciplinary and Holistic Learning

A multidisciplinary and holistic learning is an integral education model that will relax the discipline boundaries for learning and make the system flexible enough for students to learn sciences, mathematics with humanities, languages, social sciences, professional skills, soft skills, ethics, morality, human values etc. in combination according to their needs and interests with the aim towards integrated competencies development including intellectual, aesthetic, social, physical, emotional, and moral.

In Today's world of technology and globalization, skills play more important role in real-life than mere knowledge. Multidisciplinary and Holistic Approach in Higher Education aims to develop following skills and over-all personality building in the youth.

Problem Solving: Quick and Effective solution to a problem, is the skill that the employers searching in the current time. The knowledge of different subjects in multidisciplinary approach will develop the logical and analysis skills in students to handle difficult situations.

Critical ability: With multiple discipline knowledge, a student will become able to think beyond the horizon of single discipline and can think about the logical connections between different ideas.

Communication: Knowledge is the confidence and an effective communication is the result of wide knowledge. With multidisciplinary and holistic learning students will be able to share ideas, express their feelings and contribute to national progress.

Self-governance: With the choice of their own subjects, students will become able to set their priorities and knowledge landscape for a disciplined learning.

Aims of Holistic and Multidisciplinary Education

- To get better results in creativity, development of critical thinking, decisions making skills, problem-solving abilities it is necessary to integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM), which is envisaged in the NEP 2020. By adopting the Multidisciplinary and holistic approach of approach of education it will help to do better in Research and Innovation.
- A holistic and multidisciplinary education would help all-round development of an individual. It is not good to make compulsion of subjects in which an individual is not interested. A holistic and multidisciplinary education helps to develop aesthetic, social, intellectual, physical and moral skills in an integrated manner.
- India must carry its legacy of Multidisciplinary and holistic education from past to 21st century as to lead world. Creation of well learned human resources which will become the force behind

the India's social, economic, scientific development is possible through only incorporating more vocational subjects and soft skills by integrating the engineering subjects with humanities. More flexibility in curricular structure will provide the multidimensional challenges and opportunities to students for multidisciplinary work, including in academic institutions, government agencies, and industrial setup.

Implementation Of Multidisciplinary And Holistic Education

Recently, UGC has asked Higher Education Institutes to take appropriate action for implementation of Multidisciplinary and Holistic Education in their Institutes and share the initiatives taken in this regard on the University Activity Monitoring Portal (UAMP). So the methodical implementation of Multidisciplinary and Holistic Education has become the need of the hour

As we move toward attaining the vision and goals of NEP 2020 and sustainable development goal for education (SDG 4), it becomes imperative for the HEIs to have a clear strategic plan. Governments and other statutory bodies will play a key role by providing required levels of regulatory architecture and resource support; hand-holding and capacity building; and developing facilitating mechanisms and systems. To reap the benefits of this scenario, we must commit to make our higher education institutions a hub for holistic and multidisciplinary education and lifelong learning.

Recommendations of NEP 2020

Prime Minister Narendra Modi launched NEP-2020 on July 29, 2020, following extensive research and evaluation of the existing education scenario, future requirements, and one of the largest public consultations. This policy is student-centric, learning-focused, flexible, futuristic, experiential, and interdisciplinary, with an emphasis on the Indian knowledge system.

NEP 2020 recommends revamping curriculum, pedagogy and assessment systems that focus on conceptual understanding, learning how to learn, critical thinking, creativity, soft skills, life skills, technical skills, research etc. for enhancing the holistic learning experience. There would be a greater need for learning by doing an approach demanding practical, simulation, training, field visits, internships, apprenticeship etc.

The Benefits of a Multidisciplinary Approach in Teaching A multidisciplinary approach combines knowledge and skills from several academic disciplines to address complex issues and difficulties. Rather than studying each academic topic separately, a multidisciplinary approach focuses on connecting them. This method is necessary for effective teaching and learning. Educators can provide a more comprehensive understanding of tough subjects and issues by incorporating information and talents from other academic fields, while also fostering students' critical thinking, creativity, and teamwork.

1. Promotes collaboration and teamwork

Multidisciplinary approach in teaching fosters collaboration and teamwork by bringing together students from many academic backgrounds. Students get exposed to an environment where they can learn how to communicate effectively and exchange ideas. These abilities are necessary not only in education but also in the profession and other aspects of life.

- Students get a chance to work with peers from various backgrounds.
- Effective communication is promoted

2. Holistic Education

Multidisciplinary approach provides a more comprehensive education by exposing students to a diverse range of courses. This technique provides a well-rounded education that covers a wide range of topics while also encouraging students to follow their own interests. Students can benefit from a **multidisciplinary approach in teaching** by cultivating a sense of curiosity and a lifelong love of learning. Students that acquire a holistic education are better prepared to deal with real-world situations and are more adaptable to change.

- Helps in improving overall performance of students
- Students tend to explore more and find their areas of interest

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3. Real World Problem Solving

These methods are helpful in encouraging students to approach problems from different viewpoints. They can work with other students to develop solutions, preparing them for real-world problem solving.

- This is a great activity for students to collaborate with their classmates.
- Prepares students for real-world problem solving by training them to look at problems from various angles.

4. Multidisciplinary Approach Enhances Creativity

With the introduction of a **multidisciplinary approach in teaching** and learning process, students are encouraged to work creatively. **Multidisciplinary approach** in teaching helps in stimulating creativity. It provides new and diverse ideas where students can use their imagination in a more creative way.

- By fostering creativity, **multidisciplinary teaching and learning** methods help students develop a sense of curiosity.
- Helps in developing a passion for learning.

5. Comprehensive Understanding

With the help of these approaches, students get exposed to the complete understanding of complicated challenges. Students might see connections and links that they might not have recognised otherwise by combining knowledge and abilities from several academic fields.

- With these approaches they develop a more holistic approach
- Prepares them for real-world challenges.

6. Develops Critical Thinking Skills

By pushing students to question assumptions and think imaginatively about challenging situations, a **multidisciplinary approach** builds critical thinking skills. Students are better equipped to analyze facts and create educated views when they approach challenges from diverse angles.

- The **importance of multidisciplinary approach** is that it encourage students to question assumptions
- Students are better equipped to analyze facts

7. Offers Versatility

Multidisciplinary approach of teaching provide adaptability and flexibility. Educators can design innovative and fascinating classes that engage students and increase learning by merging diverse academic areas. This adaptability can assist students in remaining engaged and enthusiastic in studying, especially when the subject is challenging or complex.

- Teachers can approach the subject in a more engaging way
- Students stay engaged and interested throughout the learning process

8. Prepares Students for Higher Education

Multidisciplinary approach in teaching prepares students for higher education by giving them the skills they will need to succeed in college and beyond.

- Educate students for success in higher education and beyond
- Better adjustment in complex environment

Conclusion

A **multidisciplinary approach** to teaching is critical for preparing students for real-world success. Students can gain a comprehensive understanding of complex issues, develop critical thinking and creativity skills, prepare for real-world problem-solving, foster collaboration and teamwork skills, and stay engaged and interested in learning by integrating **multidisciplinary teaching and**

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learning methods. Furthermore, a multidisciplinary approach to teaching provides versatility and flexibility, allowing educators to approach subjects in a more engaging and dynamic manner.

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NEP 2020 - CREATING A NEW ACADEMIC PHENOMENA IN INDIAN EDUCATION SYSTEM

MULTIDISCIPLINARY AND HOLISTIC EDUCATION DEVELOPMENT THROUGH OPEN AND
DISTANCE LEARNING TO ANALYSE THE VISION OF NEP -2020

Rajeswari.R, Gayathri.R, Barkavi.N

ABSTRACT

*Holistic and multidisciplinary education through open learning and distance learning to achieve the vision of the National Education Policy – 2020. The National Education Policy (NEP) - 2020 lays emphasis on holistic and multidisciplinary education with the aim of empowering students for the 21st century. NEP-2020 states that such “education would aim to develop all human faculties: intellectual, aesthetic, social, physical, emotional and moral faculties in an integrated manner” (NEP, 2020). The policy emphasizes the importance of multidisciplinary education through both disciplinary and professional programs to develop critical thinking, adaptability and self-management skills in students. The policy seeks to fundamentally transform higher education through the implementation of innovative and ambitious plans, while recognizing the complexities and challenges of higher education. It is expected that both formal, open and distance learning modes will help translate these NEP 2020 recommendations into viable areas. This article reflects on the existing **OPEN AND DISTANCE LEARNING (ODL)** system and makes suggestions to promote multidisciplinary and holistic education through ODL institutions in line with the vision of NEP-2020.*

1. INTRODUCTION

The National Education Policy (NEP)–2020 emphasizes holistic and multidisciplinary education with an aim to provide 21st Century skills to learners. NEP–2020 states that such “education would be aimed at developing all capacities of human beings – intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner” (NEP, 2020). The Policy emphasizes the importance of multidisciplinary education through both disciplinary and professional programme for developing competencies of critical thinking, adaptability and self-management amongst learners. The Policy seeks fundamental transformation in higher education by implementing innovative and ambitious plans while recognizing the complexities and challenges of higher education. It is expected that both formal and open and distance education modes of higher education would work towards translating these recommendations of the NEP–2020 into actionable areas.

2. MULTIDISCIPLINARY AND HOLISTIC DEVELOPMENT

Multidisciplinary approach is a unique method in teaching –learning programme. It is a unique way of curriculum intergration to illustrated theme, subject (or) issue with the help of divergent subjects. It is a powerful method of teaching that a crosses the boundaries of a discipline (or) curriculum in order to enrich & enhance the sub area. This approach is very useful and relevant to intergrate teacher education programme and enhance its quality and acceptability. Hence the National Education Policy 2020 has given impetus on multidisciplinary in country. Multidisciplinary approaches programme will surely development well rounded individuals that possess critical 21st century capacity in various field of studies such as arts, science, humanities, commerce, social science, professional, vocational and other field of education. NEP 2020 emphasizes holistic and multidisciplinary with an aim to provide 21st century skills to learners. Assessment of educational approaches in undergraduate education that integrates humanities and arts with science, technology, engineering and mathematics (STEM) have

consistently showed positive learning outcomes, including increasing creativity and innovation, critical thinking, team work and better communication skills. Research is also improved and enhanced through holistic and multidisciplinary education approach. Imaginative and flexible curricular structures will enable creative combinations of disciplines for study and would offer multiple entry and exit points thus removing currently prevalent rigid boundaries and creating new possibilities for lifelong learning. The multi-disciplinary curriculum will cover areas like community engagement and service, environmental education and value based education.

As part of holistic development students will be provided an opportunity for internship with local industry, business for a longer exposure so that they may actively engage with practical side of their learning and as a by product further improves their employability. They acquire a certain amount of information, large or small which does not usually pass into well assimilated knowledge and knowledge rarely puts on the mantle of wisdom which has been described as the 'grace of knowledge'. It would be worthwhile to elucidate these three words briefly, 'Information' connotes a collection of miscellaneous facts, data and statistics, which are not properly integrated or inter-related, which do not light up any problems and which are mainly held together by memory .

In the case of schools and colleges, information is usually acquired because it is necessary to pass examinations and it is painfully stored in the memory but not assimilated in the mind. Knowledge, on the other hand, is the result of the mind working actively on information, establishing inter-relationships and so fully mastering it that it can use it for achieving any desired results. It is something that becomes a part of one's mind and personality, a tool with the help of which one can find one's way in life. Wisdom is more difficult to define. It is knowledge, applied with understanding to life. It is experience which has become mature and mellow. The object of this article is mainly to enlist the interest of the students in their own education in the deeper sense of the word. No activity, whether mechanical or mental, can acquire real appeal and significance unless its purpose is fully appreciated by the worker concerned. It is a clear glimpse of the purpose and its relationship with one's whole life and work that gives meaning to the manual or intellectual processes in which one may be occupied.

3. OPEN AND DISTANCE LEARNING SYSTEM AND MULTICULTURAL EDUCATION

Open and Distance Learning System and Multicultural Education (ODL) arose to Fulfill the needs created due to the gaps and rigidities of the formal face to face system. Globally, the Developments in ODL reveal that over time the Transformation of the formal University of South Africa into a distance education University in 1946; the establishment of the UK Open University in 1969, or Fern university, Hagan in Germany set Up in 1974; all arose to create a more accessible and equitable higher education system. rationale for these institutions was also to provide greater opportunity for lifelong learning along with opportunity for higher education that was concurrent with work. In the case of India, the need for providing equal opportunities to various sections of society and democratisation of higher education led to the setting up of the ODL system with the Dr BR Ambedkar University in 1982 and then the establishment of the Indira Gandhi National Open University in 1985. ODL institutions of higher learning have played a major role in providing education to various sections of the society through diverse nature of programmes. In doing so, they have been particularly relevant for meeting the ever-increasing needs of education of the multicultural student communities. The Indira Gandhi National Open University with over 3 million learners is a mega university with national and international presence. Based on the philosophy of exhibility and inclusion along with well established course design structures, ODL institutions have made a mark for themselves in higher education. According to NEP, 2020, multidisciplinary education is one of the fundamental principles that will guide the education system and individual institutions. The Policy states, "multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge" (NEP, 2020). UNESCO has explained

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the “multidisciplinary approach as an approach to curriculum integration which focuses primarily on the different disciplines and the diverse perspectives. The policy seeks to fundamentally transform higher education through the implementation of innovative and ambitious plans, while recognizing the complexities and challenges of higher education. It is expected that both formal, open and distance learning modes will help translate these NEP 2020 recommendations into viable areas. This article reflects on the existing ODL system and makes suggestions to promote multidisciplinary and holistic education through ODL institutions in line with the vision of NEP-2020.]

4. IMPLEMENTATION STRATEGIES

India has received its holistic and visionary National Education Policy after a gap of 34 years. Nevertheless, the policy would be successful only if it is implemented efficiently. India is currently facing several grass-root level issues such as high level dropout rate, meagre 26.3 % Gross Enrolment Ratio (GER), acute crisis of quality, access, equity, etc., particularly in higher education. The system so far has not succeeded in setting the house in order. Moreover, with the fast developments in Information and Communication Technology (ICT) and the policies of Liberalisation, Globalisation and Privatisation, there is an urgent need to create global citizens who can work towards the development at local, regional, national and global levels. Obviously, new India requires new approaches to shape the higher education system and the policy’s vision, mission and aims must find a ground for its successful implementation through new approaches. One of the approaches which the author finds befitting is mainstreaming of Open and Distance Learning approaches to improve the system both qualitatively as well as quantitatively. In this article it was tried to identify how Open and Distance Learning (ODL) system can reinforce the implementation of National Education Policy–2020.

4.1 LARGE MULTIDISCIPLINARY UNIVERSITIES

The policy envisions transforming higher education institutions into large multidisciplinary universities with more than 3,000 or more students. This transformation requires a huge investment in terms of not only infrastructure but human and other resource also. In the current scenario, it is becoming difficult for the Government to provide sufficient funds for infrastructure and manpower. Open and Distance Learning for Meeting Access Challenges in Implementation of National Education Policy–2020

5 Open and Distance Learning universities can come as a support in meeting this requirement cost-effectively through their structure and system study centres. In case of state universities, the study centres cover the whole state. In case of National Open University, the study centres are spread throughout the country. Still the ODLs have scope for accommodating a large number of students. Open universities also have flexible system which allow them to offer a vast variety of courses ranging from arts, humanities, social sciences, languages, sciences, vocational and professional courses as well. India has a rich heritage of knowledge from ancient Indian universities like Takshashila and Nalanda, which were large multidisciplinary research and teaching universities. The legacy can be best implemented by central and state open universities of the nation.

4.2 RESEARCH AND TEACHING INTENSIVE UNIVERSITIES

Since the policy lays equal importance on quality teaching and research-intensive universities, it widens the spectrum of functioning of universities. They will not only be limited to offering regular graduate and postgraduate programmes, but also be the facilitators in research activities and teaching multidisciplinary and skill- 6 National Education Policy - 2020 Transforming Higher Education in India oriented courses. Open universities may be able to execute these activities with more ease, as their faculty, academic counselors and expert resource persons are not confined to one particular premise. Also, many conventional universities are mostly categorised by a particular field, like Sports, Engineering, Technological, or Agricultural; Open Universities on the other hand are more flexible in

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this regard as through the online or offline modes they can offer courses on a wide range of subjects to students, and also cater to the local needs in the form of offering courses on local languages and local skills. In the 21st century, one is beginning to witness a shift towards ODL and Online Teaching and Learning, which has been emphasised by National Education Policy too. In fact, research through Open and Distance Learning or online modes will be of equal importance as that of formal modes. Open universities can play role as a centre or hub for the research on ODL or online teaching learning.

4.3 COMMUNITY ENGAGEMENT

Community engagement is one of the key focus areas of this policy. Open universities can engage in different forms in community service and community engagement. Through the network of study centres, open universities can reach the unreached areas and districts. As a part of holistic education, local population can be enrolled in higher education by engaging them with local industry, businesses, arts, crafts, skills, etc. Environment education, value-based education, management of natural resources, sustainable development, etc., can be easily included in the list of subjects in curriculum and even a set of programmes with the same thrust area can be introduced by open universities to gainfully engage the youth and adults of rural and urban areas through study centres and regional centres across respective states. As a part of social responsibility, open universities also have the scope of adopting certain villages, wherein they will be responsible for education, spreading awareness and providing them with the basic rights. Girls and women can be encouraged, trained and be imparted with skills to make themselves socially and economically independent. Open universities can create a group of Open and Distance Learning for Meeting Access Challenges in Implementation of National Education Policy–2020 7 mentors and educate them to create leaders of tomorrow. Hence, all-round community engagement is more feasible with the structure and system of open universities.. Open universities already have a network of study centres established in every district under their territory and this can make a note-worthy improvement in the Gross Enrolment Ratio of the state and eventually the nation.

4.4 PROMOTION OF CULTURAL STUDIES AND 64 KALAS/ARTS

This visionary policy establishes that being well educated in one’s language, culture, and traditions is a huge benefit to educational, social, and technological advancement of an individual as well as that of the nation. There is a need to develop a curriculum and pedagogy in the coming years that are going to be strongly rooted in our local culture, tradition, heritage, custom, language, philosophy, and promoting traditional ways of learning. This policy aims at resurrection of lost native treasures such as languages, arts and culture, which are the pre-requisites of creating globally competent, 8 National Education Policy - 2020 Transforming Higher Education in India skilled and dynamic individuals. The policy states: “Students are the prime stakeholders in the education system. Vibrant campus life is essential for high-quality teaching-learning processes. Moreover, state open university and its own cultural centre can be a potential one-spot destination, providing the flavour of the entire state of Gujarat in terms of Cultural Studies, Translation Studies, Promotion of Arts, Languages and Culture in all the possible forms and means as Gujarat attracts lakhs of tourists every year.

5. ENHANCING MULTIDISCIPLINARY EDUCATIONAL APPROACH THROUGH OPEN AND DISTANCE LEARNING

Enhancing Multidisciplinary Educational Approach through Open and Distance Learning
The ideas of NEP–2020 in Institutional Restructuring and Consolidation and Imparting Holistic and Multidisciplinary education are in resonance with the characteristics features and strategies adopted by open and distance learning universities. There is a huge scope for ODL institutions to take forward NEP—2020 on a larger scale to achieve appropriate outcomes. Some of the areas through which ODL institutions can achieve this goal include remodeling curriculum planning and design, expanding the

scope of programmes, awarding multidisciplinary qualifications, undertaking research for development, delivery management, as well as by strengthening existing operational issues along with greater use of technology.

6. Increasing Access and GER through Multidisciplinary Education

The NEP–2020 as the first educational policy of the 21st century is committed to taking forward the global agenda for Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development i.e. “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” The Policy reinforces this commitment stating that institutions may opt for ODL and online programmes, “to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning .” (NEP 10.10). The fact is that ODL institutions were born out of a need to remove the inequalities created by the formal system and make higher education more accessible to all and more specifically for marginalized communities, women, scheduled castes, scheduled tribes, differently abled persons, economically weaker sections, employed persons as well as catering to rural and remote regions of the country, backward districts, aspirational districts. ODL institutions have the bandwidth to cater for such heterogeneous groups through diverse programmes offered at certificate, diploma, undergraduate, and postgraduate levels. Therefore region specific courses, skilling programmes to develop competencies may be developed. Some areas for programme development include preservation of indigenous knowledge systems, handicrafts, folklore, forest management, ethno-medicine, eco-tourism, organic farming, water conservation, archery, social entrepreneurship, performing arts etc.

7.CONCLUSION

Multidisciplinary in higher education revolutionises knowledge through the interactions of disciplinary knowledge and is helpful to solve problems in society. Since 1970s multidisciplinary centres and departments were established. Curricular changes allowed multidisciplinary education. Choice based credit system offered students the choices to study specialization based on disciplines as well as the option to study subjects from other disciplines. The recent initiative of multidisciplinary education of the government of India, contained in NEP 2020, is important. There are challenges of institutional restructuring as large investment is required for a single discipline institution to convert into multidisciplinary institution. However, partially the curricular restructuring will enable multidisciplinary teaching in Indian higher education.

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Multidisciplinary Education and Holistic Development

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Abstract:

A multidisciplinary education, as envisaged in the NEP- 2020 aims to develop social, physical, intellectual, emotional, and moral capacities of human beings in an integrated manner. A flexible curriculum will facilitate creative combinations of various disciplines. Learners will be able to choose from languages and at the same time fields such as Applied Sciences, Mathematics, and Business Studies. This aims at developing critical thinking, versatility, adaptability, problem solving, flexibility, and analytical and communication skills in the learners. The opportunities of doing research are enhanced and improved through a holistic and multidisciplinary approach.

Keywords: Holistic Education, Creativity, Higher Education.

Introduction:

The National Education Policy (NEP) 2020 is an ambitious policy document aiming to revolutionize the education system in India. One of the key aspects of the policy is the emphasis on a multidisciplinary approach in education. The **multidisciplinary approach** to teaching entails combining knowledge, concepts, and methodologies from several disciplines or topic areas as well as in order to produce a more comprehensive and linked learning experience. It is one of the best approaches in teaching. **It** encourages teachers to make connections across many disciplines rather than teaching courses in isolation, enabling students to perceive the interconnection of information to get a better understanding of the world around them. It involves teachers working together across different topic areas to create learning activities that combine abilities, and subject matter from other disciplines.

This method helps students to see how knowledge is connected, which promotes critical thinking, problem-solving, and the use of knowledge in different contexts. With the help demonstrating how several fields are connected and how information can be used in various situations, the interdisciplinary approach strives to make learning more relevant and engaging for students. This develops multiple disciplinary thinking, enhances a deeper grasp of complicated subjects, and gets students ready for the complexity of the real world.

Benefits of a Multidisciplinary Approach in Teaching

A **multidisciplinary approach** combines knowledge and skills from several academic disciplines to address complex issues and difficulties. Rather than studying each academic topic separately, a multidisciplinary approach focuses on connecting them. This method is necessary for effective teaching and learning. Educators can provide a more comprehensive understanding of tough subjects and issues by incorporating information and talents from other academic fields, while also fostering students' critical thinking, creativity, and teamwork.

1. Promotes collaboration and teamwork

Multidisciplinary approach in teaching fosters collaboration and teamwork by bringing together students from many academic backgrounds. Students get exposed to an environment where they can learn how to communicate effectively and exchange ideas. These abilities are necessary not only in education but also in the profession and other aspects of life.

- Students get a chance to work with peers from various backgrounds.
- Exchange of viewpoints and ideas.
- Provides students with different opportunities so that they can work on it with others.
- Effective communication is promoted

2. Holistic Education

Multidisciplinary approach provides a more comprehensive education by exposing students to a diverse range of courses. This technique provides a well-rounded education that covers a wide range of topics while also encouraging students to follow their own interests. Students can benefit from a multidisciplinary approach in teaching by cultivating a sense of curiosity and a lifelong love of learning.

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Students that acquire a holistic education are better prepared to deal with real-world situations and are more adaptable to change. It helps in improving overall performance of students and Develops a sense of curiosity. The Students tend to explore more and find their areas of interest.

3. Real World Problem Solving

These methods are helpful in encouraging students to approach problems from different viewpoints. They can work with other students to develop solutions, preparing them for real-world problem solving.

- This is a great activity for students to collaborate with their classmates.
- Critical in today's fast changing world, where complex tasks necessitate a wide range of talents and views.
- Prepares students for real-world problem solving by training them to look at problems from various angles.

4. Multidisciplinary Approach Enhances Creativity

With the introduction of a **multidisciplinary approach in teaching** and learning process, students are encouraged to work creatively. **Multidisciplinary approach** in teaching helps in stimulating creativity. It provides new and diverse ideas where students can use their imagination in a more creative way.

- Essential in fields such as art, design, and entrepreneurship.
- By fostering creativity, **multidisciplinary teaching and learning** methods help students develop a sense of curiosity.
- Helps in developing a passion for learning.

5. Comprehensive Understanding

With the help of these approaches, students get exposed to the complete understanding of complicated challenges. Students might see connections and links that they might not have recognised otherwise by combining knowledge and abilities from several academic fields.

- Students get a complete understanding of complicated issues and challenges
- With these approaches they develop a more holistic approach
- Prepares them for real-world challenges.

6. Develops Critical Thinking Skills

By pushing students to question assumptions and think imaginatively about challenging situations, a multidisciplinary approach builds critical thinking skills. Students are better equipped to analyze facts and create educated views when they approach challenges from diverse angles.

- The importance of multidisciplinary approach is that it encourage students to question assumptions
- More imaginative thinking
- Students are better equipped to analyze facts

7. Offers Versatility

Multidisciplinary approach of teaching provide adaptability and flexibility. Educators can design innovative and fascinating classes that engage students and increase learning by merging diverse academic areas. This adaptability can assist students in remaining engaged and enthusiastic in studying, especially when the subject is challenging or complex.

- These methods offer versatility and flexibility in the teaching process
- Teachers can approach the subject in a more engaging way
- Students stay engaged and interested throughout the learning proces

8. Prepares Students for Higher Education

Multidisciplinary approach in teaching prepares students for higher education by giving them the skills they will need to succeed in college and beyond. It assist students in adjusting to different types of environments. Educate students for success in higher education and beyond by providing them with a well-rounded education. Better adjustment in complex environment Multidisciplinary education is a vital part of India's modern education system. By embracing this concept, the NEP 2020 seeks to give students access to a wider knowledge base and skills and prepare them for a rapidly changing world.

Conclusion

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A multidisciplinary approach to teaching is critical for preparing students for real-world success. Students can gain a comprehensive understanding of complex issues, develop critical thinking and creativity skills, prepare for real-world problem-solving, foster collaboration and teamwork skills, and stay engaged and interested in learning by integrating multidisciplinary teaching and learning methods. Furthermore, a multidisciplinary approach to teaching provides versatility and flexibility, allowing educators to approach subjects in a more engaging and dynamic manner.

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RESEARCH ON COMPREHENSIVE AND INTEGRATED GROWTH IN THE NATIONAL EDUCATION POLICY 2020

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ABSTRACT

In order to equip students with the skills they need for the twenty-first century, the National Education Policy (NEP)-2020 places a strong emphasis on comprehensive and multidisciplinary instruction. "All capacities of human beings - intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner" is the stated goal of this kind of education, according to NEP-2020 (NEP, 2020). The Policy highlights the value of multidisciplinary education through all professional and disciplinary programs for developing learners' critical thinking, flexibility, and self-management skills. While acknowledging the complexity and difficulties of higher education, the Policy aims to undertake progressive and audacious programs that will fundamentally reform greater training. It is anticipated that all higher education modalities formal, open, and distance will collaborate to turn these NEP-2020 guidelines into areas that can be put into practice. This article responds to the current ODL system and offers suggestions for advancing multidisciplinary and holistic education through ODL institutions in line with the NEP 2020 vision.

KEY WORDS:

Equip, Anticipated, ODL, Comprehensive, Modalities, Aesthetic, Multidisciplinary, Holistic, progressive.

INTRODUCTION

“INTEGRATION OF ESSENTIAL SUBJECTS, SKILLS AND CAPACITIES”-NEP 2020

The aim for India's future education system is outlined in the National Education Policy of India 2020 (NEP 2020), which was launched by the union cabinet on July 29, 2020. A few core principles, including access, equity, quality, affordability, and accountability, form the foundation of the NEP 2020. According to the NEP-2020, a multidisciplinary education seeks to develop a person's social, physical, intellectual, emotional, and moral faculties in an integrated way. The National Education Policy was being prepared by a committee that was established by the Ministry of Human Resource Development and led by Dr. Kasturirangan. He was the ISRO's previous chief. June 2017 saw the Committee's formation. In August 2021, Karnataka became the pioneer state to implement NEP in higher education.

Prime Ministers Rajiv Gandhi (1986), Indira Gandhi (1968), and Narendra Modi (2020) issued the first, second, and third NPEs on behalf of the Indian government. Inclusion and equity in the educational system are the goals of the recently implemented education policy. It also proposes significant systemic changes. In outline and hybrid classroom settings, teachers must take on the role of facilitators to guarantee that students participate effectively.

MULTIDISCIPLINARY IN EDUCATION

Multidisciplinary technique in Education is a new approach which allow the university students to discover out and examine about fantastic things or curriculum from noticeably a volume fields. A multidisciplinary approach in teaching is a way of getting to recognize which offers a necessary focal

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issue on several views and notable disciplines of gaining knowledge of to illustrate a theme, concept, or any issue.

The NEP 2020 emphasizes the want to incorporate this academic method into the curriculum from an early age. By giving college students publicity to a couple of disciplines, we can aid them recognize their chosen place greater and in addition decorate and draw close for several know-how systems. This will enable them to give up up higher well-rounded residents and put collectively them for the future. The curriculum have to consist of predominant arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to enhance all factors and capabilities of learners; and make schooling greater well-rounded, useful, and satisfying to the learner.

IMPLEMENTATION STRATEGIES

Multidisciplinary training can be implemented through collaborative teaching, the location instructors from one of a sort disciplines work collectively to plan and deliver lessons. This encourages cross-disciplinary discussions and promotes a holistic approach to learning. One approach is to lay out an integrated curriculum that incorporates unique disciplines and subjects into a cohesive whole. This approves students to see connections between specific areas of information and boost a broader understanding. Another method is to incorporate project-based learning, the place students work on duties that require them to comply with statistics and expertise from a couple of disciplines. This helps them see the real-world relevance of what they are learning and encourages indispensable questioning and problem-solving skills.

Multidisciplinary training requires a whole-school approach, where administrators, teachers, and dad and mother are involved. This can contain developing a supportive environment, setting up interdisciplinary teams, and involving local companions to furnish more knowledge and resources. Creating bendy getting to be aware of areas can additionally assist multidisciplinary education. This can encompass school rooms with movable furniture, collaboration areas, and technology-supported mastering areas that enable for distinct kinds of matters to do and interactions.

Multidisciplinary training can moreover be facilitated via experiential learning, such as discipline trips, internships, or hands-on activities. This offers university college students with probabilities to practice facts in real-life contexts and promotes a holistic perception of the subject. It is vital to furnish expert improvement opportunities for instructors to enhance their expertise and abilities in multidisciplinary education. This can consist of workshops, schooling programs, or collaboration with gurus from special fields. A holistic approach to contrast can additionally be implemented, the vicinity university students are assessed on their capability to mix appreciation and abilities from specific disciplines. This can embody typical overall performance assessments, portfolio assessments, or project-based assessments.

HOLISTIC DEVELOPMENT IN EDUCATION

The ordinary Indian education gadget has lengthily been centered on tutorial achievement. However, in recent years, there has been a developing movement closer to holistic gaining knowledge in India. Holistic getting to know is an strategy to schooling that focuses on the general improvement of the child, which includes their academic, social, emotional and bodily well-being. There are many benefits to holistic learning. It can help college students to develop a deeper perception of themselves and the world around them. It can also help them strengthen the capabilities and features they want to be triumphant in life, such as essential thinking, problem-solving, teamwork and creativity.

There are a number of ways to put in force holistic studying in India. One way is to contain extra experiential studying into the curriculum. This should contain things to do such as field trips, carrier mastering and internships. Another way is to furnish college students with possibilities to develop their social and emotional skills. The NEP calls for a curriculum that is "child-centered, holistic,

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multidisciplinary, and outcome-based". It also calls for a focus on "life skills", such as crucial thinking, problem-solving and creativity.

GAINS AND LOSSES

The Privilege To Choose

"Nothing in the Indian training area will ever change" – stated a pal of mine who went abroad to locate a job. I can wager you've heard such things from your loved ones

Reach Within To Discover Passion

Here, the key-word is "choice of subjects", but the blessings prolong students' private boom as well. Let me make it less complicated for you. See, on one hand, as a faculty, you will have the strength to innovate the traditional teaching-learning processes. And on the other hand, your students will be in a position to get entry to good sized e-content that can help them recognize their ardor or authentic purpose. The extra e-content they consume, the greater insights about their deeper hobbies they'll find! Even when your students are clueless about their passion initially, they can find it throughout the teaching-learning journey.

Pragmatism & Flexibility

Multi-disciplinary schooling permits your students to understand the strength of new ideas. It helps them boost a pragmatic attitude with the aid of permitting them to determine what subjects they will opt for and what could be their viable benefits. They get time to make a selection by calculating the risks.

Distractions

Honestly, getting distracted from the remaining learning aim may additionally end up standard with multicultural education. Sometimes, your college students may additionally experience a little bit misplaced as they hop on to a range of subjects.

No Master- Only Jack!

There's a recognized phrase – "Master of all trades, Jack of none." It can exhibit off up into reality.

THE IMPACT OF NEP 2020 ON STUDENTS

The National Education Policy (NEP) 2020 is a comprehensive schooling policy introduced by the Indian government to reform the country's training system. The NEP 2020 has giant implications for college students throughout all ranges of education in India. The NEP 2020 emphasizes a multidisciplinary and holistic approach to education, which means that college students will receive an extra complete and well-rounded education. The new coverage has integrated arts, humanities, and sciences, making education extra inclusive and accessible to all. The NEP 2020 has added a bendy training machine that approves college students to pick out their guides and topics primarily based on their pursuits and aptitudes. This will help students to pursue their passions and explore one of a kind profession options. The NEP 2020 emphasizes the significance of skill-based training and vocational coaching to make college students greater employable and self-reliant. The coverage targets to grant students with sensible abilities and hands-on education to put them together for the workforce.

The NEP 2020 emphasizes the use of science in training and promotes digital literacy among students. This will assist students to grow to be extra tech-savvy and put them together for the digital age. Quality Early Childhood Education: The NEP 2020 emphasizes the significance of first-rate early childhood schooling and care to supply a robust foundation for learning and development.

CONCLUSION

NEP 2020 heralds a new generation in the Indian schooling system, focusing on holistic development, multidisciplinary learning, flexibility, technological know-how integration, trainer empowerment, and assessment reforms. A student-centered, inclusive, and future-ready educational system is made possible by it. By embracing the transformative changes added about NEP 2020, India is

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poised to nurture an era of inexperienced persons who are outfitted with the integral skills, know-how and knowledge to thrive in an unexpectedly altering world.

This method to gaining knowledge appears at how different disciplines can have interaction and overlap with each other to create a complete grasp of a subject. A multidisciplinary approach in education is often viewed as the perfect way to handle complicated issues and will be critical for India's enduring success in the international economy. With the NEP 2020, India is properly located to construct its contemporary educational gadget and pass towards a more multidisciplinary approach. Teachment helps colleges envision a future where their college students are outfitted with 21st-century skills. With our advanced knowledge of the management system, you can improve the teaching-learning experience. Our choices like schooling erp, admission administration system, charge management system, and others comfortably digitize educational institutions.

“Holistic education is about developing the whole person mind, body, and spirit”

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MULTIDISCIPLINARY EDUCATION - CHALLENGES AND BENEFITS

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Abstract

A multidisciplinary approach to education is one that covers all- inclusive and integrates different disciplines or fields of knowledge. It aims to foster creativity, critical thinking, and problem-solving skills among students. some of the challenges and opportunities for implementing o multidisciplinary approach to education are, such, it urges for the need to improve the quality and equity of early childhood development and education, which is essential for laying the foundation for lifelong learning. The National Education Policy (NEP)–2020 highlights on overall personality development of individual by inculcating 21st Century education skills to learners. NEP–2020 mentions that “Education would be aimed at developing all capacities of human beings – intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner” (NEP, 2020).

Introduction

PM Modi launched multiple initiatives in the education sector on July 29, 2021 such as Vidya Pravesh, a three-month play-based school preparation module for Grade 1 students, NISHTHA 2.0, an integrated program of teacher training designed by the NCERT, SAFAL (structured assessment for analyzing learning levels), National Digital Education, Architecture (NDEAR), the National Education Technology Forum (NETF), etc., to celebrate the one-year completion of NEP 2020.

National Education Policy consists of four parts: Part I deals with School education; Part II with Higher education; Part III on ‘Other Key Areas of Focus’ such as adult education, promoting Indian languages and online education; and finally, Part IV deals ‘Making it Happen’. The policy says that the center and states shall work together to increase public investment in education to 6 per cent of the gross domestic product (GDP), from the current 4.43 per cent.

Part II of NEP emphasizes the importance of holistic and multidisciplinary Higher education. The policy says that by 2030, there shall be at least one multidisciplinary ‘higher education institution’ (HEI) in or near every district and all HEIs shall aim to be multidisciplinary by 2040. In addition, the policy aims to increase Gross Enrolment Ratio in higher education to 50 per cent by 2035 from 26.3 per cent in 2018.

- The multi – disciplinary curriculum will cover area like community engagement and serve, environmental education and value based education.
- Holistic development student will be provide an opportunity for internship with local industry.

THE CHALLENGES OF IMPLEMENTING A MULTIDISCIPLINARY APPROACH IN EDUCATION

As India looks to usher in a new era of education with the National Education Policy 2020, one of its central tenets is the implementation of a multidisciplinary approach. But what is multidisciplinary education?

Essentially, a multidisciplinary approach in education requires significant changes in the way curriculum is designed and taught.

- Schools need to equip themselves with experienced staff who are capable of delivering such an approach and ensure they have the necessary resources.
- Additionally, there needs to be greater collaboration between different departments and institutions to ensure successful implementation.
- Lastly, many school systems lack the infrastructure and support needed to successfully integrate multidisciplinary learning.

Delivery of Multidisciplinary Education and Use of Technology

The ODL system is synonym with the use of technology and most ODL universities have well established programmes using television, radio, and other means. Online programmes have also been designed and

offered through SWAYAM and other web-based, online platforms. The COVID-19 period has seen an upsurge of the use of technology with social media platforms becoming the means for teaching and learning. Other learning activities such as submission of assignments and academic counselling have now progressed to online mode. The advances in technology have opened up new options for delivery for programmes. As a result even programmes, such as vocational courses, which were earlier considered difficult to offer through distance education, are now being conducted successfully through technology support. Current educational delivery trends include augmented reality (AR), blended learning, Do It Yourself learning (DIY), and these fit in well with the existing system of ODL. Use of discussion forums and interactive platforms allow for more participative learning and out-of- classroom experiences help in the overall development of the personality of the individuals. The appropriate use of technology by ODL institutions along with blended learning had helped active and constructive learning to take place for all learners.

Enhancing Multidisciplinary Educationa Approach through Open and Distance LearningThe ideas of NEP–2020 in Institutional Restructuring and Consolidation and Imparting Holistic and Multidisciplinary education are in resonance with the characteristics features and strategies adopted by open and distance learning universities. There is a huge scope for ODL institutions to take forward NEP—2020 on a larger scale to achieve appropriate outcomes. Some of the areas through which ODL institutions can achieve this goal include remodeling curriculum planning and design, expanding the scope of programmes, awarding multidisciplinary qualifications, undertaking research for development, delivery management, as well as by strengthening existing operational issues along with greater use of technology.

Benefit Of Multidisciplinary Approach

- ❖ Engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities
- ❖ Students of arts and humanities will aim to learn more science and all will make an effort to incorporate more vocational subjects and soft skills
- ❖ Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points
- ❖ Removing currently prevalent rigid boundaries and creating new possibilities for life-long learning
- ❖ Graduate-level, master's and doctoral education in large multidisciplinary universities, while providing rigorous research-based specialization, would also provide opportunities for multidisciplinary work, including in academia, government, and industry.

Conclusion

A holistic and multidisciplinary education would Cain to develop all capacities of human beings, integrated, aesthetic, social, emotional in an integrated way.

Multidisciplinary education is a concept that has been embraced by the Indian government through the new National Education Policy (NEP) 2020. This approach to learning looks at how different disciplines can interact and overlap with each other to create a comprehensive understanding of a subject. A multidisciplinary approach in education is often seen as the ideal way to tackle complex problems and will be essential for India's continued success in the global economy. With the NEP 2020, India is well positioned to build on its current educational system and move towards a more multidisciplinary approach.

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MULTIDISCIPLINARY EDUCATION FOR FUTURE DEVELOPMENT

Surya.B, Parkavi.S and Nandhini.s KCEDn

ABSTRACT :

National Education Policy: 2020 is ground-breaking step taken by Indian Government in the field of Education. We are living in the post modern virtual world where the boundary of the education of a country is kaput and enriched with the affluent global thoughts. Indian education has the greatest heritage and glorious past. It has been altering its form according to the passage of time on the demand of the crisis influenced by social, political and economical issues. The present study will focus on the holistic and multidisciplinary dimension of New Education Policy: 2020. This paper will discuss how holistic attitude of education plays an important role in the field of 'all round development' of the child; and it will find out how much multidisciplinary approach is relevant in contemporary education system in the respect of global education. The main aim of this study is to recognize the importance of the approach of holistic education in modern education system and curriculum. And then the readers will be able to distinguish how much multidisciplinary educational approach is significant for survival which is the ultimate aim of all education.

INTRODUCTION:

“Education is not preparation for life; Education is life itself.”

Education is a significant tool that aids in the creation of a well-developed and progressive nation. Especially in a developing country like India with a population of more than 136 crores, education is the key to a better standard of living and a prosperous future. Not to mention, education is the right of every citizen of India.

It is fundamental for achieving full human potential, developing an equitable and just society and promoting national development.

So providing universal access to quality education is the key to India's development on the global stage.

WHY NEP 2020?

The education system we have today in India is of the British education system which was introduced by Lord Macaulay. He was the one who introduced the English education and constructed the education system in India though we accepted this education system which was entirely different from our the then education system -the Gurukula. We had the faith on it that it would take our country into a different fruitful direction – which it did.

But over a period of time, this system brought rigidity in the minds of our students as the opportunities and career options are based on their marks which has slowly destroyed the creativity in them.

The Nasscom in 2023 flagged the employability gap in the graduates saying that the education system is not focusing on building strong foundation and professional skills. (i.e) The education system lacks critical thinking and prevents a kid from asking questions.

The NEP 2020 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.

Multidisciplinary and holistic education:

"Your brain has a capacity for learning that is virtually limitless, which makes every human a potential genius." -Michael J. Gelb

Regardless of what field we talk about, this quote on learning by Michael is totally relevant.

There's no limit to learning and the multidisciplinary educational approach mentioned in the NEP 2020 is the correct step taken towards promoting the same!

A multidisciplinary education, as envisaged in the NEP- 2020 aims to develop social, physical, intellectual, emotional, and moral capacities of human beings in an integrated manner. A flexible curriculum will facilitate creative combinations of various disciplines.

This aims at developing critical thinking, versatility, adaptability, problem solving, flexibility, and analytical and communication skills in the learners. The opportunities of doing research are enhanced and improved through a holistic and multidisciplinary approach.

Multidisciplinary education- meaning:

A multidisciplinary curriculum means studying the same topic from the viewpoint of more than one discipline.

It is also called cross-disciplinary which indicates the aim to cross boundaries between disciplines. Simply put, it means that topics are studied by applying methodologies of other - unrelated - disciplines.

The study of genetics, for example, crosses several disciplines, including biology, chemistry (e.g., the molecular structure of DNA), and environmental science (e.g., conservation genetics). Additionally, facets of genetics also overlap with mathematics, social studies, and health studies.

The Challenges of Implementing a Multidisciplinary Approach in Education:

A multidisciplinary approach in education requires significant changes in the way curriculum is designed and taught.

Schools need to equipped themselves with experienced staff who are capable of delivering such an approach and ensure they have the necessary resources.

Additionally, there needs to be greater collaboration between different departments and institutions to ensure successful implementation.

Lastly, many school systems lack the infrastructure and support needed to successfully integrate multidisciplinary learning.

In order to make the multidisciplinary education a success the schools need to focus on improving the quality of instruction and the students engagement in studies- providing them freedom to explore different topics, develop critical thinking and to understand how different subjects interact with each other.

Benefits

1. Promotes collaboration and teamwork:

Multidisciplinary approach in teaching fosters collaboration and teamwork by bringing together students from many academic backgrounds.

Students get exposed to an environment where they can learn how to communicate effectively and exchange ideas.

2.Holistic Education:

Multidisciplinary approach provides a more comprehensive education by exposing students to a diverse range of courses.

This technique provides a well-rounded education that covers a wide range of topics while also encouraging students to follow their own interests.

Students that acquire a holistic education are better prepared to deal with real-world situations and are more adaptable to change.

3. Real World Problem Solving:

These methods are helpful in encouraging students to approach problems from different viewpoints.

They can work with other students to develop solutions, preparing them for real-world problem solving.

4. Multidisciplinary Approach Enhances Creativity:

With the introduction of a multidisciplinary approach in teaching and learning process, students are encouraged to work creatively.

Multidisciplinary approach in teaching helps in stimulating creativity.

It provides new and diverse ideas where students can use their imagination in a more creative way.

5.Comprehensive Understanding:

With the help of these approaches, students get exposed to the complete understanding of complicated challenges.

Students might see connections and links that they might not have recognised otherwise by combining knowledge and abilities from several academic fields.

6.Develops Critical Thinking Skills:

By pushing students to question assumptions and think imaginatively about challenging situations, a multidisciplinary approach builds critical thinking skills.

Students are better equipped to analyse facts and create educated views when they approach challenges from diverse angles.

7. Offers Versatility:

Multidisciplinary approach of teaching provide adaptability and flexibility.

Educators can design innovative and fascinating classes that engage students and increase learning by merging diverse academic areas.

This adaptability can assist students in remaining engaged and enthusiastic in studying, especially when the subject is challenging or complex.

8.Prepare Students for Higher Education:

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Multidisciplinary approach in teaching prepares students for higher education by giving them the skills they will need to succeed in college and beyond.

Multidisciplinary approach assists students in adjusting to different types of environments.

Conclusion :

Multi disciplinary and holistic development is not an option but a necessity in today's educational landscape. This approach to education and learning is an essential approach that recognises the interconnectedness of the whole whole person. It recognises that education is not just about academics, but it also about personal growth and development.

ENGAGEMENT AND ENJOYMENT OF LEARNING

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ABSTRACT:

NEP 2020 is formulated after wide consultations with stakeholders from all the sectors. It is aimed to provide multi-disciplinary skill-based education to generate employment; It is aimed at increasing enrollment of students in all kinds of educational institutions by 2030. National Education Policy, 2020 (NEP) envisions a massive transformation in education through– “an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, thereby making India a global knowledge superpower.” The NEP 2020 is founded on the five guiding pillars of Access, Equity, Quality, Affordability and Accountability. It will prepare our youth to meet the diverse national and global challenges of the present and the future. In school education, the National Education Policy 2020 stresses on the core values and principle that education must develop not only the cognitive skills, that is, – both ‘foundational skills’ of literacy and numeracy and ‘higher-order’ skills such as critical thinking and problem solving – but also, social and emotional skills - also referred to as ‘soft skills’ -including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others. The Policy aims and aspires to universalize pre-primary education and provides special emphasis on the attainment of foundational literacy/numeracy in primary school and beyond for all by 2025. It recommends plethora of reforms at all levels of school education which seek to ensure quality of schools, transformation of the curriculum including pedagogy with 5+3+3+4 design covering children in the age group 3-18 years, reform in the current exams and assessment system, strengthening of teacher training, and restructuring the education regulatory framework. It seeks to increase public investment in education, strengthen the use of technology and increase focus on vocational and adult education, among others. It recommends that the curriculum load in each subject should be reduced to its ‘core essential’ content by making space for holistic, discussion and analysis-based learning In Higher Education, NEP, 2020 provides valuable insights and recommendations on various aspects of education that include moving towards multidisciplinary and holistic education, institutional autonomy, promotion of quality research through establishment of National Research Foundation, continuous professional development of teachers, integration of technology, internationalization of higher education, restructuring of governance and regulatory architecture, multidisciplinary curricula, engaging blended, pedagogy, valid reliable and blended assessment and availability of content in Indian languages.

Introduction:

National Education Policy, 2020 (NEP) envisions a massive transformation in education through– “an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, thereby making India a global knowledge superpower.” The NEP 2020 is founded on the five guiding pillars of Access, Equity, Quality, Affordability and Accountability. It will prepare our youth to meet the diverse national and global challenges of the present and the future. It also proposes the revision and revamping of all aspects of the education structure, including the school regulation and governance, to create a new system which is aligned with the aspirational goals of 21st century education along with India’s tradition, culture and value system. Technology will be integrated with education through several existing as well as proposed initiatives, including energized textbooks, high quality e-content for capacity building of teachers and learners, question banks based on learning outcomes, etc. The policy also notes that establishing primary schools in every habitation across the country has helped in increasing access

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to education. However, it has led to the development of very small schools (having low number of students) which makes it operationally complex to deploy teachers and critical physical resources. Therefore, the Policy recommends that multiple public schools can be brought together to form a school complex or any innovative grouping mechanism for efficient governance. The policy has emphasized Quality Education across all stages of School Education. Quality education is not only a life-changing, but also a mind-crafting and character-building experience, that positively impacts on citizenship. Empowered learners not only contribute to many growing developmental imperatives of the country but also participate in creating a just and equitable society.

MULTIDISCIPLINARY EDUCATION:

A multidisciplinary education, as envisaged in the NEP- 2020 aims to develop social, physical, intellectual, emotional, and moral capacities of human beings in an integrated manner. A flexible curriculum will facilitate creative combinations of various disciplines. Learners will be able to choose from languages and at the same time fields such as Applied Sciences, Mathematics, and Business Studies. This aims at developing critical thinking, versatility, adaptability, problem solving, flexibility, and analytical and communication skills in the learners. The opportunities of doing research are enhanced and improved through a holistic and multidisciplinary approach.

Name of Panelist

Multidisciplinary and Holistic Education	Chair	Dr. Prof. Rama Shanker Dubey, Vice-Chancellor, Central University Gujarat, Gandhinagar
	Panelist	Dr. Rishikesh T. Krishnan, Director, Indian Institute of Management, Bengaluru
	Panelist	Prof. Raj Singh, Vice-Chancellor, Jain University, Bangaluru
	Panelist	Prof. Nitin Karmalkar, Former Vice-Chancellor, Savitribai Phule Pune University, Pune
	Panel list	Prof. S. P. Bansal, Vice-Chancellor, Central University of Himachal Pradesh

To ensure holistic and multidisciplinary education with the flexibility and mobility envisioned in NEP-2020, we need to put in place multiple facilities such as:

- A broad framework of qualifications with consistency across programmes — the National Higher Education Qualifications Framework (NHEQF),
- An academic bank to store credits,
- Guidelines to enable mobility,
- Provision to earn credits through different modes such as physical, ODL/ and online.

Holistic development :

Holistic development is the combination of enhancing education model of empowering students' performance and teacher strategies in different area. Its benefits helpful to increase the standard of education and these standards will strengthen the nation building process of achievement. The holistic approach to education develops a learner's social and academic maturity to accept

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life's challenges, build their understanding, and learn from their errors (Sarkar, 2022). Holistic education prepares a student for lifelong learning. The educational focus moves toward the life skills, attitudes, and personal awareness the student will need in an increasingly complex world (Sarkar, 2022). The holistic approach to education develops social –emotional understanding and giving opportunities for facing the challenges. NEP 2020 State that education should be focussed on practical learning not on theoretical based. Quality education is the requirement of the society and there no any gender bias caste, any other things are part for education. In NEP 2020, Holistic education is the fully development of human personality in all perspective like Cognitive, emotional, social, intellectual, spiritually).

NEP 2020 will transform this model through a flexible curriculum that creatively combines various disciplines. Learner will be able to choose from language and also integrate Applied Science, Mathematics, and Business Studies with humanities and arts (PBNS, 2022). NEP 2020 has laid transformative ideas to reshape education. Teachers are central to the success of our education system (Macmillan, 2020). and this education system. Education is the source of learning where teacher is the eminent factor for brainstorming the learner ability.

Conclusion :

We need to understand what children need to requires from education it not only academic growth but also keep growing other than curriculum like extra co-curricular activities. Every parent's motive to send their children in school and college for need to learn some specialized things and betterment of future and also grooming for holistic development (Social, Intellectual, Physical, Emotional and Mental)

In all round development that means holistic development Education is the internal part for only education system can change the behaviours and help students and help students to understand his/her psychological pressure and teaching -learning process is only way to build up the healthy and powerful environment to understand the relationship between positive and negative environment. Also build up self-reliance and team spirit and true communication in education, educationist, policymaker and stakeholder ensure that to curriculum is not only integrated with theory based but also with large no. of activities (social and mental) and practice

Sub Theme 3 Entrepreneurship Development for Students

AWARENESS AND CONSUMPTION OF MILLETS AMONG COLLEGE STUDENTS

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Abstract

Entrepreneurship is when an individual who has an idea acts on that idea, usually to disrupt the current market with a new product or service. Food entrepreneurship involves starting and managing a business focused on creating and bringing innovative food products to market, navigating aspects such as market research, food product development and marketing. Food product development is the process of bringing new products to market or enhancing existing products. Millet based entrepreneurship and food product development can go hand in hand to create a range of benefits. Millets are nutrients - dense grains that offers high fiber, protein and essential nutrients promoting heart health, digestion and overall well being. Millets are often more environmentally sustainable than other grains, and have cultural significance in many regions, entrepreneurs can tap into the cultural connection creating products that resonate with specific communities and markets. Millet based food products align with consumer demand for more nutritious and diverse choices. Developing a millet based food products can contribute to healthier food option meeting the growing demands for nutritious choices. Introducing various millet based food products, provides the consumer especially the adolescents with diverse options, for their daily diet. It contributes to more extensive product portfolio for the entrepreneur. This paper will highlight the significance of millets, millet based new novel food products and food entrepreneurship.

keywords: Entrepreneurship, Adolescents, Millets and Food product development.

ENCOURAGING YOUNG PEOPLE'S ENTREPRENEURIAL OPPORTUNITIES AND CHALLENGES

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Abstract

Youth enterprise policies should then focus on the opportunities and barriers specific to young people entering self-employment. Many of the problems that young people experience in small business development are shared with the general population. According to White & Kenyon (2000), these include a lack of business and management skills and abilities, inadequate, inaccurate or non-existent financial record keeping, an inability to cope effectively with fluctuating costs and prices and taking too much money from the business for personal use. Youth unemployment leads to wastage of the talents, skills and the time of the youth which could have been gainfully utilized. This problem is increasing day by day and requires more than a single solution. At present, there is a need to build a strong global base of human capital. As such there is an urgent need to increase opportunities to earn living wage. As the youth are more likely to be unemployed than the adults, the increasing unemployment will lead to an increase in economic and social insecurity. There are a number of constraints and prospects for the youth entrepreneurship. According to ILO, trends econometric models (2010) for the year 2009, the youth unemployment rate was higher than the adult unemployment rate, i.e., 12.8% of youth were unemployed world over whereas only 4.8% of adults are unemployed. But there is still scope to bring about a change in the situations. Education, employment and enterprises are interrelated activities that can bring about an increase in employment which in turn will benefit the society. Policies alone are not the solution to the rising problem of youth unemployment. Collaboration between public and private sector can help to bring about maximum success of developmental activities for youth employment and enterprise.

Keywords: Young peoples, Entrepreneurial opportunities and challenges

Introduction

The concept of entrepreneurship originated in the 1700s, and the meaning has evolved ever since. It is derived from the French word 'entreprendre' which means, 'to undertake' (Kirby 2003). The concept of entrepreneur was first introduced by a French economist, Richard Cantillon and later in the year 1776, Adam Smith defined an entrepreneur as a person who acts as agent in transforming demand into supply. Jean Babtiste Say (1803) described an entrepreneur as a person who shifts resources from an area of low productivity to high productivity. John Stuart Mill (1848) termed an entrepreneur as the prime mover in the private enterprise. The entrepreneur is the fourth basic factor of production after land, labour and capital. Carl Menger (1871) stated that the entrepreneur acts as an economic agent who transforms resources into products and services. According to Max Weber, entrepreneurs are a product of particular social condition in which they are brought and it is the society which shapes individuals as entrepreneurs. The definitions as narrated above reveal that entrepreneurship is an essential ingredient for stimulating economic growth and employment opportunities in all societies. In the developing world, successful small businesses are the prime engines of job creation, income growth and poverty reduction. Moreover, entrepreneurship can be explained as a process of action in which an entrepreneur agrees upon to establish his/her enterprise. It is the capacity to make and build something from practically nothing. It is the ability of sensing opportunity where others see threats, contradiction and confusion.

Entrepreneurship is the outlook of mind to seek opportunities, take calculated risks and receive benefits by setting up a venture. It includes several activities involved in conception, creation and running of an enterprise. Entrepreneurship is a field of study which results from complex socio-economic, psychological, technological, legal and other factors. It is an aggressive and risky process. It includes a fusion of capital, technology and human talent. Entrepreneurship is uniformly applicable to big and small

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businesses, to economic and non-economic activities. It may be stated that entrepreneurs might have some general traits but all of them will have some different and unique features. Therefore, if entrepreneurs are closely examined there will be as many models as the number of existing ventures. Entrepreneurs and entrepreneurship development have become the catch line of the 21st century. The waves of economic liberalization and globalization have opened up several opportunities to the potential entrepreneurs in the industrial, service and agriculture sectors.

The new millennium is the age of entrepreneurship. Entrepreneur is a business leader who has a key role in fostering economic growth and development. On the whole the role of the entrepreneur in the context of economic development can be described as “entrepreneurship is the cause and growth of the economy is its effect”.

Entrepreneurial guidance and information

Entrepreneurship education plays an important role in instilling and developing entrepreneurial skills, attributes and behaviours. It also creates enterprise awareness to understand and realize entrepreneurship as a career option. Thus, entrepreneurship education not only fosters youth entrepreneurship and self-employment but at the same time equips young people with the attitude and skills necessary to cope with the uncertain employment paths of today’s societies. The youth can no longer expect to find the traditional ‘job-for-life’ careers but rather ‘portfolio careers’ (contract employment, freelancing, periods of self-employment, etc.) (Dearing Report, 1997). Entrepreneurship education is, therefore, seen as a valuable contributing factor for the changing job market and economy in which young people have to operate.

ROLE OF ENTREPRENEURSHIP IN THE ECONOMY: CREATING VALUE

An entrepreneur employs new combinations of means of production and plays a vital role in disturbing the status quo through innovation or creative destruction and thereby becomes an instrument of change. Hence, the ‘dynamic equilibrium’ achieved by a persistently innovative entrepreneur can develop the conditions for:

- ❖ prospect of enhancing employment opportunities;
- ❖ wealth formation; and ,
- ❖ introduction and distribution of new methods and technology.

The relevance and importance of entrepreneurship lies in the creation of additional wealth and in the continuous innovation from prevailing to the next best practices. Essentially, the development of entrepreneurship in a given background depends not on a single overriding factor but rather on a group of factors at the individual, societal and national levels (Dwijendra Tripathy, 1984).

Entrepreneurship relies upon individual motivations, experiences, socio-cultural (including family) traditions, educational opportunities, availability of pertinent skills and attitudes, supporting financial institutions and access to credit, presence of commercial trading centres, supporting infrastructure as well as trade routes with efficient transport and communication facilities, macro-economic environment and by and large the political stability. It has also been argued that innovation and entrepreneurship thrives best in decentralized systems by authorized people who are eager to search new ideas as well as willing to deal with external influence.

Basic Categories of Entrepreneurship

Entrepreneurship can be basically divided into two categories: Opportunity based entrepreneurship - when an entrepreneur recognizes a business opportunity and decides to follow this as a career option. •

Necessity based entrepreneurship - when an entrepreneur is unable to find some decent work to earn a living which forces him/her to choose entrepreneurship as a career. The vital role played by the entrepreneurs in the growth of developed countries has made the people of under developed countries aware of the importance of entrepreneurship for economic development. At present, people have begun to realize that for achieving the goal of economic development, it is necessary to increase entrepreneurship both qualitatively and quantitatively in the country. It is only the vibrant and ardent entrepreneurs who fully employ the potentialities of the country's available resources like labour, technology and capital. Schumpeter envisioned the entrepreneurs as a crucial factor in the economic development because of his role in introducing innovations.

YOUTH ENTREPRENEURSHIP

Youth is the age when life is most resourceful and joyful. It is the age when idealism blooms and social consciousness is honed. It is when young people begin to dream and prepare themselves to struggle to realize those dreams. But all this is possible only if the minds and hands of young people are employed in productive work. Majority of human resources in the world is lying idle due to large-scale unemployment. Youth form the biggest segment of the society faced with the depressing problem of unemployment and even when they are employed they often have insecure jobs which are poorly remunerative. The condition of young women and persons from socially disadvantaged groups is even more discouraging. Unemployment, underemployment and less productive employment can leave lasting marks on the leave of today and have serious impact on the national development. In recent years, the promotion of entrepreneurship as a potential source of job creation, empowerment and economic dynamism in a rapidly globalising world has attracted scholarly attention. Still, there has been no systematic effort to look at it from a youth angle. The tendency has been either to include the youth into the general adult population or to ignore their endeavours to create a livelihood through enterprise activities. This has eventualized in the lack of a sufficient understanding of the potential benefits of youth entrepreneurship as a means of improving youth livelihoods. Employment is not simply a means of livelihood for young people it is also the facilitator of discovery, self discovery and self development.

OPPORTUNITIES AND YOUTH ENTREPRENEURSHIP IN INDIA

Wave of industrialization being witnessed in Orissa today, especially in the metal, power, cement, petro-chemical, IT, tourism sector and current growth in services sector provide enormous opportunities for the growth of MSMEs in the State.

- ✧ Large deposits of natural resources, 1/5th of India's coal, 1/4th of iron ore and 1/3rd of bauxite.
- ✧ Government is offering vocational education in 231 junior colleges to produce skilled personnel for self employment.
- ✧ The Industrial Policy aims to improve technical manpower and upgrade the skills of local entrepreneurs.
- ✧ In last four years, the service sector has grown more than 10 per cent annually on an average and its growth has remained fairly steady as compared to agriculture and industrial sector.
- ✧ At present, there are 25 public sector banks with 1,685 branches, 11 private sector banks having 101 branches, 5 regional rural banks with 871 branches, 2,657 commercial bank branches and 328 state cooperative banks spread over India.
- ✧ India has 2,38,000 kilometres of roads including 3,590 kilometres of National Highways; 5,102 of State Highways and 30 kilometres of State Expressways.
- ✧ During 2008-09, there were 8,162 post offices and 1,163 telephone exchanges and telephone facilities were available in 40,783 villages. In India, cell phones constitute 63 per cent while landlines represent 29 per cent of all connections. Orissa stands above the national average in average postal density.

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- ✧ In order to facilitate these industries and to create an enabling environment to attract national and international investment, government has enacted Industries (Facilitation) Act, 2004 for implementing the Single Window Clearance System.
- ✧ Directorate of Export Promotion and Marketing has been established to promote export of goods from the state of India and to give marketing assistance to SSI units of the state. It provides market intelligence and overseas tender and trade enquiries among the existing and potential exporters and entrepreneurs of their active participation. It also renders guidance in export processing, pricing of export items and on availability of different incentives for exports granted by Government of India.

CONCLUSION

Young people have a central role to play in the development of an economy. The factors which influence the young people to start their own enterprise are socio-cultural attitude, entrepreneurial education, access to finance, administrative and, regulatory framework and business assistance and support. The obstacles faced by the young entrepreneurs during the start, ups are negative attitude of people and society towards entrepreneurship, lack of information regarding business possibilities, limited access to finance, high tax rates, complex documentation procedures, lack of trained counselors, etc. The promotion of entrepreneurship requires the creation of sound macroeconomic and structural policies to produce well functioning markets. A stable macroeconomic environment with low inflation and healthy government finances makes it easier to carry out entrepreneurial activities. Well-functioning markets for goods and services, capital and labour, which are brought about by sound structural policies, are also considered essential. It is widely agreed that creating competitive markets, efficient capital markets (including venture capital) and flexible labour markets, simplifying the administrative burden of government and reducing the costs of firm closure and bankruptcy represent few steps towards reducing barriers against entrepreneurship.

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CULTIVATING CHANGEMAKERS: THE ROLE OF ENTREPRENEURSHIP IN NEP 2020

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CULTIVATING CHANGEMAKERS: THE ROLE OF ENTREPRENEURSHIP IN NEP 2020

Abstract

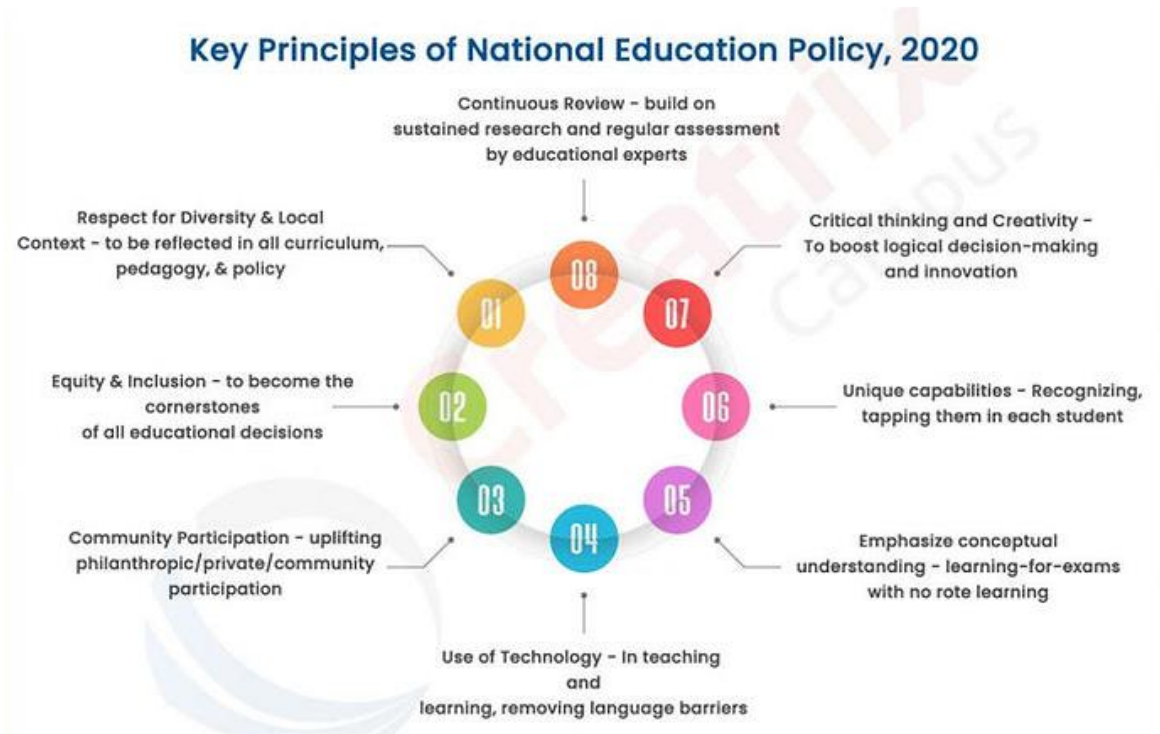
NEP (National Education Policy) 2020 is a major step taken by the government to reshape the education system. NEP focuses on promoting creativity and curiosity among the young learners to make the curriculum of schools & colleges more skill-oriented, by transforming our youth into tangible global resources. The present paper is conducted to study the importance of entrepreneurship among the students. It aims to identify the role of NEP 2020 in student skill development. With special reference to NEP 2020 the study will focus on the idea of vocational education to promote skill enhancement to the students. This study makes an attempt to find out the challenges faced by management education in creating entrepreneurs as a case study which will provide insights for developing a curriculum in line with the aim of NEP in promoting entrepreneurship.

Keywords: NEP 2020, skill development, National Education Policy.

Introduction

The National Education Policy (NEP) 2020 in India recognizes the importance of entrepreneurship for students and incorporates several provisions to promote an entrepreneurial mindset and skills. It serves as a stimulus for reforming the educational system to increase the employability of the future generation. It emphasizes work happiness, education in providing students with necessary skills. NEP aims to help students become entrepreneurs by developing entrepreneurial skills. The NEP's curriculum is designed to help students develop creativity, imagination, and enterprising abilities. The NEP also emphasizes developing students' intellectual, cognitive, creative, and social skills. NEP promotes entrepreneurship education in several ways.

- ★ First, it encourages the integration of entrepreneurship education into the school curriculum. This will help students to develop an entrepreneurial mindset and gain the skills and knowledge necessary to start their own businesses.
- ★ Second, the NEP 2020 encourages the establishment of incubation centres in universities and colleges. These centres will provide students with the resources and support they need to develop their business ideas and launch their own startups.
- ★ Third, the NEP 2020 encourages the establishment of entrepreneurship development cells in universities and colleges. These cells will provide students with mentorship and guidance on how to develop their business ideas and launch their own startups.
- ★ Fourth, the NEP 2020 encourages the establishment of entrepreneurship development programmes in universities and colleges. These programmes will provide students with the necessary skills and knowledge to develop their business ideas and launch their own startups.
- ★ Finally, the NEP 2020 encourages the establishment of entrepreneurship clubs in universities and colleges. These clubs will provide students with the opportunity to network with other entrepreneurs and gain valuable insights into the world of entrepreneurship.



Generally, the New Education Policy 2020 promotes entrepreneurship education by encouraging the integration of entrepreneurship education into the school curriculum, the establishment of incubation centres, entrepreneurship development cells, entrepreneurship development programmes, and entrepreneurship clubs in universities and colleges.

Objectives of the study

1. To identify the role of NEP towards the developments of entrepreneurship among the students.
2. The rationale for quality research, innovation, and entrepreneurship in NEP 2020 Creativity, Innovation, and Entrepreneurship remain at the heart of the policy. Creativity leads to innovation, and innovation eventually results in the generation of Intellectual
3. It aims to create new possibilities for life-long learning, besides making it industry-oriented with an emphasis on entrepreneurship.
4. It prepares students and researchers for more meaningful and satisfying lives and work roles and enables economic independence.

NEP 2020 and entrepreneurship

The concept of entrepreneurship broadly relates to the entrepreneur, his/her vision, and implementation. So, it is a process in which an entrepreneur performs various economic activities and undertakes to establish an enterprise by taking all risks and uncertainties. The term entrepreneurship is a French word "Entreprendre," which means those undertaking risks of new enterprises. The key element in the process of entrepreneurship is the entrepreneur. Entrepreneurship is the process of the creation and innovation of an entrepreneur. The concept of entrepreneurship was developed in the 17th century, and now it is a common issue in the current changing socio-economic environment. It is the process of identifying opportunities in the marketplace, marshaling the resources required to pursue them, and investing the resources to exploit them for long-term gains. It involves creating wealth by bringing together resources in new ways to start and operate an enterprise having high risks and uncertainties. It results from a disciplined, systematic process of applying creativity and innovation to needs and opportunities in the marketplace.

Entrepreneurial revolution aspires to make the young generation more imaginative, innovative, ingenious, proactive, pioneering and prospect oriented. The Indian education system is one of the most

credible and vibrant among the developing nations, yet there exist gaps in the entrepreneurial front. The Government of India has introduced the NEP to keep pace and plug gaps. Under the NEP, integrating vocational education with educational offerings in all institutions by choosing focus areas based on skills gap analysis and mapping local opportunities will develop entrepreneurial competencies besides capacities. It will go a long way to make vocational education a part of the larger vision of holistic education. The Policy aims to promote entrepreneurship with the exposure to vocational education in partnership with industry (academia-industry linkage) and in alignment with the Sustainable Development Goals (SDG). Countries strive to diversify their economy and independence through entrepreneurship in a global context. NEP is the means to contribute to the entrepreneurial ecosystem through research and innovations. Entrepreneurship development leads to economic growth, job creation, increased societal resilience, individual growth, engagement, and improved equality. The idea of infusing entrepreneurship into education has spurred much enthusiasm in the past few decades. Various entrepreneurship development programmes, and government schemes are already introduced in different institutes for entrepreneurship development and growth in the country.

Here are some key aspects highlighting the significance of entrepreneurship in the NEP 2020:

1. **Holistic Development:** The NEP 2020 emphasizes holistic development, aiming to nurture not just academic knowledge but also critical thinking, problem-solving, and practical skills. Entrepreneurship education plays a crucial role in fostering these qualities, as it encourages students to think creatively, take risks, and develop a proactive approach to problem-solving.
2. **Job Creation:** Entrepreneurship is a key driver of economic growth and job creation. By promoting entrepreneurship education, the NEP seeks to empower students to become job creators rather than just job seekers. This aligns with the policy's vision of creating a workforce that contributes to economic development and innovation.
3. **Innovation and Creativity:** Entrepreneurship is closely linked to innovation and creativity. NEP 2020 recognizes the need for a curriculum that encourages a spirit of innovation and creativity among students. Entrepreneurial education encourages students to explore new ideas, take risks, and find innovative solutions to challenges, fostering a culture of innovation in education.
4. **Practical Learning:** The NEP emphasizes a shift from rote learning to experiential and practical learning. Entrepreneurship education often involves real-world projects, business simulations, and hands-on experiences, providing students with practical skills that are valuable in the dynamic and evolving global economy.
5. **Adaptability and Resilience:** Entrepreneurship involves navigating uncertainties and setbacks, requiring individuals to be adaptable and resilient. The NEP recognizes the importance of equipping students with life skills, and entrepreneurship education plays a role in developing resilience, adaptability, and a growth mindset among students.
6. **Global Competitiveness:** In the context of the globalized economy, fostering an entrepreneurial mindset is crucial for students to compete on a global scale. NEP 2020 aims to prepare students to face global challenges and opportunities, and entrepreneurship education contributes to this by instilling a sense of global awareness, cross-cultural understanding, and competitiveness.
7. **Community Engagement:** The NEP encourages community engagement and social responsibility. Entrepreneurship education often emphasizes the social impact of business ventures and encourages students to consider the broader community in their entrepreneurial endeavors. This aligns with the policy's focus on responsible citizenship and societal contribution.

Conclusion

In conclusion, the role of entrepreneurship in the National Education Policy (NEP) 2020 is integral to the transformative vision of education in India. NEP 2020 recognizes that fostering an entrepreneurial mindset goes beyond traditional academic learning; it encompasses the cultivation of essential skills such as creativity, innovation, resilience, and adaptability. The policy places a strong emphasis on holistic development, experiential learning, and practical application of knowledge, aligning with the dynamic nature of entrepreneurship. Entrepreneurship education under NEP 2020 not only aims to prepare students for the challenges of the modern workforce but also empowers them to become

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proactive contributors to societal progress. By providing flexibility, encouraging interdisciplinary approaches, and promoting vocational education, NEP 2020 lays the foundation for students to explore their entrepreneurial potential and pursue paths that lead to innovation and societal impact.

The establishment of incubation centers, innovation hubs, and a focus on global exposure further exemplify NEP's commitment to creating an ecosystem conducive to entrepreneurial growth. The policy recognizes that entrepreneurs play a pivotal role in driving economic development, job creation, and addressing complex global challenges. As NEP 2020 envisions the development of well-rounded individuals capable of making meaningful contributions to the world, entrepreneurship emerges as a catalyst for cultivating changemakers. Through its comprehensive approach to education, NEP 2020 sets the stage for a generation of individuals who not only excel academically but also possess the mindset and skills to navigate the complexities of the modern world, making a positive impact on society through entrepreneurial endeavors.

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INCULCATING ENTREPRENEURIAL SKILLS AMONG DEVELOPMENT FOR SCHOOL STUDENTS

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Abstract:

The training on entrepreneurial skills to the students may help them to develop into full-fledged entrepreneurs and contribute to economic development of their family and the nation. Entrepreneurship is a powerful force for economic growth and job creation; it makes economies more competitive and innovative. It sows the seeds of development and, in turn, facilitates the growth and spread of entrepreneurship. As society moves gradually from underdevelopment to the phase of development, market opportunities widen and individuals acquire more finance, purchasing power, skills, abilities and motives. As a result, the social and economic environments tend to become more conducive to the growth and also further expansion of entrepreneurship. The strength of a nation is measured in terms of the impact it can create on world matters. A very important aspect of such an impact is entrepreneurship. Enterprise actually decides the pace and quantum of progress. Hence, entrepreneurship is to be encouraged for two reasons, firstly to infuse the sense of enterprise based on one's own potential which would benefit the society and secondly, it creates a lot of opportunities. The government alone cannot provide the wherewithal of livelihood for every citizen. Currently, entrepreneurship skills are considered as one of key attribute for students if they want to successfully navigate the job market after graduation. Many employers prefer students with entrepreneurship expertise when hiring entry-level positions.

Keywords: Entrepreneurial skills, School students.

Introduction:

Entrepreneurial development is an overall development process that creates a congenial environment for entrepreneurial activity and motivates the individuals to take up entrepreneurial tasks. (Khan and Murtaza, 2003). The employability of youth can be increased through skill development and vocational training. A proper support system, infrastructure are to be provided with the students to inculcate entrepreneurial skills, especially to students who are from arts and science groups. Students studying professional courses are equipped with entrepreneurship skills as they have a course on them. Motivating the students to take up entrepreneurship as their career will pave way for the alleviation of unemployment, particularly the educated unemployment. As Verma (2005) said "Developing entrepreneurship, undoubtedly involves an individual approach, a social approach and a group approach. The individual approach involves closely integrating entrepreneurial education with the general educational process through planning. The social approach involves mounting effective stimulatory campaigns directed towards society at large to create an atmosphere of appreciation and value for entrepreneurship. The group approach involves providing the necessary support and training to existing

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groups of entrepreneurs or to those who may be drafted for entrepreneurial activity through institutional and promotional activities. For some time, these three approaches may have to run parallel, but in due course, the three can be integrated into a well planned movement for entrepreneurial education.” However not everyone can become an entrepreneur, as numerous studies have revealed when proper training, motivation and necessary inputs are given, even an average student who is less competent in academics is likely to become an entrepreneur. In order to achieve the economic prosperity of our nation what Mother Teresa said “I alone cannot change the world, but I can cast a stone across the water to create many ripples” needs to be kept in mind. My effort is only like a small stone thrown across the water. The ripple created should inspire the students to take up entrepreneurship. So students especially girls should throw off the bowlines, sail away from safe harbour, catch the trade wind in their sails, Explore, Dream and Discover the art of entrepreneurship. Nothing is impossible, as the word itself says I’m possible. Entrepreneurship development is the process of enhancing entrepreneurial skills and knowledge through structured training and institution- building programs. It aims to enlarge the base of entrepreneurs to speed up the pace at which new ventures are created.

To develop Entrepreneurial skills among School children. To encourage school children to opt for self-employment as a viable option for earning dignified means of living. To enable students to appreciate the dynamic changes happening in the economy. To acquaint the students about the role of Entrepreneurship in the growth and economic. development of the nation. To promote Entrepreneurship as life-skills to improve quality of life, skills of creation and management of entrepreneurial pursuits.

Entrepreneurship is the ability and readiness to develop, organize and run a business enterprise, along with any of its uncertainties in order to make a profit. The most prominent example of entrepreneurship is the starting of new businesses. In economics, entrepreneurship connected with land, labour, natural resources and capital can generate a profit. The entrepreneurial vision is defined by discovery and risk-taking and is an indispensable part of a nation’s capacity to succeed in an ever-changing and more competitive global marketplace.

Types of Entrepreneurship

Small Business Entrepreneurship-

These businesses are a hairdresser, grocery store, travel agent, consultant, carpenter, plumber, electrician, etc. These people run or own their own business and hire family members or local employee. For them, the profit would be able to feed their family and not making 100 million business or taking over an industry. They fund their business by taking small business loans or loans from friends and family.

Scalable Start up Entrepreneurship-

This start-up entrepreneur starts a business knowing that their vision can change the world. They attract investors who think and encourage people who think out of the box. The research focuses on a scalable business and experimental models, so, they hire the best and the brightest employees. They require more venture capital to fuel and back their project or business.

Large Company Entrepreneurship-

These huge companies have defined life-cycle. Most of these companies grow and sustain by offering new and innovative products that revolve around their main products. The change in technology, customer preferences, new competition, etc., build pressure for large companies to create an innovative product and sell it to the new set of customers in the new market. To cope with the rapid technological changes, the existing organisations either buy innovation enterprises or attempt to construct the product internally.

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Social Entrepreneurship-

This type of entrepreneurship focuses on producing product and services that resolve social needs and problems. Their only motto and goal is to work for society and not make any profits.

Importance of Entrepreneurship:

- **Creation of Employment-** Entrepreneurship generates employment. It provides an entry-level job, required for gaining experience and training for unskilled workers.
- **Innovation-** It is the hub of innovation that provides new product ventures, market, technology and quality of goods, etc., and increase the standard of living of people.
- **Impact on Society and Community Development-** A society becomes greater if the employment base is large and diversified. It brings about changes in society and promotes facilities like higher expenditure on education, better sanitation, fewer slums, a higher level of homeownership. Therefore, entrepreneurship assists the organisation towards a more stable and high quality of community life.
- **Increase Standard of Living-** Entrepreneurship helps to improve the standard of living of a person by increasing the income. The standard of living means, increase in the consumption of various goods and services by a household for a particular period.
- **Supports research and development-** New products and services need to be researched and tested before launching in the market. Therefore, an entrepreneur also dispenses finance for research and development with research institutions and universities. This promotes research, general construction, and development in the economy. Joseph Alois Schumpeter is regarded as the father of entrepreneurship. He introduced the concept of entrepreneurship.

Aims and objectives:-

- To make aware/train entrepreneurial culture among people.
- To motivate young persons (Men and Women) representing different sections of society, including SC, ST, Women and Physically Handicapped, Ex-Servicemen and BPL persons, to consider entrepreneurship or self-employment as one of the career options.
- To enable the target group to think and act in an entrepreneurial way by imparting technical and business skills at an early stage in their career, so that it not only encourages them to consider entrepreneurship as a career opportunity but also helps them become successful in any profession.
- To provide basic entrepreneurship training aimed at helping entrepreneurs to put their ideas into action, bring an attitudinal & behavioral change in the target group and build their personal entrepreneurial skills.
- To provide advance entrepreneurship and advance management training aimed at helping entrepreneurs by providing high end / advance training in the domain of e- commerce, BPO, Soft Ware, Biotech, Modern Agricultural & Animal Husbandry and processing, Drug Discovery, Genomics, Tech. acquisition from premier lab like BARC/CSIR/DRDO, etc. with the help of premier institutes such as IIMs/IITs/ICAR/CSIR/NIT/Administrative Training Institutes (ATIs), post harvesting and Food Processing institutes, Engineering Institutes, etc.
- To develop technical and vocational skills or upgrade existing skills of the target group.

Conclusion:

The entrepreneurship training/course offered can be an appropriate avenue to expose and develop the student's intention to be an entrepreneur. This is where the universities and colleges should play their role to motivate the students by providing the necessary training and courses in a far more conducive environment towards achieving the essential entrepreneurship skills (Mustapha and Selvaraju, 2013). To develop entrepreneurial abilities, a large number of innovative, interesting and useful co-curricular

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activities are to be built for this environment which will create awareness in students regarding entrepreneurial career. These are the basic activities which will help the students to undertake advanced studies in entrepreneurship, enterprises and management. These activities may motivate the students to choose an entrepreneurial or professional career. It will make them work hard, inculcate the attitude of self-confidence, commitment, sincerity and discipline.

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INFLUENCE OF NEP 2020 ON ENTREPRENEURSHIP DEVELOPMENT AMONG STUDENTS

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ABSTRACT

This paper is focus on ‘Entrepreneurship Development for Students’. The National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, and thereby making India a global knowledge superpower. The seminar consists of a general introduction about NEP and Entrepreneurship. After the introductory part, there is the broad description and information about entrepreneurship with subtopics like the importance of entrepreneurship among students, the advantages of entrepreneurship, etc.

KEY WORDS

Characteristics, types, concepts, elements, components, importance and advantages

INTRODUCTION

The National Education Policy approved by the Union Cabinet in 2020, outlines

the vision of India’s new education system. The committee that drafted NEP 2020 was headed by K. Kasturirangan. The NEP 2020 replaces the National Policy on Education of 1986. NEP came into effect during the 2023-2024 academic year-bringing with it a slew of changes. The principles of NEP 2020 as mentioned by the government are; flexibility, no hard separation between subjects, curricular & extra-curricular activities, multi-disciplinary education, conceptual understanding, critical thinking, ethncal values, teachers as the heart of the learning process, etc. It deals with 5+3+3+4 pattern of education

NEP has many aims. One of these aims is entrepreneurship among students. It promotes entrepreneurship among students with the exposure to vocational education in partnership with industry and in alignment with the sustainable development. According to the students entrepreneurship helps them to develop a range of skills and competencies that are valuable in both their personal and professional lives. It teaches them how to think creatively and critically, how to identify and solve problems and how to take calculated risks. The initiative’s primary goal is to nurture this expedition and motivate young individuals to turn their educational groundwork into flourishing enterprises. Meta unveiled this endeavor in partnership with both the Ministry of Education and Ministry of Skill Development & Entrepreneurship. In a whole NEP 2020 focuses on the holistic development of students by ensuring access, relevance, equity, quality and strong foundational learning. NEP aims to reduce the curriculum burden on students by emphasizing core concepts and essential learning outcomes. This allows for a deeper understanding of subjects and encourages a more comprehensive learning experience.

CHARACTERISTICS, TYPES & CONCEPTS OF ENTREPRENEURSHIP

Entrepreneurship is the ability and readiness to develop, organize and run a business enterprise, along with any of its uncertainties in order to make a profit. The most prominent example of entrepreneurship is the starting of new business. It is when an individual who has an idea acts on that idea, usually to disrupt the current market with new product or service. Entrepreneurship usually starts as a small business, but the long-term vision is much greater, to seek high profit and capture market share with an innovative new idea. The four types of entrepreneurship are; small business entrepreneurship, scalable start-up entrepreneurship, social entrepreneurship and large company entrepreneurship. An entrepreneur should have the seven essential characteristics that of vision, passion, motivation, risk-

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taking, curiosity, creativity and confidence. The skills for a good entrepreneur are; business management skills, communication & listening skills, critical & creative thinking skills, strategic thinking & planning skills, branding, marketing & networking skills, entrepreneurial skills in the workplace and teamwork & leadership skills.

ELEMENTS AND COMPONENTS OF ENTREPRENEURSHIP

Elements:

- Creativity
- Business planning
- Financial management
- Marketing and sales
- Operations and management
- Leadership

Components:

- Act- Engage with doing
- Interact- Engage with others, partners/stakeholders
- Challenge- Engage with the world outside the University
- Embrace- Engage with and handle uncertainty
- Reflect- Engage with internalizing knowledge and skills

IMPORTANCE OF ENTREPRENEURSHIP AMONG STUDENTS

Entrepreneurship education aids students to form all socio-economic backgrounds to think outside the box and nurture unconventional talents and skills. It creates opportunities, ensures social justice, instills confidence and stimulates the economy. Notable examples of student entrepreneurs include, but are not limited to, Michael Dell (founded Dell computers in his dorm room at the University of Texas), Mark Zuckerberg (created Facebook with his roommates at Harvard University) and Larry Page (co-founder of Google as a student at Stanford University). Entrepreneurship education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. Education templates are the best way to introduce the young kids to entrepreneurship, develop their initiative and help them to be more creative and self-confident in whatever they undertake and to act in a socially responsible way. There are many ways entrepreneurship lessons can be integrated in the school curriculum. Teaching entrepreneurship skills through school is a process, and it is highly recommended that students be left free to find their calling through it. Teachers should also be provided guidelines to many students and help them to foster a pleasant environment for students to grow. In addition, it expands on the five practices of entrepreneurship education; the practice of play, the practice of empathy, the practice of creation, the practice of experimentation and the practice of reflection. To define entrepreneurial competencies, the three domains that must be considered are; knowledge, skills and attitudes. These all are developed by the education and training in students. Entrepreneurship also makes the children to be self-reliant and economically independent. So it is very important to educate a child that of entrepreneurship. Entrepreneurship education makes a student to seeing opportunity, seizing opportunity and creating value.

Entrepreneurship development is the process of enhancing entrepreneurial skills and knowledge through structured training and institution- building programs. It aims to enlarge the base of entrepreneurs to speed up the pace at which new ventures are created. Universities play a crucial role in underpinning innovation and entrepreneurial activities. They provide the conditions, facilities and talent that foster the emergence of breakthrough ideas. Many have systems in place to support the development of new ideas so that they have practical use. Entrepreneurship education can also motivate students to gain a more comprehensive understanding of entrepreneurship, which improves their entrepreneurial self-efficacy and opportunity recognition ability. These factors are economic, social, psychological, government and many others. All the above discussed factors are interlocked and mutually dependent on each other. No single factor can facilitate the establishment and growth of entrepreneurship. Entrepreneurship has been identified as a key driver of economic growth in India. By promoting technology Entrepreneurship Education, Educational Institutions can help to create a more entrepreneurial culture and contribute to the Country's economic development. The broader scope of entrepreneurship is its capacity to stimulate the economy and enable great societal change. Beyond fulfilling a need and generating revenue for the entrepreneur, entrepreneurship provides jobs for society and develops communities. Six traits, namely need for achievement, locus of control, risk taking propensity, tolerance for ambiguity, innovativeness and selfconfidence, are used to define the entrepreneurial profile of students.

ADVANTAGES OF ENTREPRENEURSHIP AMONG STUDENTS

In essence, the principles of entrepreneurship extend beyond starting and managing a business. They are life skills that can enhance your effectiveness, productivity and satisfaction in everyday life. By embracing a problem-solving mindset, managing risks, fostering financial literacy, investing in lifelong learning, cultivating a network, developing leadership skills, nurturing innovation, understanding & embracing adaptability, cultivating emotional intelligence and prioritizing time management, students can incorporate the spirit of entrepreneurship into the students' daily routine. These principles will not only prepare students for the entrepreneurial journey, but also help the students to navigate the challenges and opportunities of daily life with greater confidence and competence. Specifically, entrepreneurial education can promote a more positive perception of entrepreneurship by providing a full range of necessary knowledge and increasing experiential activities in business.

CONCLUSION

The NEP 2020 is a huge stride in the right direction. The new policy has numerous takeaways for education sector stakeholders. Knowledge skills and abilities as well as attitude are three crucial characteristics of entrepreneurs. Through entrepreneurship education, students can improve their knowledge, abilities and skills in this area, which in turn increases their productivity when used to further an organization's goal. NEP 2020 promotes skill-based education, fostering critical thinking and problem solving. Inclusivity is a key focus, offering equal opportunities for diverse learners. It paves the way for a student-centered, inclusive and future-ready education system. The broader scope of entrepreneurship is its capacity to stimulate the economy and enable great societal change. Beyond fulfilling a need and generating revenue for the entrepreneur, entrepreneurship provides jobs for society and develops communities. Hence the entrepreneurship concept of NEP 2020 will be a milestone in the development and prosperous wellbeing or stability of India.

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NEP 2020 :ENTREPRENEURSHIP DEVELOPMENT IN INDIAN HIGHER EDUCATION SYSTEM

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ABSTRACT

After India's independence, numerous adjustments had been delivered in the Indian education system. National Education Policy (NEP) 2020 changed the previous National Policy on Education, 1986. The new policy affords a comprehensive framework for elementary education to greater education. It calls out the need to in addition research, innovation, and entrepreneurship ways of life in higher instructional institutions. It aims to produce engaged, productive and contributing residents to construct an equitable, inclusive, and plural society as envisaged with the aid of our constitution. The new training device aims to advance accurate human beings. capable of rational notion and action, possessing compassion and empathy, courage and resilience, scientific temper, creative imagination, and appropriate moral moorings and values. This article typically covers the vicinity of Research, Innovation and Entrepreneurship in the middle of NEP 2020. It also highlighted the NEP 2020 and its intent in the Indian training system. The information and statistics for this article have been accrued from quite a number online sources.

KEYWORDS:Policy, Research, Innovation, Entrepreneurship, system, establishments, Implementation .

INTRODUCTION

“Being an entrepreneur is a mindset. You have to see things as opportunities all the time.” – Soledad O’Brien

The year 2020 has been a great year for India due to the fact an integral record of India was once drafted and accredited that year. This report is ‘National Education Policy 2020’ (NEP 2020). The NEP 2020 is the first schooling coverage of the 21st century, and it targets to tackle many developing improvement imperative of our country. This policy proposes. Revising and revamping all aspects of the training structure, inclusive of its law and governance, to create a new system aligned with the aspiration of twenty first century education, it can be viewed as the reengineering of the Indian schooling system. Dr. K. Kasturirangan, an eminent scientist who served on the Indian Space Programme as chairman of the Indian Space Research Organisation (ISRO) for nine years, used to be the committee chairman for the Draft National Education Policy. He feels NEP 2020 ought to deliver transformative modifications to India’s training system and align the country’s training machine with the needs of the twenty-first century while remaining rooted in Indian. Values. This NEP 2020 used to be approved with the aid of the Union Cabinet of India on twenty ninth July 2020.

MEANING

The word ‘entrepreneur’ is derived from the French word ‘Entreprendre’ which means undertaking the risk of enterprise and further it was used to designate an organizer of musical or other entertainments. Later in the 16th century it was used for army leaders. It was once extended to cover civil engineering things to do such as development in the 17th century. But it was Richard Cantillon, an Irishmen living in France who first used the term entrepreneur to refer to economic activities.

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DEFINITION

According to Cantillon “An entrepreneur is a person who buys factor services at certain prices with a view to selling its product at uncertain prices”. Entrepreneur, according to Cantillon, is a bearer of risk, Which is non-insurable. Schumpeter gave a central position to the entrepreneur who believed that an entrepreneur was a dynamic agent of change; that an entrepreneur was a catalyst who transformed increasingly physical, natural and human resources into correspondingly production possibilities. Since then the term entrepreneur is used in various ways and views.

ENTREPRENEUR AS PIONEERS

Entrepreneur is a person who tries to create something new, searches for new opportunities, bears risk, unites various factors of production like land, labor and carries innovations and forms his ability and farsightedness faces unexpected occasions and thereby earns profits. Entrepreneurs are the pioneers who are instrumental in the financial development, boom and development of and prosperity of a country. There are various views about entrepreneurs which are broadly classified into three groups, namely risk bearer, organized and innovator.

CONCEPT OF ENTREPRENEURSHIP

Entrepreneurship can be defined as the propensity of thought to take calculated risks with confidence to gain predetermined commercial enterprise or industrial objectives. That factors out the hazard taking potential coupled with choice making. The phrase ‘entrepreneurship’ generally means capability to undertake. It owes its foundation to the western societies. But even in the west, it has passed through modifications from time to time.

THE VISION OF NEP 2020 IN ENTREPRENEURSHIP

This NEP 2020 envisions an education machine rooted in Indian ethos that contributed without delay to remodeling India, that is, Bharat, sustainably into an equitable and bright understanding society via presenting super training to all, thereby making India a world knowledge superpower. Research, Innovation, and Entrepreneurship are sizable in growing and sustaining a large and shiny economy, uplifting society, and inspiring a state to gain even greater heights. Quality research, innovation, and entrepreneurship strengthen good, thoughtful, well-rounded, and innovative human resources. They also lead in constructing good character, ethical and constitutional values, intellectual curiosity, scientific temper, and spirit of service. In first-class research, necessary questions are investigated .

NEP 2020 AND ENTREPRENEURSHIP

The National Education Policy 2020 has a large focus on innovation as a device for revamping the instructional system. The need for fantastic enhancement in the curriculum and the want to equip students with twenty first century competency competencies has introduced innovation at the core of the educational ecosystem. Hence, college ways of life that help innovation should be developed and inspired extensively. CBSE along with the Ministry of Education's Innovation Cell has developed tips for colleges for promoting Innovation and Entrepreneurial skills in students. Titled 'National Innovation and Entrepreneurship Promotion Policy (NIEPP)'.

The world is presently undergoing fast changes in understanding the landscape. With more than a few dramatic scientific and technological advances, the sort of jobs that will emerge as mainstream in future are difficult to predict. Young students will want key abilities like creativity, innovation, empathy, problem solving, crew work, strategic thinking, entrepreneurship as well as gaining knowledge to accept disasters as a phase of their development process. We have to instill a culture of innovation and entrepreneurship in our schooling machine commencing from the college level itself. An innovation and entrepreneurship centered training will play a central role in developing crucial life skills and prepare students for a life beyond classrooms

NEP 2020 AND ITS IMPLEMENTATION IN EDUCATION

Various bodies, along with the Ministry of Education, Central Advisory Board of Education (CABE), Union and State Governments, Education Ministers, Departments of Education, Boards, National Testing Agency (NTA), the regulatory our bodies of college and greater education, The National Council for Educational Research and Training (NCERT), State Council for Educational Research and Training (SCERTS), schools, and Higher.Educational Institutions (HEIs) will lead the implementation of the NEP 2020. The coverage will be implemented in a phased manner, as each policy factor has several steps, every of which requires the preceding step to be applied successfully. Prioritization will ensure the most desirable sequence of coverage points and that the most fundamental and pressing moves are taken first, thereby enabling a strong base. As the coverage is interconnected and holistic, solely a full-fledged implementation, now not a piecemeal one, will ensure that the desired goals are achieved. Comprehensiveness in the implementation of the coverage will be the key to success.

A collaborative implementation between the Centre and State is a ought to for positive implementation of the policy. Timely infusion of human, infrastructural, and economic assets at the center and state stages will be fundamental for positive coverage execution. Careful evaluation and overview of the linkages between a couple of parallel implementation steps will be crucial to ensure the high-quality dovetailing of all initiatives.

CHALLENGES

The NEP envisions an entire overhaul and re-energizing of the higher schooling device based on ‘Quality Research, Innovation, and Entrepreneurship’ to overcome all challenges and thereby deliver extraordinary research endeavors among the seekers, with fairness and inclusion. It represents the key to greater vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and affluent nation. Research in the arts and humanities, along with innovations in science and technological know-how is good sized for countrywide growth and enlightening nature. The new policy framework can make the state one of the world's main countries and make our new technology recognized and make contributions to country wide development. The NEP is obviously formidable and futuristic for a radical transformation of job seekers into job creators, however its success relies upon on its execution. The execution of NEP in proper spirit will make the Indian younger technology speed up and affiant to create cost for other humans primarily based on the expertise they obtained in the technology of technological know-how to humanity, Industry 4.0, and society 5.0. It is found that entrepreneurship, entrepreneur, research, and innovation have been used 170 instances in the NEP 2020 document.

CONCLUSION

“ You have to see failure as the beginning and the middle, but never entertain it as an end.” - Jessica Herrin

The NEP promotes a participatory, holistic, and inclusive strategy to education. Its modern march is a shift to a greater scientific approach to greater education. In a nutshell, the NEP pursues to usher and produce prolific, productive, and contributing younger minds to construct an inclusive, equitable, and self-reliant nation. Indeed, the NEP will furnish a novel course to the whole schooling device to make India a international knowledge-power and economic giant. NEP has addressed the social and gender gap. in the schooling gadget in India. The coverage has mentioned that there is an evident gap in the illustration of the various social businesses in the schooling system. It has emphasized the want to overcome the identical with regulated interventions. NEP also. recognized the gender gap in the education machine and counseled a mechanism to tackle it. Quality of teaching is additionally a primary agenda of the policy.

NEP 2020 is an effort to tackle most of the grievances of the education system, which have been pending for decades. This is certainly an ancient motion for all the students, teachers, society, parents,

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and stakeholders. It is fascinating to see how the norms of this policy will be implemented, but we can be sure that this is a new age in the Indian training landscape. Teachers are vital to the education system, and it will be difficult to improve the quality of education besides enhancing how teachers are trained. The transformation format should start in our minds first. We ought to no longer hold ready for an implementation diagram from the Centre. If the transformation starts off as it should be and the machine aligns well, then implementation will be lots easier.

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ஆசிரியர்களுக்கான தொழில்முறை வளர்ச்சி

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ஆய்வுச்சுருக்கம்

ஆசிரியர்கள் எப்போதும் கல்வி அமைப்பில் முன்னணியில் உள்ளனர். இளம் மனங்களை வடிவமைப்பதற்கும் அவர்களை வாழ்க்கைக்குத் தயார்படுத்துவதற்கும் பெரும் பொறுப்பு இணையம் மற்றும் பிற தொழில்நுட்பங்கள் எடுத்துக்கொண்டதால், கல்வி முறை கணிசமாக மாறுகிறது. ஆன்லைன் வகுப்புகள் மற்றும் மெய்நிகர் பள்ளிகள் சில பழைய வகுப்பறை அமைப்புகளை மாற்றியுள்ளன. மொபைல் சாதனங்கள் மற்றும் மின்னணு ஆவணங்கள் குறிப்பு எடுப்பதை ஒரு புதிய நிலைக்கு உயர்த்தியுள்ளன. கல்வியாளர்கள் இப்போது தங்கள் மாணவர்களை கட்டுக்குள் வைத்திருக்க தொழில்நுட்ப புரட்சியை முழுமையாக ஏற்றுக்கொள்ள வேண்டும் என்பது இதன் நோக்கமாக அமைகிறது.

முன்னுரை

ஆசிரியர் தொழில்முறை வளர்ச்சியில் ஈடுபடாத ஆசிரியர்கள், தங்கள் சகாக்களுக்குப் பின்னால் விழலாம் மற்றும் மாணவர்களுக்கு சிறந்த கற்றல் சூழலை வழங்கும் திறனில் குறைந்த நம்பிக்கையை உணர வாய்ப்பு உள்ளது. தொடர்ச்சியான நிபுணத்துவ மேம்பாடு ஆசிரியர்கள் தங்கள் துறையில் சமீபத்திய முன்னேற்றங்களைத் தொடர உதவுகிறது. இன்றைய மாணவர்களுக்கு பொருத்தமான பாடங்களை அவர்கள் வழங்க முடியும் என்பதாகும். ஒட்டுமொத்தமாக சிறந்த கல்வியாளர்களாக மாற உதவும் புதிய திறன்கள் மற்றும் நுட்பங்களை உருவாக்கவும் இது அவர்களை அனுமதிக்கிறது.

தொழில்முறை வளர்ச்சியின் மிகவும் பொதுவான வகை வேலையில் பயிற்சி ஆகும். இதில், மாணவர்களுடன் பணிபுரியும் போது புதிய தொழில்நுட்பம் அல்லது நுட்பங்களை எவ்வாறு பயன்படுத்துவது என்பதை ஆசிரியர்கள் கற்றுக்கொள்கிறார்கள். இந்த வகையான பயிற்சி பெரும்பாலும் தொழில்முறை நிறுவனங்களால் வழங்கப்படும் பட்டறைகள் அல்லது வகுப்புகள் மூலம் நிகழ்கிறது. இப்படிப்பட்ட ஆசிரியர்களுக்கான தொழில்முறை பற்றிய சிந்தனைகளை விளக்குவதாக இக்கட்டுரை அமைகிறது.

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ஆசிரியர்களுக்கான தொழில்முறை வளர்ச்சி - விளக்கம்

OCED (பொருளாதாரம் மற்றும் கூட்டுறவு மேம்பாட்டுக்கான அமைப்பு) இன் ஆராய்ச்சியின் படி, ஆசிரியர்களுக்கான தொழில்முறை மேம்பாடு என்பது வகுப்பறையில் திறன் தொகுப்புகளை விரிவுபடுத்துவதற்கும் கற்றல் சூழலை மேம்படுத்துவதற்கும் ஒரு வழியாகும். ஒரு ஆசிரியர் கற்பிப்பதற்கான திறன்களை மேம்படுத்தி வளர்த்துக் கொள்ளக்கூடிய எந்தவொரு செயலும் அல்லது வழிமுறையும் ஆசிரியர்களுக்கான தொழில்முறை மேம்பாடு எனப்படும்.

தொழில்முறை வளர்ச்சியின் வகைகள்

கல்வியாளர்களுக்கு தொழில்முறை வளர்ச்சிக்கு வெவ்வேறு அணுகுமுறைகள் உள்ளன.

- ❖ படிப்புகள் / பட்டறைகள்
- ❖ மற்ற நிறுவனங்களுக்கு கண்காணிப்பு வருகைகள்
- ❖ வழிகாட்டுதல்/பயிற்சி
- ❖ சக கவனிப்பு
- ❖ தகுதித் திட்டங்கள்
- ❖ கருத்தரங்குகள் அல்லது கருத்தரங்குகள்
- ❖ ஆராய்ச்சி

தொழில்முறை வளர்ச்சியின் நன்மைகள்

ஆசிரியப் பணியில் மேம்பாடு

ஆசிரியர்களுக்கான தொழில்முறை வளர்ச்சியில் பள்ளிகள் முதலீடு செய்யும் போது, அது ஆசிரியர்களின் மன உறுதியை உயர்த்தி, அவர்களின் தொழிலில் சிறந்து விளங்குவதற்கான வாய்ப்புகளை வழங்குகிறது. தொழில்முறை மேம்பாடு ஆசிரியர்கள் தங்கள் தொழிலை அணுகும் விதத்தை மேம்படுத்துவதற்குப் பின்னால் உள்ள உந்துதலாக அங்கீகரிக்கப்பட்டுள்ளது மற்றும் அவர்களின் அன்றாடப் பணிகளில் அதிக தொழில்முறை திறன்களை உருவாக்குவதற்கும் அவர்களுக்கு உதவுகிறது.

ஊதிய உயர்வு

தொழில்முறை மேம்பாட்டின் மூலம் தொடர்புடைய திறன்களைச் சேர்ப்பது ஆசிரியர்களுக்கு சிறந்த சம்பளத்தைப் பெற உதவுகிறது. பள்ளிகள் மற்றும் பிற கல்வி நிறுவனங்கள் ஆசிரியர்களுக்கு கூடுதல் திறன்கள் இருந்தால் அவர்களுக்கு அதிக ஊதியம் வழங்க தயாராக உள்ளன.

உதாரணமாக, கூடுதல் சான்றளிக்கப்பட்ட கல்வியாளர்கள் திட்டம் அல்லது மைக்ரோசாஃப்ட் சான்றளிக்கப்பட்ட கல்வியாளர்கள் திட்டம் போன்ற ஆசிரியர்களுக்கான டிஜிட்டல் கல்விப் படிப்பை முடிப்பதன் மூலம் டிஜிட்டல் சான்றளிக்கப்பட்ட கல்வியாளராக மாறுவது, ஒரு பாடத்தின் தேர்ச்சியை மட்டுமே காட்டக்கூடிய ஆசிரியரை விட அதிக சம்பளம் பெற ஒரு ஆசிரியருக்கு உதவும்.

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கூடுதலாக, அதிகரித்த சம்பளம் சிறந்த செயல்திறனுக்கு உதவுகிறது. அதிக ஊதியம் ஆசிரியர்களின் வருவாய் குறைவதற்கும் வழிவகுக்கிறது.

மேம்படுத்தப்பட்ட திறன்கள் மற்றும் தன் விவரக்குறிப்பு

ஒரு வேலை வழங்குபவர் எப்பொழுதும் ஒரு வேலைப் பாத்திரத்திற்கான வேட்பாளர்களைத் தேர்வுசெய்ய சிறந்த விண்ணப்பத்தை தேடுகிறார். Indeed.com வெளியிட்ட ஒரு கட்டுரையின் படி, முதலாளிகள் ஒரு விண்ணப்பத்தை ஆறு முதல் ஏழு வினாடிகள் பார்க்கிறார்கள். மிகவும் கண்ணை கவரும் ஒரு வேட்பாளர் வேலை பெற அதிக வாய்ப்பு உள்ளது.

தொழில்முறை மேம்பாட்டு படிப்புகள், விண்ணப்பதாரர்கள் தங்கள் விண்ணப்பத்தில் புதிய திறன்களை வெளிப்படுத்த உதவுகின்றன. மற்ற வேட்பாளர்களிடமிருந்து தனித்து நிற்க உதவும் உண்மையான சான்றிதழ்களுடன் இந்தத் திறன்களை அவர்கள் பெருமைப்படுத்தலாம்.

கற்பித்தலில் திறன்கள் மற்றும் வருவாய்

பல தொழில்முறை ஆசிரியர்கள் தங்கள் வேலையை விட்டு வெளியேற விரும்புகிறார்கள் மற்றும் புதிய ஆசிரியர்களில் பெரும் பகுதியினர் கற்பித்தலின் முதல் ஐந்து ஆண்டுகளுக்குள் தங்கள் வேலையை விட்டுவிடுகிறார்கள். கல்வி அமைப்பில் உள்ள சோர்வு மற்றும் ஆசிரியர் வருவாய் உண்மையானது மற்றும் கவனிக்கப்பட வேண்டும். அதிக வேலை, மோசமான நிதி, கடினமான பெற்றோரைக் கையாள்வது, வகுப்பறை நிர்வாகச் சிக்கல்கள் மற்றும் இதுபோன்ற பிற காரணங்களால் ஆசிரியர் தொழிலில் சோர்வு ஏற்படுகிறது.

தொழில் வளர்ச்சியின் உதவியுடன் ஆசிரியர் தொழிலில் ஏற்படும் துர்நாற்றம் மற்றும் விற்றுமுதல் ஆகியவற்றை குறைக்க முடியும். ஆசிரியர்களின் தொழில்முறை மேம்பாடு, நவீன கால ஆசிரியர்களுக்கு இத்தகைய அன்றாடப் பிரச்சினைகளை மிகவும் தொழில்முறை அணுகுமுறையுடன் கையாள்வதற்குத் தேவையான திறன்களை வழங்கும், இதனால் வகுப்பறைகளில் ஆசிரியர்களைத் தக்கவைக்க உதவும்.

கல்வியாளர்கள் கற்பிப்பதற்கான புதிய மற்றும் சிறந்த வழி

சம்பள அதிகரிப்பு மற்றும் ஆசிரியர்களின் வாழ்க்கையை அதிகரிப்பதன் மூலம் வகுப்பறையில் கற்றல் செயல்முறையை எவ்வாறு நேர்மறையாக தொழில்முறை மேம்பாடு எவ்வாறு பாதிக்கிறது என்பதை இதுவரை நாம் பார்த்தோம். ஆனால் ஆசிரியர்களின் தொழில்சார் வளர்ச்சி நேரடியாக வகுப்பறையில் செல்வாக்கு செலுத்தி, கல்வியாளர்களுக்கு புதிய, புதுமையான மற்றும் சிறந்த கற்பித்தல் வழிகளை வழங்க முடியும். உதாரணமாக, ஒரு நிறுவனத்தில் உள்ள கல்வியாளர்களுக்கு வகுப்பறையில் டிஜிட்டல் கருவிகளை எவ்வாறு செயல்படுத்துவது என்பதை அறிய வாய்ப்பு அளிக்கப்பட்டால், அவர்கள் மாணவர்களுக்கு சிறந்த கற்றல் தளத்தை வழங்க முடியும். ஆசிரியர்கள் பயன்படுத்தும் புதிய மற்றும் புதுமையான நுட்பங்கள் வகுப்பறையில் மாணவர்களிடையே கற்றலை மேம்படுத்த உதவும்.

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தொழில்முறை சூழலில் இணைந்து பணியாற்றுதல்

பல்வேறு தொழில்முறை மேம்பாட்டுத் திட்டங்களின் மூலம், ஆசிரியர்கள் அதே துறையில் உள்ள மற்ற நிபுணர்களுடன் தொடர்பு கொள்ளவும், அவர்களிடமிருந்து கற்றுக்கொள்ளவும் வாய்ப்பைப் பெறுகிறார்கள். வெவ்வேறு நபர்கள் அல்லது தொழில் வல்லுநர்கள் சிந்திக்க வெவ்வேறு வழிகளைக் கொண்டுள்ளனர். மூளைச்சலவை செய்யும் பயிற்சிகள், கலந்துரையாடல்கள் மற்றும் தொழில்முறை சூழலில் இணைந்து பணியாற்றுதல் ஆகியவை வெவ்வேறு கருத்துக்கள் மற்றும் அனுபவங்களைக் கொண்ட நபர்களுடன் ஒத்துழைக்க உதவுகின்றன. இது கல்வியாளர்களாக கற்கவும் வளரவும் நிறைய வாய்ப்புகளைத் திறக்கிறது.

சப்ஜெக்ட் மேட்டர் பற்றிய ஆழமான புரிதல்

ஆசிரியர்கள் தங்கள் நிபுணத்துவம் தொடர்பான அறிவை தொடர்ந்து புதுப்பிக்க வேண்டும். தொழில்முறை மேம்பாட்டுத் திட்டங்கள் கல்வியாளர்களுக்கு அவர்களின் விண்ணப்பத்தில் புதிய திறன் தொகுப்புகளைச் சேர்ப்பது மட்டுமல்லாமல், புதிய கற்பித்தல் கருவிகள் மற்றும் நுட்பங்களைக் கற்றுக்கொள்வதற்கும், தொழில்முறை உறவுகளை உருவாக்குவதற்கும் உதவுகின்றன. அவர்களின் அல்லது பொருள்.

ஆசிரியர்கள் சிறந்த நிறுவன திறன்களைக் கற்றுக்கொள்கிறார்கள்

Indeed.com இன் படி 2024 இல் ஆசிரியர்களுக்கு நிறுவன திறன்கள் மிகவும் தேவையான திறன்களில் ஒன்றாகும். ஆசிரியர்கள் ஆவணங்கள், அறிக்கை அட்டைகள், பணிகள் மற்றும் பிற போன்றவற்றின் வடிவத்தில் நிறைய ஆவணங்களைச் சமாளிக்க வேண்டும். ஒரு ஆசிரியர் தேவையான நிறுவன திறன்களை வளர்த்துக் கொள்ள வேண்டும். தொழில்முறை மேம்பாடு ஆசிரியர்களுக்கு சிறந்த நிறுவனத்திற்காக வழக்குத் தொடரக்கூடிய நவீன கருவிகள் மற்றும் நுட்பங்களை வழங்குகிறது. பெரும்பாலான தொழில்முறை மேம்பாட்டுப் படிப்புகள், பயிற்சி மற்றும் நிஜ வாழ்க்கை எடுத்துக்காட்டுகளுடன் நிறுவன திறன்களைக் கற்றுக்கொள்வதற்கும் மேம்படுத்துவதற்கும் ஆசிரியர்களுக்கு உதவுகின்றன.

ஆசிரியர்கள் எதிர்கால தலைமுறை தலைவர்கள், ஆசிரியர்கள், வணிக உரிமையாளர்கள், கலைஞர்கள் மற்றும் அனைத்து வகையான தொழில் வல்லுநர்களுக்கும் பயிற்சி அளிக்கும் வழிகாட்டிகள். ஆசிரியர்கள் இவ்வாறு வாழ்நாள் முழுவதும் கற்பவர்கள், அவர்கள் மாணவர்களுக்கு சிறந்த கற்றல் அனுபவத்தை வழங்குவதற்கு மாறும் கற்றல் சூழலில் தங்கள் திறன்களை தொடர்ந்து மேம்படுத்த வேண்டும் . ஆசிரியர்கள் கற்றல் செயல்பாட்டில் தொடர்ந்து இருக்க வேண்டும் மற்றும் பள்ளிகள் மற்றும் பிற நிறுவனங்கள் வகுப்பறைகளில் கற்றல் சூழலை மேம்படுத்துவதற்கான வாய்ப்பைப் பயன்படுத்தி ஆசிரியர்களுக்கான பல்வேறு தொழில்முறை மேம்பாட்டுத் திட்டங்களில் செழிக்க முடியும்.

புதிய திறன்களைக் கற்றுக்கொள்ளுங்கள்

தொடர்ச்சியான நிபுணத்துவ மேம்பாடு ஆசிரியர்கள் புதிய திறன்களையும் நுட்பங்களையும் கற்றுக்கொள்ள அனுமதிக்கிறது. தொழில்முறை மேம்பாட்டு படிப்புகளில் பங்கேற்கும் ஆசிரியர்கள் தங்கள் கற்பித்தல் முறைகள் மற்றும் நுட்பங்களை எவ்வாறு மேம்படுத்துவது என்பதை அடிக்கடி கற்றுக்கொள்கிறார்கள். வகுப்பறையில் பயன்படுத்தக்கூடிய பாடத்திட்டங்கள் மற்றும் பிற ஆதாரங்களை எவ்வாறு உருவாக்குவது என்பதையும் அவர்கள் புரிந்துக்கொள்கிறார்கள். இது கல்வியாளர்களாக அவர்களின் திறனை மேம்படுத்த உதவுகிறது மற்றும் அவர்களின் மாணவர்களுக்கு சிறப்பாக கற்பிக்க உதவுகிறது.

தவிர, ஆசிரியர்கள் தங்கள் கற்பித்தல் திறன்களில் அதிக நம்பிக்கையை அனுபவிக்கிறார்கள், ஏனெனில் அவர்கள் கல்வியின் சமீபத்திய முன்னேற்றங்களுடன் புதுப்பித்த நிலையில் உள்ளனர். இது ஒரு புதிய தலைப்பு அல்லது கருத்தை கற்பிக்கும் போது அவர்களுக்கு மிகவும் வசதியாக இருக்கும், மேலும் அவர்கள் மாணவர்களுடன் ஈடுபடுவதை எளிதாக்குகிறது மற்றும் கருத்துக்களை தெளிவாக விளக்குகிறது.

மாணவர்களின் தேவைகளை நன்றாகப் புரிந்துகொள்ளுங்கள்

திறமையான தொழில்முறை மேம்பாட்டுத் திட்டங்கள், ஆசிரியர்கள் ஒவ்வொரு பாடத்தையும் கற்பிக்கத் தொடங்கும் முன் அதன் கற்றல் நோக்கங்களை அடையாளம் காண உதவுகின்றன. ஒவ்வொரு குறிக்கோளுக்கும் எவ்வளவு நேரம் செலவழிக்கப்பட்டது, எது நன்றாக வேலை செய்தது, குறிப்பிட்ட நுட்பங்கள் ஏன் வெற்றி பெற்றன அல்லது தோல்வியடைந்தன, முதலிய உட்பட, நன்கு வடிவமைக்கப்பட்ட பாடங்கள் தங்கள் நோக்கங்களை எவ்வாறு பூர்த்தி செய்தன என்பதைப் பற்றி சிந்திக்கவும் அவை ஆசிரியர்களை அனுமதிக்கின்றன. அவர்களின் கல்வியில் வெவ்வேறு நேரங்களில் வெவ்வேறு குழுக்களுடன் சிறப்பாகச் செயல்படுவதைக் கண்டறிவதன் மூலம் சாத்தியமாகும்.

பயனுள்ள நடைமுறைகள் பற்றியும் அறிவை அதிகரிக்கவும் பயிற்சி

ஒவ்வொரு ஆண்டும் பள்ளிகளில் பல புதிய முயற்சிகள் செயல்படுத்தப்பட்டு வருகின்றன. அனைத்தும் கல்வியாளர்களும் எதிர்கொள்ளும் தொடர்ச்சியான சவால்களுடன், தொடர்ச்சியான நிபுணத்துவ மேம்பாட்டு வாய்ப்புகள் மூலம், ஆசிரியர்கள் இந்த முன் முயற்சிகள் மற்றும் அவர்கள் வகுப்பறை நடைமுறையில் எவ்வாறு தாக்கத்தை ஏற்படுத்தலாம் என்பது பற்றிய தகவல்களை அணுகலாம்.

கூடுதலாக, ஆசிரியர்கள் தங்கள் சக ஊழியர்கள் மற்றும் பிற நிபுணர்களுடன் சிறந்த உறவைக் கொண்டுள்ளனர், ஏனெனில் மற்றவர்கள் எவ்வாறு செயல்படுகிறார்கள் என்பதைப் புரிந்துகொள்வது மற்றும் கற்பித்தல் தொடர்பான குறிப்பிட்ட தலைப்புகள் அல்லது சிக்கல்களைப் பற்றி சிந்திக்கிறார்கள். பள்ளியில் அல்லது உள்ளூர் சமூகத்தில் உள்ள திட்டங்களில் மற்ற நிபுணர்களுடன் ஒத்துழைக்க இது அவர்களுக்கு உதவும், அதாவது மாணவர்கள் தங்கள் நிபுணத்துவத்திலிருந்து பயனடைய அதிக வாய்ப்பு உள்ளது!

தொழில்முறை மேம்பாட்டு வாய்ப்புகள்

தொடர்ச்சியான நிபுணத்துவ மேம்பாடு ஆசிரியர்கள் தங்கள் கற்பித்தல் பாணியை மேம்படுத்துவதற்கும் அவர்களின் அறிவுத் தளத்தை அதிகரிப்பதற்கும் வழிகளைக் கண்டறிய அனுமதிக்கிறது. அதாவது கணிதம் அல்லது விஞ்ஞானம் அல்லது வகுப்பறை அமைப்பில் பொருந்தக்கூடிய மற்றொரு பாடப் பகுதி, ஒரு குறிப்பிட்ட பாடம் அல்லது தலைப்புப் பகுதியில் கற்பித்தல் பற்றி மேலும் அறிய அல்லது அவர்களின் அறிவுத் தளத்தை விரிவுபடுத்த விரும்பும் ஆசிரியர்களுக்கே எப்போதும் ஒரு வாய்ப்பு உள்ளது. தொடர்ச்சியான நிபுணத்துவ மேம்பாடு, ஆசிரியர்கள் இந்த தொடர்ச்சியான முயற்சிகளில் பங்கேற்கவில்லை என்றால், அவர்கள் கிடைக்காத வாய்ப்புகளைக் கண்டறிய அனுமதிக்கிறது.

முடிவுரை

ஆசிரியர்கள் தங்கள் மாணவர்களின் நல்வாழ்வுக்கும், அவர்கள் படிப்பில் வெற்றி பெறுவதற்கும் பொறுப்பானவர்கள் ஆவர். தொழில்முறை மேம்பாட்டின் மூலம், ஆசிரியர்கள் மாணவர்களுடன் ஈடுபடுவதற்கான புதிய வழிகளைக் கற்றுக்கொள்ள முடியும், எனவே அவர்கள் அறையின் முன்புறத்தில் விரிவுரை செய்வது போல் அவர்கள் உணர மாட்டார்கள். அவர்களைவிட வெவ்வேறு பின்னணியில் உள்ள குழந்தைகளுடன் எவ்வாறு பணியாற்றுவது என்பதையும் அவர்கள் கற்றுக் கொள்ளலாம். உதாரணமாக, அவர்கள் ஆங்கிலத்தை இரண்டாம் மொழியாகக் கற்பித்தால், இன்று கிராமப்புற இந்தியா முழுவதும் உள்ள பெரும்பாலான பள்ளிகளில் இது தேவைப்படுகிறது.

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ENTREPRENEURSHIP DEVELOPMENT FOR STUDENTS

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ABSTRACT

Entrepreneurship development for students has emerged as a crucial component of modern education, aimed at fostering a culture of innovation, creativity, and proactive problem-solving among the younger generation. This paper explores the multifaceted landscape of entrepreneurship education, focusing on strategies, challenges, and implications for students. It begins by elucidating the importance of instilling an entrepreneurial mind set early in students' academic journeys, emphasizing the role of education in nurturing the skills and attitudes necessary for success in an increasingly dynamic and competitive global economy. This paper highlights various approaches to integrating entrepreneurship into educational curricula, including experiential learning, start up incubators, and cross-disciplinary collaborations. It underscores the significance of practical, hands-on experiences that allow students to develop critical entrepreneurial competencies such as opportunity recognition, risk management, and business model innovation. Moreover, it discusses the pivotal role of mentors, industry partnerships, and support networks in providing students with guidance, resources, and real-world insights to navigate the complexities of entrepreneurship. It advocates for the continued prioritization of entrepreneurship development for students, emphasizing its transformative potential in shaping future leaders, innovators, and change makers who are equipped to tackle the challenges and opportunities of the 21st-century economy.

Keywords : NEP 2020, Entrepreneurship Development, Modern Education, Curriculum Integration, Experiential Learning, Hands On Experience

INTRODUCTION

Entrepreneurship development for students involves fostering and entrepreneurial mindset, teaching practical skills, and providing support networks. This can include workshops, mentorship programmes, start up competitions, access to resources like co-working spaces and funding opportunities, an integrating entrepreneurship education into the curriculum. It'd important to encourage creativity, risk-taking, problem- solving and resilience while also emphasises the importance of ethical business practices and social responsibility.

NEED FOR ENTREPRENEURSHIP DEVELOPMENT FOR STUDENTS

Entrepreneurs possess certain competencies or traits. These competencies or traits are the underlying characteristics of the entrepreneurs which result in superior performance and which distinguish successful entrepreneurs from the unsuccessful ones. Then, the important question arises is: where do these traits come from? Or, whether these traits are in born in the entrepreneurs or can be induced and developed? In other words, whether the entrepreneurs are born or made? Behavioural scientists have tried to seek answers to these questions.

A well-known behavioural scientist David C. McClelland (1961) at Harvard University made an interesting investigation-cum-experiment into why certain societies displayed great creative powers at particular periods of their history? What was the cause of these creative bursts of energy? He found that 'the need for achievement (n' ach factor)' was the answer to this question. It was the need for achievement that motivates people to work hard. According to him, money- making was incidental. It was only a measure of achievement, not its motivation.

OBJECTIVES

The objective of this programme is to motivate an individual to choose the entrepreneurship as a career and to prepare the person to exploit the market opportunities for own business successfully. These objectives can be set both in the short-term and long-term basis.

- **Short-term objectives:** These objectives can be achieved immediately. In the short-term, the individuals are trained to be an entrepreneur and made competent enough to scan the existing market situation and environment. The person, who would be the future entrepreneur, should first set the goal as an entrepreneur. The information related to the existing rules and regulations is essential at this stage.
- **Long-term objectives:** The ultimate objective is that the trained individuals successfully establish their own business and they should be equipped with all the required skills to run their business smoothly.

Entrepreneurship development for students involves fostering an entrepreneurial mindset, teaching practical skills, and providing support for idea generation and implementation. Here are some key steps:

- ❖ **Mind set Development:** Encourage students to think creatively, take risks, and embrace failure as a learning opportunity. Instil traits like resilience, perseverance, and adaptability.
- ❖ **Education and Training:** Offer courses, workshops, and seminars on entrepreneurship topics such as business planning, marketing, finance, and leadership. Provide access to online resources and case studies.
- ❖ **Mentorship and Networking:** Connect students with experienced entrepreneurs, industry professionals, and alumni who can provide guidance, advice, and networking opportunities.
- ❖ **Practical Experience:** Facilitate internships, co-op programs, or entrepreneurship competitions where students can gain hands-on experience and apply their skills in real-world settings.
- ❖ **Access to Resources:** Provide access to funding, incubators, accelerators, and maker spaces where students can access capital, workspace, equipment, and other resources to develop their ideas.
- ❖ **Community Building:** Foster a supportive community of like-minded individuals where students can collaborate, share ideas, and support each other's entrepreneurial endeavors.
- ❖ **Celebrating Success:** Recognize and celebrate student achievements and successes to inspire others and create a culture of entrepreneurship on campus.

By focusing on these aspects, educational institutions can effectively nurture the entrepreneurial spirit among students and empower them to pursue their ideas and create positive impact. The overall objectives of EDP are mainly to help in the rapid growth of the economy by supplying skilled entrepreneurs. This programme primarily aims at providing self-employment to the young generation.

ROLES OF EDP

An Entrepreneurship Development Programme primarily plays four roles to help an individual to become an entrepreneur. They are :

Stimulatory Role: It aims at influencing people in large number to be the entrepreneur. This includes:

- developing managerial, technical, financial, and marketing skill.
- inculcating personality traits.
- promotes and reforms entrepreneurial behaviour and values.
- identifying a potential entrepreneur applying scientific methods.
- motivational training and building a proper attitude.
- strengthening the motive of a person and giving recognition.

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- the valuable know-how of the local products and the processes help in the selection of products, preparation of project reports.

Supportive Role: It helps in the following ways:

- Registration of the business
- Procurement of fund
- Incubation support
- Team building and team development support
- Mentorship and guidance from industry experts
- Providing tax relief, subsidy, government schemes etc.
- Guidance in product marketing support for management consultancy

Sustaining Role: It aims at providing an effective safeguard to businesses to sustain against the cut-throat market competition. This includes:

- Help in modernization, expansion, and diversification
- Additional financing for further development
- Global Networking Opportunities
- Creating new marketing processes
- Helping access to improved services and co-working centres

Socio-economic Role: It aims at upgrading the socio-economic status of the public and includes:

- Identifying entrepreneurial qualities in practicality.
- Creating employment opportunities in micro, small, and medium industries on an immediate basis.
- Arresting concentration of industries by supporting regional development in a balanced manner.
- Focusing on the equal distribution of income and wealth of the nation.
- Channelizing the latent resources for building an enterprise.

TEACHING ENTREPRENEURSHIP IN SCHOOLS

Many initiatives are already being taken to integrate entrepreneurship learning in school and college education. Both private and government Institute are waking up to the importance of developing technical skills for entrepreneurs. Whether it is starting a small venture or a global start-up, the entrepreneur's need to have the right skills to scale their organization. This is can only be achieved if the student are taught at an early stage to think creatively and take risks. This is why we need to begin from the school level. Entrepreneurial education has a crucial role in influencing perspectives, skills and traditions.

The goals of entrepreneurship education are so important that it is essential to support a rigorous framework in education and knowledge of the subject, then to offer confidence and steady modernisation to enable more students to benefit from entrepreneurship education.

CONCLUSION

The National Education Policy (NEP) 2020 marks a significant milestone in India's education landscape, aiming to transform the country's educational system to meet the needs of the 21st century. One of the key subthemes of NEP 2020 is entrepreneurship development for students. Entrepreneurship plays a crucial role in driving economic growth, fostering innovation, and creating job opportunities. By instilling entrepreneurial skills and mind set in students, educational institutions can empower the youth to become job creators rather than job seekers. Entrepreneurship education goes beyond teaching business concepts; it cultivates creativity, resilience, problem-solving abilities, and risk-taking propensity – essential qualities for success in today's dynamic world. Furthermore, fostering entrepreneurship

among students can contribute to socio-economic development by addressing pressing challenges, such as unemployment, poverty, and inequality. By encouraging students to identify and solve real-world problems through innovative solutions, entrepreneurship education promotes social inclusion and sustainable development. Initiatives Under NEP 2020 advocates for integrating entrepreneurship education across disciplines and levels of education, starting from school to higher education. By embedding entrepreneurship modules into the curriculum, students can develop foundational knowledge and skills required for entrepreneurial ventures. The inclusion of entrepreneurship development as a subtheme of NEP 2020 reflects India's commitment to nurturing a culture of innovation, creativity, and entrepreneurship among its youth. By integrating entrepreneurship education into the curriculum, establishing support structures, and fostering industry-academia collaboration, NEP 2020 has the potential to transform India into a hub of entrepreneurial activity and drive sustainable socio-economic development. However, the successful implementation of these initiatives requires concerted efforts from policymakers, educational institutions, industry stakeholders, and the broader society. By working together, we can unleash the entrepreneurial potential of India's youth and create a brighter future for generations to come.

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Sub Theme 4 Professional Development for Teachers

NEP2020-CREATING A NEW ACADEMIC PHENOMENA IN INDIAN EDUCATION SYSTEM - PROFESSIONAL DEVELOPMENT FOR TEACHERS

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ABSTRACT

The training of teachers under NEP focuses on inclusive and equitable education ensuring that teacher are trained to fulfill the vast and diverse needs of all students. This also includes instruction on differential teaching methodologies and strategies for special needs learners. The top three types of teacher professional development are periodic workshop, in class observation and single session seminars. The educator needs to develop relevant professional skills to become the best at their jobs. professional development is the need of hour of educator to match the industry standards and provide the students with the better learning environment with updated skills NEP promotes collaborative learning communities , encourage teachers to engage in peer learning, shear best practices, and collaborative with students. NEP 2020 reaffirms the recommendation of increasing public investment on education to 6% of GDP (gross domestic product) the NEP2020 has garnered price and criticism of its ambitious goals and proposed changes to the Indian education system. National education policy ensures the best of teachers and their contributions to the education system. Higher education ,NEP 2020 provides valuable insides and recommendation on various aspects of education that include moving towards multi disciplinary and holistic education, institutional autonomy promotion of quality research through establishment of NRF (national research foundation)

KEYWORDS

NEP (National Education Policy), GDP (Gross Domestic Product), NRP (National Research Foundation)

INTRODUCTION

In India, The Public policies are the bridge between the political aspiration and concrete action. Likewise the government has initiated the policy to construct and restructure the education system of India. The National Policy on Education (NPE) is a policy formulated by the government of India to promote education among India's people from elementary level to colleges in both rural and urban India. This New National Policy was recently approved by the Indian government in 2023. The motto of NEP is educate, encourage and enlighten. The government's purpose to launch this policy was develop 21st century skills in the students of India. The amendments in NEP from the previous education policy strive for research, innovation and quality.

FOCUS: The main focus of the national education policy is to improve the educational outcomes by providing the equitable and quality education to all the children aged 13- 18 years.

GOALS : This National Education Policy is the futuristic policy, setting the goals to provide the opportunities for the children to hone their skills or talent by fixing the lacunae in the education system.

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LITERARY GOALS: This ambitious policy, aims to achieve 100% youth and adult education by 2030 which will empower and literates people.

Why we need a NEP?

➤ To Cognizant the changes of educational landscape

The Rapid growth of the world has enforcing the people to adopt and updation of new technologies which will enhance the new methods of teaching and learning style.

➤ To encourage the equality and Access

By encouraging the educational policy to focus on the pillars of education system of equity an access that ensure the provident of the oppportunities for marginalized communities and under-privileged students.

➤ To improve the quality of education

India's education system has criticized the rote learning method that has lead to lack of critical thinking among students. This policy has focused on innovative teaching based on student centred method.

➤ To Orient with global standards

This new education policy has promoting the international collaborations and integrating global perspective into the curriculum.

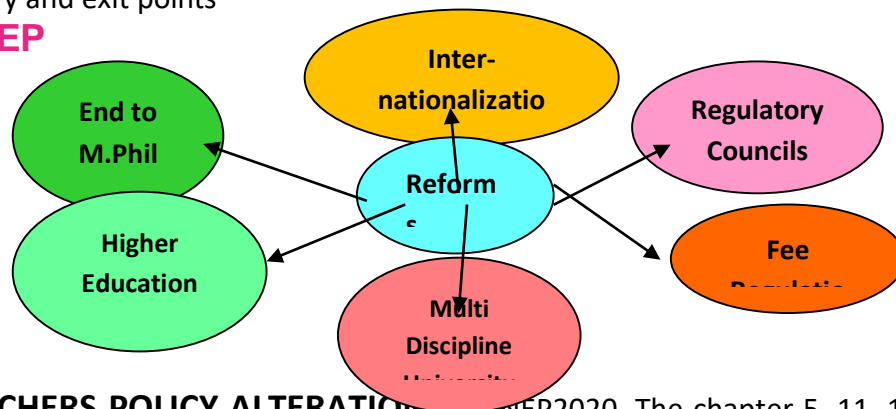
➤ To Prepare students for the future

This policy were insisting the employment oppportunities for the students which will balance the outcomes of educational institutions and employment.

The Highlights of NEP

- ❖ The medium of language education
- ❖ Skill development
- ❖ Inclusive early education
- ❖ Open & Distance Learning
- ❖ Establishment of the NRF
- ❖ Holistic Assessment
- ❖ Multi-disciplinary education
- ❖ Multi entry and exit points

Reforms of NEP



NEP 2020 TEACHERS POLICY ALTERATIONS: In NEP2020, The chapter 5, 11, 13 and 15 were talking about the importance of teacher's and their professional development. This policy addressing the issues and concerns of teacher and teacher education which will ensure the quality of teachers at all levels of education. According to the Jurtime J.S. Verma Commission (2012) constituted by the Supreme Court, that majority of Teacher education Institution were selling the degree for the price. So, the regulatory system were revitalizing it through radical action. This policy also includes the 4 year Bachelor of education as the minimum Requirement needed by 2030 with more transparency and equity. The national council for teacher education constructing a National Curriculum frame work for teacher Education by 2021 and also the National professional standards for teachers by 2022.

Technical knowledge for Teachers: Humans are the Reproductive Organs of Technology. It has witnessed impressive evolution in the past few decades, which has transformed our lives. The NEP 2023 also indicates to make ample opportunities to encourage and proliferate technological intervention in the education system which is missing in the NPE 1986.

Vocational educational

The Vocational education is empowering youth through income-generating skills and entrepreneurship. Vocational guidance will increase the students' knowledge about their future perspectives on career assessment. Vocational education is also known as career and technical education (CTE) or technical and vocational education and training (TVET).

Experiential learning

Experiential learning is the process of learning by doing and engaging students in hands on experience. The integration of sports and arts in educational is well recognized as it serves to poster holistic development by promoting physical and psychological well-being that will enhance cognitive abilities.

Promotion of mother tongue

This aspect of the NEP is to promote instruction in student's native languages up to the fifth grade, with the possibility of extending it to the eighth grade.

Pre-service Teacher Education

Teacher education may turn in to the multi-disciplinary colleges and Universities by 2030. This policy were recommending the introduction of 4 year integrated B.Ed., as dual major.

Stability and quality of teachers in schools

NEP 2020 focusing on the number of teachers recruiting in the school. The selection of teachers were done by the TET or NTA test score along with classroom demonstration.

Continuous Professional Development of Teachers

This continuous professional development programme were provided to the teachers and teachers educators for their self-improvement. Every teacher and teachers educators has to complete 50 hours of CPD modules per year.

TEACHERS - COG IN THE WHEEL

In the education system, three critical elements are teachers students in the eco system of the school such as infrastructure, play arrangements, facilities and the under- line compact with institution. Empirically, studies shows government teachers are better qualified and trained and if made to teach the deliver better outcomes. Compare to teacher of the average private school. But for the new paradigm of education there is a complete over haul

Para teachers:- Fun and interactivity learning at the early childhood stage will required trained par teachers.

Political neutrality:-

Teacher should be completely disconnected from politics, for it changes their incentives, in some states, there are teachers constituencies in the bicameral state legislature. Teachers are deeply involved with local politics and that distorts evaluation of the outcomes, assessment of teachers and improving accountability.

Assessment:

Teachers and professors should go through a five-year intensive assessment by third parties. Leaving the assessment to state institutions, easily influenced by the government, or to in-house committees, will not work. There must be disciplinary action including removal against those teachers who's consistently fare at the bottom. This will result in quick improvement in performance.

Examination:

The big pieces in NEP are attempts to reduce workload, remove the difficulties of the examination, and reduce teaching duties to enables interaction with students in colleges and universities. This is accompanied by an emphasis on a common admission test

CONCLUSION; On the whole, it's necessary as teachers to unravel and repackage knowledge, skills, pedagogies and learning outcomes, to relevant and connected to the future when everything else

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is getting updated, it's important as teachers to get upgraded knowledge presently, as the realities of education are being shaped by the advancement of technology, the digital raise. Expecting both teachers and student to be more tech-savvy, also triggering analytical and critical way of thinking. This will raise the well-being of Teachers as well as students which leads to country's development through the field of education.

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NEP2020- CREATING A NEW ACADEMIC PHENOMENA IN INDIAN EDUCATION SYSTEM

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ABSTRACT

Teacher professional Development involves a continuous process of reflection, learning and action to further, a teacher's knowledge and skills, leading to enhanced teaching practices that positively impact on students' learning. Teachers learning, how they learn to learn and how they apply their knowledge in practice to support pupil learning (Avalos, 2011). The curriculum setters have accepted dynamic and flexible approach for the same, which demands the teachers go on updating their idea for the aims and objectives of the last curriculum and syllabus. Learning, mentoring, consultation, practice, study/improve, reflection for the professional Development skills for modern teachers. Teacher should be able to catch the interest area of the student of different periods, and should use examples related to such areas for elaborating and illustrating the learning materials. Teachers can update themselves by indulging in dynamic reading, browsing online, consulting experts in different fields, making trips, conducting interviews with parents and teenagers, observing the routine of own children.

Keywords:

Importance of development, TDP, Curriculum, Classroom management, Adaptability, Evaluation.

Introduction:

Professional development for Teachers refers to the learning opportunities of the Teachers that aid them in improving their teaching methods, acknowledge the strengths and weakness and work on improving them so that they can become better in their own profession to be a professional. Teacher professional development is any type of continuing education effort for educators. It's one way teachers can improve their skills and in turn boost student outcomes. Learning can take place in formal or informal settings. Formal settings include conferences, courses, seminars, retreats and workshops. It is particularly important for school administrators to encourage teachers to pursue professional development not only to ensure the best learning outcomes for their students but also to be more effective and satisfied in various other aspects of their work.

Definition for Teacher:

A person who helps students to acquire knowledge, competence or virtue. Those who are employed as their main role to teach others in a formal education context such as at a school. Every teacher is a second mother of a student.

Definition for professional development:

Professional development is all about building new skills and gaining experience. Professional development helps in the growth of your career. Professional development is improving yourself through learning and training to advance your career. Companies may offer training sessions to further teach their employees, but an employee typically works on their own professional development independently.

4 Types of Professional Development for Teachers:

1. Management and Leadership:

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Teachers must be able to manage a classroom because they will have to teach to many learners who may possess different environment and levels of learning. To manage a classroom effectively teachers must have strong leadership skills as above said.

2. Communication Skills:

Teachers must communicate frequently to teach their subject effectively but it is equally important to interact with the students and ensure they are understanding what is being taught. For this a teacher should build a Rapport with the children using communication Skills.

3. Interpersonal Skills:

This skill is to communicate effectively not only with the learners but with other teachers and staff is necessary too training in improving one's interpersonal skills is therefore necessary.

4. Technical skills

The world is by artificial intelligence and with the gradual dominance of digital tools. The teacher must adapt their selves to the technology for which they need to train in improving their technical skills.

- **Assessment:**

Establish where a teacher is at the current stage of their career, what they have done recently to develop, and whether they are meeting their own expectations.

- **Identification:**

Give teachers the time and space to work out what they want from their career in the future, and what success would look like in the short- and long-term.

- **Planning:**

Work out what a teacher's current skill set is, look for areas of upskilling, and set up a plan that encompasses job-embedded, strategic and ongoing developments.

- **Timeline:**

Establish a timeframe that balances achievement of annual targets and opportunities with the time constraints of the teacher in question.

- **Evaluation:**

Ensure teachers can keep notes of their progress in their Professional Development Plan, and ensure the goals and timeframe in place are realistic.

- **Measurement:**

Regularly assess progress against the defined targets and consider how new targets and goals can be set as priorities change.

However, all this should be put into the context of what's right for the individual teachers and school, as priorities will vary significantly. For example, the Teacher Tapp research found that 63% of

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schools rated inadequate include Effective Teaching in performance management reviews, compared to 51% for good or outstanding schools. What will best suit those school-specific characteristics should therefore be kept in mind.

15 Professional Development for modern teachers:

1. Adaptability 2. Confidence 3. Communication 4. Team Player 5. Continuous Learner
6. Imaginative 7. Leadership 8. Organization 9. Innovative 10. Commitment.
11. Ability to manage online reputation 12. Ability to Engage.
13. Understanding of Technology 14. Know When to Unplug 15. Ability to Empower.

Teacher want to continue their Education:

It's easy for teachers to become burdened by the grind of teaching. Professional development gives them an opportunity to step out of their routine they get to be the student instead of the teacher. This keeps educators engaged because they feel like they are receiving the professional help they need to be better teachers. After all, professional development nurtures the talents of teachers who aspire to take on educational leadership positions, and teachers must learn from other experienced leaders to become effective future leaders themselves. Implementing professional education development has benefits for both teachers and students, but most importantly, it helps teachers become better educators and develop into competent future school administrators.

Conclusion:

Teacher could improve themselves TDP (teacher professional development) Course and lifelong learning. Student achievement could increase as a result of teacher improvement. TDP course could be more useful if provided by schools. Teacher should be able to catch that interest area of the students of different periods and should use of example related to such areas for elaborating and illustrating the learning material. Webinars are another way of fostering P.D for teachers through. Which they can increase their communication skills and also lesson how to manage a huge group of people successfully. Teaching is a profession that yields other profession and therefore it is extremely necessary for teachers to be good at their profession and go through professional development. Learning should take place at all stages of the life cycle (Green 2002).

Reference:

(Teacher tap research) (Business news daily) (Aalvos 2011) (Green 2002).

Reflection of NEP 2020 on Professional Development of Teachers

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Abstract

Education is one of the most important endeavor a person has to go through in order to live a harmonious and progressive life. Education can be formal or informal or non formal which can be achieved through different means. It prepares a person to live in harmony with oneself and with others as well. Teacher play a significant role to developed and molded the mind of an individual. As such teaching becomes one of the most important professions and the NEP 2020 also lays certain emphasis as to why teachers are given the necessary accommodations, i.e., academically and financially as well. It tries to enhance teacher's condition by providing them with continuous professional development so as to prepare them for their profession, in order that they become more efficient fruitful for their students and the nation as well. This paper tries to analyse the reflection of NEP 2020 on teachers professional development and some suggestions for teachers professional development.

Keywords:

Continuous Professional Development, NEP 2020, Teacher Education, Higher Education Institution. Types of professional development.

Introduction

The Indian philosophy of education gives emphasis on the goals, curriculum, technique, and other aspects of education. Ancient educational philosophy had a strong spiritual or ideological undertone. Indian philosophy views education as the most important and sacred endeavour. It is a means to guide us from darkness to light. As such education is one of the most important thing as a human to exist in harmony with oneself and with others. This can be achieved through educational institutions where learning of different subjects happens through different resources which include teachers. Knowledge has been imparted to students by teachers through different methods and mediums. As such teachers need to be on the lookout to improve their knowledge and skills to have a better learning outcomes which can be attained through professional development in education where teachers knowledge and skills are improved so that their professionalism can bring about fruitful learning which in turn will bring about scepticism among students and positive attitude towards learning. Every person needs to enhance their skills and knowledge every now and then that they will not fall shorts of the latest trends and innovations. Teachers are the most important resource through which knowledge can © 2023 JETIR May 2023, Volume 10, Issue 5 www.jetir.org (ISSN-2349-5162) JETIR2305342 Journal of Emerging Technologies and Innovative Research (JETIR) www.jetir.org d294 be imparted to students who are the future of this nation. Chapter 5 of NEP 2020 has taken into considerations the importance of teachers and suggests that teachers shape the future of our nation. As such it highlights that the quality of teacher education, recruitment, deployment, service conditions and empowerment of teachers are not up to the mark and that the quality and motivation of teachers do not reach the desired standards. It also mentions that the quality of teaching profession must be restored to its previous status where teachers are treated with the kind of respect they deserve. Thus, the need for teacher's professional development should be of utmost importance to have a better future.

Recruitment and Deployment

The NEP 2020 suggests different strategies to improve teacher professional development and this can be achieved from the initial stage which is recruitment and deployment. Proper measures should be taken from recruitment stage and to minimize excessive teacher transfer, preferential employment will

be introduced where local job opportunities should be provided to local students. Subject wise teacher requirement planning will be done to assess subject-wise teacher vacancies.

Science Environment and Culture

The NEP 2020 also gives much emphasis on Science environment and culture which include letting the teachers do their job effectively where children are learning in an environment that include all the stakeholders. It also tries to provide infrastructure which will help in maximizing teaching and learning, and in-service training will have inputs on safety and healthy environment. Creation of school complexes for teachers to have vibrant teacher communities is also given importance as well. All these are needed for teacher's professional development as one cannot grow without a proper environment where they can thrive. Teachers need to grow professionally in terms of academically,

Continuous Professional Development (CPD)

The government aims to upgrade teachers by giving them continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions which will be offered in different modes through different workshops such as international, national and state level etc. CPD refers to the process of training and developing teacher's professional skills through independent, participation-based or interactive learning. This will allow teachers to develop their skills for future ambitions. This is much needed due to the ever changing lifestyle and inventions in science and technology which requires teacher to be able to cope up with latest trends. CPD helps teacher to improve their performance as well as their skills and knowledge and also helps them ascertain the knowledge and skills they need to obtain within a short time period, so the improvement can be recognizable. CPD can be beneficial for both the teacher and learner in such a way that it enhances intelligence, character and even encourages self-directed learning. One's willingness to take CPD programme shows one's ambition and dedication to their profession which is a very overlook quality among teachers today.

And according to the NEP 2020 each teacher is expected to attend at least 50 hours of continuous professional development programs for their own professional development. Different online platform will be present to them where teachers could share their ideas and work with other teachers from around the globe. This program will include the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning and related pedagogies like experiential learning, arts, sports etc. This clearly shows that NEP 2020 gives importance to teacher's professional development as a whole where teachers are given the opportunity to thrive to be the best version of themselves to teach their students in a way that the future of this nation will gained benefits from it.

Career Management and Progression

This program tends to promote and award teachers who are doing an outstanding job in their profession such as salary hike which will encourage teachers to work on themselves. Proper assessment of teacher's performance will be developed which will assess each teachers based on different criteria such as peer reviews, attendance, commitment, hours of continuous professional development. This will lead to career growth among teachers.

Motivated, Energized, and Capable Faculty NEP 2020 Part 11 Higher Education Chapter 13 and 15 also indicates the importance of Professional Development for teachers as well. It states that the various factors that lie behind low faculty motivation levels must be addressed to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession. It clearly shows the needs of professional development for teachers to be productive in their respective work. Thus the policy recommends the following initiatives to achieve the best, motivated, and capable faculty in Higher Education Institutions (HEIs) which are as follows ; It recommends that all HEIs will be equipped with the basic infrastructure and facilities which will enable the teachers to work in the most efficient way. • Teachers will not be given excessive duties and student-teacher ratios will also not be too high, so that the activity of teaching remains pleasant for teachers. • It tries to empower the faculty to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for them to do truly outstanding, creative work. • Attending excellence by incentivizing through appropriate rewards, promotions, recognitions, and movement into institutional

leadership. • Proper performance assessment, for the purposes of ‘tenure’ i.e., confirmed employment after probation, promotion, increase in salary, recognitions, etc., including peer and student reviews, innovations in teaching and pedagogy, quality and impact of research, professional development activities, and other forms of service to the institution and the community, shall be developed by each HEI and clearly enunciated in its Institutional Development Plan (IDP). • Faculties will be identified based on their academic achievement and service credentials as well as demonstrated leadership and management skills and they will be trained through a ladder of leadership positions.

Teacher Education In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.

Types of professional Development

There are different approaches to Professional development for educators. Here are some of the most common ways for professional development for teachers.

- Courses / Workshops
- Observation visits to other institutes
- Mentoring / Coaching
- Peer Observation
- Qualification Programs
- Conferences or seminars
- Research

Conclusion and Suggestions

Teacher professional development needs to be given more emphasis as teachers are the building blocks of our nation. Their influence over their students can be enormous and if teachers are given the best form of continuous professional development will they be able to guide their students in the proper way which will benefit the nation widely. Professional development should focus on learning which can be achieved through classroom teaching, students – teacher interaction thus teachers need to be at their best professional level when it comes to teaching and interacting with their students. Professional development should focus on Teaching experience: Participants should be given time to practice their teaching skills by involving them in micro-teaching, simulated teaching where they can practice their teaching skills. Communication skills: Communication is the key when it comes to teaching thus teachers need to have a good communication skills to have effective learning-outcomes. © 2023 JETIR May 2023, Volume 10, Issue 5 www.jetir.org (ISSN-2349-5162) JETIR2305342 Journal of Emerging Technologies and Innovative Research (JETIR) www.jetir.org d296 Addressing teachers needs academically: This is most essential especially with latest inventions of science and technologies where teacher needs to upgrade their skills technologically to meet the need of the students. Interactive session : In order to have a good teaching and communication skills, one needs another being to interact with and by having such kind of interaction will enhanced the teachers skills and knowledge and learning their weakness and strength through feedback from their fellow participants. Peer learning: Encouraging each participants to have interactive sessions among themselves, discuss the problems faced by them which might not yet be experienced by others and comes up with different types solutions. Physical activities: Engaging them in physical activities such as games and sports will also enhance them to be more active inside and outside classroom.

Sub Theme- Professional Development for Teachers

ICT Integration: Assessing the integration of Information and Communication Technology (ICT) in teacher education programs to meet the goals of NEP 2020.

Presented by-Jyotishree Majhi

Abstract

The use of information and communication technology (ICT) in education has revolutionized teacher education, and the use of innovative approaches in teaching methodology has changed the teaching and learning process. The National Education Policy (NEP) 2020 emphasizes the integration of Information and Communication Technology (ICT) into teacher education programs to enhance teaching effectiveness and improve learning outcomes. This abstract evaluates the current status of ICT integration in teacher education programs and its alignment with the objectives outlined in NEP 2020. The integration of ICT in teacher education is critical to equip educators with the necessary skills and competencies to adapt to the evolving educational landscape. NEP 2020 envisions using ICT to facilitate personalized learning, promote innovative teaching methodologies, and enhance access to quality education for all. However, despite the policy directives, the implementation of ICT in teacher education programs varies across institutions. Challenges such as inadequate infrastructure, limited access to technology, and insufficient training opportunities for faculty hinder practical integration efforts. To address these challenges and effectively implement the objectives of NEP 2020, it is imperative to develop comprehensive strategies for ICT integration in teacher education programs. It includes infrastructure development, provision of relevant digital resources, continuous professional development for educators, and fostering a culture of innovation and collaboration. This abstract underscores the importance of assessing ICT integration in teacher education programs to identify gaps and develop targeted interventions. By aligning ICT integration efforts with NEP 2020 goals, teacher education programs can better prepare educators to meet the diverse needs of 21st-century learners and contribute to the transformation of the education system.

Keywords- ICT Integration, Teacher Education, NEP 2020

NEP 2020 – SHIFTING A NEW PARADIGM IN JOB SATISFACTION AND PERFORMANCE OF PRIMARY SCHOOL TEACHERS

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Abstract

The 21st century education in India, several circumstances have converged to inform national policy decisions (NEP 2020) that have driven a series of reforms in education at primary school level. The reforms are designed to improve the performance of primary school education institutions and SEIs adaptability to new economic and social scenarios, as well as foster changes to the way they operate and to the way work is organized in them, and especially the work related to teaching. This article describes the impact the reforms had on the organization of teaching activity and teacher's skills in several centers belonging to national level. This description has been made under the assumption that the reforms may simultaneously prompt organizational tendencies of very different natures and effects. In this connection the NEP 2020 is address and responsible for improving the personal and professional quality of teachers with supporting development potential. Factors that create an effective value in empowering the teaching profession are quality control, accountability and the level of quality, respect, dignity and autonomy that a teacher could muster in their career span. The impact point starts directly from the offering of training to teachers and is followed up with the provision of imparting said training through the education system. Finally, the article outlines the manner in which the changes in teaching activities have influenced the job satisfaction and performance of primary school teaching staff.

Keywords: Primary School Teachers, Transformational Change, Job Satisfaction, Teaching Performance & Skill Development

Introduction

Teachers are play the significant role for providing the quality education and considered to be the most vital single factor in the system of education. A teacher is the facilitator and backbone of the society and acts as an architect of the nation's development. The National Education Policy 2020 has addressed the issues and concerns of teachers and teacher education and made recommendations to ensure quality teachers at all levels of school education, their improved service conditions, career management, professional development, etc.

In order to ensure quality in learning, it has become imperative to prepare teachers to face the challenges of the dynamic society and impart quality education. The quality and excellence of the entire process of teacher education lie in its appropriateness of design, effectiveness of curriculum, soundness of structure, viability of organization, efficiency of transactional modes, appropriate integration of technology and above all its continuous commitment to meaningful research and innovation. Teachers,

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thus form the very heart of the education process, and represent an indispensable vehicle towards a progressive, just, educated, and prosperous society.

Shifting a new paradigm for teachers professional development

The vision statement of NEP 2020 covers a mindful learning process for the learners in developing a spiritual, intellectual and actionable model of absorbing skills, knowledge, values and responsible commitments. It tests the student's engaging role in delivering value to human rights, sustainable development and living and improved educational standards through teacher's professional development.

Digital Literacy

One of the important aspects of NEP 2020, as a teacher is facilitate to the empowerment of students using new classroom skills that matches 21st-century lives and careers. Digital literacy is a top-priority skill for the modern age, where you must learn and know how to seek, communicate and grasp data and information on everything through active digital platforms and portals. A comprehensive knowledge of digital skills is important for personnel to survive in the modern world.

National Professional Standards for Teachers (NPST)

NPST (National Professional Standards for Teachers) is associated with teaching career and professionalism. It works in determining the features related to the teacher's career management, professional development, salary hikes, professional appraisals, teaching audit reports, etc. NCERT takes charge of the NEP teacher training program and works as a catalyst for continuous expansion in the teaching profession development.

Continuous Professional Development & Improving Standards

According to Organization for Economic Co-operation and Development (OECD)–Teaching and Learning International Survey (TALIS, 2009), CPD can be defined as “the one which involves those activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.” It is focused on the following objectives..

- ❖ To prepare teachers to adopt activity based teaching-learning processes and move away from rote learning to competency based learning;
- ❖ To equip teachers to develop stress free school based assessment focused on development of competencies;
- ❖ To make teacher competent to explore, reflect on and develop one's own practice;
- ❖ To educate teachers to promote multilingualism and the power of language in teaching and learning processes;
- ❖ To upgrade teachers about educational and social issues of local and global concerns and act accordingly.

Along with these, if the teacher/head teacher/teacher educator successfully completes 50 hours of CPD and performs well (as per NPST) they should be provided with appropriate recognition, rewards and awards from appropriate authorities to encourage them. These motivational perks and benefits may vary as per the knowledge, performance, skills and competencies of respective teachers and head teachers.

NISHTHA needs to be Compulsorily Completed by All Teachers

National Initiative for School Heads' and Teachers' Holistic Advancement is an initiative by the NCERT entity to aid in capacity building for both teachers and principals/school heads. The program can be implemented from the elementary stage itself with full support given to improving the quality of school education and curriculum development.

NISHTHA training includes four program levels, including elementary and secondary levels. In elementary level, 18 online courses are available. For elementary level, twelve generic courses are available along with one pedagogy level course.

Training for Teachers

The training of teachers under NEP focuses on inclusive and equitable education, ensuring that teachers are trained to fulfill the vast and diverse needs of all students. This also includes instruction on differentiated teaching methodologies and strategies for special needs learners. These modules can be implemented wholly or according to the specific skill that the candidate is supposed to learn to aid in their personal and professional development. Under NISHTHA, the DIKSHA portal provides 4 hours of content and activities for each module. The courses under National Institute of Open School (NIOS)/State Open School/MOOCs should also be included in CPD as per their course hours.

Conclusion

As per the National Education Policy 2020, teachers' skills are being improved and technical knowledge is being built. Innovative training for teachers is provided and professional skills and characteristics of teachers are developed to meet the challenges of modern change in the educational environment. Through such planning and exercises, learning and teaching activities are structured to suit the modern Indian classroom environment.

NEP 2020 ensure to the teacher training program will go a long way in balancing the scale between teaching qualities provided and returning rewards to the candidates in the picture. Teaching professionals can take heart in the fact that the learning experience under the NEP 2020 is a continuous process and is here to stay. Classroom performance of students improves as teachers adapt themselves to the planning aspects of the National Education Policy. In such an environment teachers' teaching skills are enhanced and developed in a simple manner. Such changes in the classroom environment create significant improvement and satisfaction in teachers' mental and professional environment.

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PROFESSIONAL DEVELOPMENT FOR TEACHERS

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ABSTRACT:

" Teachers and educators around the country are beginning to see that the important goal of providing teaching - improving students' opportunities to learn - can only be reached by a path that the United States has never taken before. This new path moves educators away from view of teaching as a solitary activity, owned personally by each teacher. It moves them toward a view of teaching as a professional activity open to collective observation, study, and improvement. It invites ordinary teachers to recognize and accept the responsibility for improving not only their own practice, but the shared practice of the profession. For this new path to be travelled, however, teachers will need to open their classroom doors and rather than evaluating each other, begin studying their practices as a professional responsibility common to all."

The following are the characteristics of a teaching profession:

- ~It essentially involves an intellectual operation.
- ~It draws material from science .
- ~It possesses an educationally communicable technique.
- ~It is based upon a systematic body of knowledge
- ~It has a common code of ethics .
- ~It generates in -science growth.

Some of the features of teacher professional development :

- ~Lifelong learning.
- ~Skill enhancement.
- ~Technology integration.
- ~Specialisation and certification .
- ~Adapting to educational trends.

It can include taking classes, workshops, attending professional or industry conferences or earning a certificate to expand knowledge in a chosen field.

Keyword: Content-focussed, Extended, Ongoing,

Collaborative, Part of daily work, Inquiry based , Coherent & Integrated, Teacher -driven.

INTRODUCTION:

Teachers' professional development can be defined as those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students.

WHAT IS TEACHER PROFESSIONAL DEVELOPMENT ?

Teacher professional development (PD) has been in high demand during the last decade, and the design and dissemination of new PD models have been the impetus for discussion among educators around the world. Previously called teacher in-service training, the preferred label by scholars and practitioners is now teacher professional development.

Teacher professional development involves a continuous process of reflection, learning and action to further a teacher's knowledge and skills, leading to enhanced teaching practices that positively impact on students' learning.

CHARACTERISTICS OF TEACHING PROFESSION:

We shall try to elicit the characteristics of a teaching profession to understand why teaching is called a profession.

The following are the characteristics of a teaching profession:

i) It essentially involves an intellectual operation Teaching, it has been said, is not mere talking. This is so because teaching requires conscious organisation of learning activities, deliberate creation of a conducive and supportive learning environment. While providing learning experiences a teacher has to constantly analyse and evaluate classroom climate and evolve a suitable plan of action to achieve the pre-specified desirable change in the behaviour of a group of learners who are constantly varying with respect to their interest and pace of learning.

ii) It draws material from science. Teaching is not only an art but also a science. On the basis of this assumption, a teacher can be trained.

iii) It possesses an educationally communicable technique, As teaching is a science, teaching techniques are systematic and have definite steps to be followed. It is easily communicable.

iv) It is based upon a systematic body of knowledge, Teaching profession is based upon a systematic body of knowledge which has been derived from social, psychological, historical, political and economic spheres of life.

v) It has a common code of ethics. All over the globe, the teaching profession has a common code of ethics.

vi) It generates in-service growth. In the teaching profession, the teacher is learning at all the stages of teaching. This leads to growth of a teacher while in-service.

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FEATURES FOR TEACHERS PROFESSIONAL DEVELOPMENT:

Professional development emphasises the idea of lifelong learning for teachers. It recognizes that education is an evolving field, and educators need to adapt to new methodologies, technologies, and educational theories.

Skill Enhancement:

Teachers engage in this to enhance their teaching skills. This includes altering the instructional techniques, including innovative teaching methods, and staying up-to-date on best practices.

Technology Integration:

Given the rapid advancements in technology, It helps teachers integrate relevant technological tools into their teaching practices. This includes using educational software, online resources, and interactive technologies in the classroom.

Specialisation and Certification:

It allows teachers to pursue specialisation in specific areas of education or obtain additional certifications. This can enhance their expertise and open up new opportunities within the education field.

Adapting to Educational Trends:

As educational trends evolve, it helps teachers stay informed about changes in educational policies, standards, and methodologies. This adaptability is essential for effective teaching in a dynamic educational landscape.

NEED AND IMPORTANCE OF

TEACHER PROFESSION

DEVELOPMENT:

“Professional development of teachers is not an event, rather it is a continuous process”, this is a common statement written in most of the documents dealing with professional development of teachers. There is no doubt that teaching is a profession and has certain professional obligations. Sometimes these obligations are written in terms of code of conduct or many times these are mere conventions. Teaching profession has changed a lot.

If you analyse this case and identify the reasons, you will find that few of them are:

- implementation of policies.
- lack of awareness among teachers.
- difference between assumptions and ground realities.

Teacher’s Professional Development “is the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training and continuous professional development within school settings.” Need of professional development for teachers can be summarised under following points:

- Expanding the knowledge domain of subjects.

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- Due to changing pedagogy.
- Increasing involvement of the media.
- Focus on the use of ICT.
- Enactment of policies and schemes.
- Meeting demands of society and nation.

IN -SERVICE TEACHER TRAINING AS PROFESSION DEVELOPMENT:

In-service teacher training programmes are considered as programmes for professional development of teachers. Many policy documents highlighted this dimension of in-service teacher education. Role of in-service teacher training was highlighted by the Secondary Education Commission (1952-53) under the chairmanship of Dr. A. Lakshman Swami Mudaliar.

~ The Education Commission (1964-66) also recommended that “school complexes” with a nodal school shouldering the responsibility for the continuous professional development of all teachers working in the schools, should be established. State Institutes of Education (SIEs) have come up in various states as an outcome of these recommendations.

~ National Commission of Teachers-I (1983-85) titled “Teacher and Society”, also recommended that every teacher must attend in-service training of 3 weeks’ duration once in a block of five years and it should be linked with career promotion.

~ The National Policy of Education (NPE 1986/92) mentioned categorically that “teacher education is a continuous process, and its pre-service and in-service components are inseparable.” and so on.

~ National education policy (2020) recommends strengthening the recruitment process by including a live teacher demonstration and re-evaluating the test material for Teacher Eligibility Tests (TETs) for content, pedagogy, and all stages of student learning—foundational, preparatory, middle, and secondary.

CONCLUSION:

The success of different education systems varies significantly in equipping all students with important foundation skills. It was therefore appealing to bring together education leaders from high performing and rapidly improving education systems to explore to what extent educational success and related teacher policies transcends the specific characteristics of cultures and countries.

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The Professional Development of Teachers in Higher Education

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Abstract

Education is the reconstruction of experience in a way that deepens its significance and strengthens one's capacity to shape the experiences that come after. Higher Education aims to mould individuals into multifaceted, integrated personalities that can fulfil their social roles to the fullest by fostering the development of their intellectual, physical, and spiritual faculties as well as elevating their level of aesthetic taste and human feeling. In this way, the ideological principle is transformed into behavioural patterns and personal relationships. Professors are collectives of individuals with shared objectives who have made an effort to systematise or institutionalise their behavioural patterns. Every profession aims to create a code of conduct that is obvious to both members and non-members. In spite of the large number of vocations, , there will probably be a large range of standards. Professionals in the fields of business and management can benefit greatly from professional development training courses, but so can educators, technicians, nurses, and engineers. After completing some of these professional courses, students receive official recognition and certification. One more benefit of receiving training at professional development centres is this recognition. In a world that is changing quickly, the knowledge and skills teachers acquire during their Higher education days might not be useful to them in the future. The goal of Higher education and professional development programmes is to keep instructors' knowledge and skills current and comprehensive. A review of the literature reveals a variety of in-service education and professional development strategies that are used in various nations. The physical dimensions, or the material order of things, the human dimension, or the human actors, such as the teacher(s) and students, and the social dimension, or the interaction among the actors, are the three dimensions of the classroom environment. Managing the classroom environment in all of its aspects is necessary to achieve the learning objective.

Keywords: Professional Development, Teachers, Higher Education, dynamic, adjustment.

Introduction

Education is a dynamic force in the life of every individual, influencing his physical, mental, emotional, social and ethical developments. "The process of education is a continuous process of adjustment, having as its aim at every stage of development and added capacity of growth". The teachers place in society is of vital importance. They act as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and help to keep the lamp of civilization burning- (Dr.S.Radhakrishnan). The wordings of the great teacher are true since teachers are one of the main pillars of a sound and progressive society who pass on the knowledge to the ensuing generation. By all definitions the profession of teaching has a very prestigious place among all the professions. A teacher is a key player in the entire system of education. Almost all cultures of the civilized world have considered their teachers in very high regard. They have very often been nickname like Master, guide and leader. To achieve this status teachers throughout the history of civilization have lived up to the expectations of the world around them. The role of a teacher in society is both noteworthy and precious. It has far-reaching influence on the society and no other personality can have an influence more thoughtful than that of a teacher. Students are molded by the teacher's love and affection, their character, proficiency, and moral commitment. A popular teacher becomes a model for their students. The students try to follow their teacher in manners, costumes; good manners and style of conversation. Teachers are

their model. Awareness which on one hand is outcome of modernization, and on the other hand, it forms foundation for modernization, does not convey the mere accumulation of rational knowledge. It means the readiness to see the whole situation in which one finds oneself in the life of the individual and in that of the community.

Awareness does not emphasize ones action on immediate tasks and purpose but to base these on a comprehensive vision. Awareness is not knowledge, but an attitude of mind. Its development does not depend on commands only but also on the removal of certain obstacles such as fear, unconscious etc. Teachers desire professional development that supports their autonomy, mastery, and purpose. For professional development to be effective, it must be based on theories of motivation and learning. In his seminal book *Drive* (2009) Daniel Pink identified the three main drivers that cause persons to strive to do their best work: autonomy (the desire to direct one's own life), mastery (the urge to continually improve at something that matters), and purpose (the desire to do what we do in the service of something larger than ourselves).

Professional development of teachers

The purpose of school supervision is supporting staff to increase their professional growth. Supervisors are constantly work with teachers to capacitate in their effective teaching (Sergiovanni and Starratt, 2007). In addition, it is a continuous teachers' progress in methods of teaching and skills so as to make professional development of teachers highly apparent in the School. School supervision in this way is central to teachers' professional development thereby increasing successful student learning. Furthermore, Ololube and Major (2014) have conducted systematic review of literature on school inspection and Educational supervision: Impact on teachers' productivity and effective teacher education programs. Hence, it has been concluded from the review that educational activities need supervision to achieve its objectives and supervision increases teacher productivity, motivation, commitment and performance. It has also been explained in the finding that in order for educational supervision to be effective, it must be adaptive, proactive, comprehensive, and conclusive.

Professional development is defined as the activities that develop an individual's skills, knowledge, proficiency and other characteristics as a teacher. It also provides an opportunity for classroom skill enhancement and increased knowledge in their specific academic discipline. Professional development is the achievement training provided to teacher over a period of time to promote their development in all aspects of content and pedagogy. There are changing times in the educational system around the world with the start of new millennium, many societies are engaging in serious and promising educational reforms. One of the key elements in most of these reforms is the professional development of teachers. Societies are finally acknowledging that teachers are not only one of the variables that need to be changed in order to improve their education system, but they are also the most significant change agents in these reforms. This double role of teachers in educational reforms being both subjects and objects of change makes the field of professional developmental programmes a mounting and challenging area and had received major consideration in the present educational system.

Level and Type of Higher Education Institutions

There are different types of universities and colleges in the higher education system in the country. They vary in terms of their academic, administrative and financial arrangements. Universities can either be established by an Act of Parliament or by the state legislatures. Those established by the Act of Parliament are the central universities and the ones set up by the state legislatures are state universities. Some higher education institutions are granted the 'deemed to be university' status by the central government through gazette notifications.

Teachers in general tend to take an easy path after getting employment in an educational system and very few teachers improve their skills further after joining the teaching profession. To encourage teachers

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to develop their professional skills, professional development programmes are introduced. These programmes are supported by UGC and AICTE to empower the teacher training and teaching in higher education. Teachers gain self-confidence and subject knowledge by participating in professional development programmes.

Impact of Professional Development of Teachers on Students

After their family members, students rely on their teachers for their overall development. School is the first interaction place of students where they come in contact with a miniature world comprising of fellow students and teachers. They start building up their skills as well as understanding other people. The guidance of a teacher plays a very important role at this stage as teachers become their main communication link. It is the teacher who can lead them to the path of creativity along with developing a positive attitude among them. A well trained teacher can better understand the multiple demands of today's students.

- He/She can set examples before students to follow.
- He/She can motivate students to come up with their views and ideas without any hesitation.
- He/She can better make the parents conversant with their child's abilities.
- He/She can very well recognize the talents of students and show them ways to nurture their qualities.

Impact of Professional Development on Teacher's Accountability

- ❖ In any field professional development is the exercise to strengthen the foundation stones in a regular manner.
- ❖ Since our social development is in the hands of teachers it becomes imperative to pay attention to their improvement. Professional development aids teachers in building new pedagogical theories and practices.
- ❖ Teachers will be able to reinvent themselves and evolve as reflective professionals.
- ❖ They will design new policies, programs and professional skills becoming the change catalysts.
- ❖ They intend to bridge the gap between "What should be" and "What is not".
- ❖ They will ensure good academic performances of the students under their care.

Higher Education system in Professional development Skill

Professional development refers to skills and knowledge attained for both personal development and career advancement. It helps to build and maintain morale of staff members and is thought to attract higher quality staff to an organization. For the purpose of present study, Professional Development

- ❖ Teachers are mainly responsible for all round development of students. They should update themselves by learning to deal with many psychological, sociological and educational problems of students with the help of latest literature and by participating in professional development programs.
- ❖ The nation cannot be above the level of teachers, so there is urgent need to raise the standard of professional development, social awareness and modernization level of teachers to face the new challenges effectively.
- ❖ Education should concentrate on examining major social problems from the local, regional, national and international points of view so that the teachers receive insight in to different social conditions.
- ❖ Teachers should take keen interest in organizing seminars, debates, workshops conferences and focused group discussion (FGD) to bring social awareness regarding different social, political and religious values.

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- ❖ Teacher's professional attitude should form one of the important criterions of recruitment procedure for higher education institutions so that teachers with positive professional attitude came forward to deliver goods effectively.
- ❖ Teacher's professional development must be thought of as a long-term process, which begins with initial preparation and only ends when the teacher retires from the profession. This new approach to the education and development of teachers requires a transformation of processes and policies that support teachers, their education, their work and their growth in the profession.
- ❖ Schools, teacher-preparation institutions and other related institutions must work collaboratively in order to ensure the development of teachers from the very beginning of their careers.
- ❖ External agencies can and must support teacher professional development programs, both financially and by offering particular activities and programs that address the needs of teachers.

Conclusion

Twenty first century higher education has undergone the rapid changes. Teachers are supposed to excel in every related aspects of Higher education including class room teaching practice. Role of higher education teachers has become diversified: teacher, curriculum developer and researcher. Except all these, a teacher has to perform as a counsellor, administrator, and policy makers and so on. But professional development, including professional attitude, aptitude etc are very much needed in discharging the different types of supposed responsibilities. Thus, to be an efficient higher education teacher one should have a need to develop professional competency through available efficient and effective means. Then only the whole higher education system would be productive one and could assist the growth and development of the nation.

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Title : PROFESSIONAL DEVELOPMENT FOR TEACHER

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ABSTRACT:

The most important investment in an education department can make in an institution of higher learning is to ensure that teachers continue to hone their learning skills. Continuous, high-quality professional development is essential to the nation's goal of high standards of learning for every student.

Professional development is a continuous process of individual and collective examination and improvement of practice. It should empower individual educators and communities of educators to identify and solve problems; and to connect theory and practice. Professional development should also enable teachers to offer students the learning opportunities that will prepare them to meet world-class standards in given content areas.

In this article an attempt is made to outline the critical issues related to professional development of teachers especially its goals and implementation. It is concluded that the professional strengths and accomplishments of teachers of higher education institutions at large must work to complement the learning

Key words : a continuous process, essential, goals and implementation

INTRODUCTION

In the present era of globalization, in order to impart quality education to the students of higher education, teachers are required to study, implement, and assess learner outcomes outlined in local, state, national and global educational standards. They are also required to provide meaningful, engaged learning (cognitively, socially and culturally) for a very diverse student population.

Education must respond to the changing needs of students and their teachers, just as business has reacted to its changing needs by implementing employee training. As it is believed that effective educators are life-long learners so their professional development must be an on-going process of refining skills, inquiring into practice, and developing new methods.

PROFESSIONAL OBJECTIVES

The main goals of the Professional development of teachers/educators are outlined as under. The Professional development of teachers/educators should

- ❖ Deepen and broaden knowledge of content.
- ❖ Provide a strong foundation in the pedagogy of particular disciplines.
- ❖ Provide knowledge about the teaching and learning processes.
- ❖ Be rooted in and reflect the best available research.
- ❖ The content of professional development should be aligned with the standards and curriculum teachers use.
- ❖ Contribute to measurable improvement in student achievement.
- ❖ Be intellectually engaging and address the complexity of teaching.
- ❖ Provide sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate this knowledge and skill into their practice.
- ❖ Be designed by teachers in cooperation with experts in the field.
- ❖ Take a variety of forms, including some not typically considered here.
- ❖ Be job-embedded and site specific.
- ❖ Any professional development program of the teachers must include the following as its main goals;

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- ❖ To move away from past models of professional development (where it took place only on in-service days, weekends, or during the summer) to new models that embed professional development into the daily lives of teachers.
- ❖ To restructure teachers' work to create the mental space necessary for ongoing professional development.
- ❖ To assess how current professional development resources are being used and design strategies for securing additional resources as needed or for reallocating them.
- ❖ To discuss the elements of high-quality professional development and review descriptions and examples of professional development programs.
- ❖ To develop strategies for informing and convincing the public and policymakers that professional development not only is critical but also is as much a part of teachers' work as instruction.

IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT

Educators can take the following steps to ensure that the professional development organizations are implemented in the same spirit as these has been conceived.

- ❖ Establish a state-wide and/or regional task force on professional development that focuses on identifying the time, resources, and opportunities for professional development as well as on gaining the support of the public and policymakers for professional development. The task force would bring together a broad-based group of practitioners, policymakers, and scholars in professional development.
- ❖ Meet with businesses, community groups, and parent organizations to explain institutional goals and the role of professional development in meeting them.
- ❖ Involve the faculty, administrators and staff members as a study group. This group can review and discuss the elements of high-quality professional development and review descriptions and examples of professional development programs.
- ❖ Explore methods for creating time for professional development and brainstorm alternative methods for the institution.
- ❖ Link Institutional and individual improvement goals with purposes and use of
- ❖ The time created for professional development. Plan for how the time will be use.

PROFESSIONAL ADVANCEMENT FOR TEACHERS

Community support is essential, for creating the professional development opportunities teachers require to help all of their students reach higher levels of learning. Parents and community members must understand that professional development is the linchpin for any reform efforts. Develop a plan for implementing more time for professional development that includes communicating with parents and the community to ensure their support. Assess professional development programs to ensure they are building bridges between where educators are now and where they need to be to meet the needs of their students. Technologies can support and broaden professional learning communities and help teachers make better use of their time. Through a range of technologies, e.g., the Internet and video- and audio-conferencing, teachers can access both instructional resources and collegial networks". Electronic mail and bulletin boards enable teachers to share information and solve problems with colleagues at any time. In addition, videoconferencing enables teachers to connect to different sites without spending time and money on travel.

As the effective implementation of new techniques requires financial support, time and planning. Therefore, those new techniques and practices should be protected and nurtured as well as appropriately evaluated. Experimentation that is supported by a nurturing environment will encourage an atmosphere where educators constantly seek to learn about their work and to grow from the experience.

CONCLUSIONS

In the end it is suffice to say that the professional strengths and accomplishments of teachers of higher education institutions at large must work to complement the learning needs and requirements of the entire student population.

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Professional development activities must also complement the needs of the educator as well as the aspirations of the regional, national and global level.

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PROFESSIONAL DEVELOPMENT FOR TEACHERS

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ABSTRACT

Professional development of teachers is a current issue today. Professional development and professional training of teachers are defined as changing and upgrading themselves and their work, in accordance with their own needs, the needs of science and profession, all in the direction of achieving a certain goal and achieving the most efficient results in work. The paper discusses the role of pedagogues in the professional development of teachers. The cognitive goal of the research is aimed at examining: teachers' attitudes about the role of pedagogues in their professional development, the most common forms of professional development of teachers in the field of education, cooperation between pedagogues and teachers, as well as potential obstacles in this important area of professional development. Effective professional development improves

student learning. Professional development is more likely to be effective if it adopts forms (such as instructional coaching) and mechanisms (such as goal-setting and action planning) for which promising evidence exists. Teachers and educators around the country are beginning to see that the goal of improving

teaching - improving students' opportunities to learn - can only be reached by a

path that the United States has never taken before. This new path moves educators away from a view of teaching as a solitary activity, owned personally by each teacher. It moves them toward a view of teaching as a professional activity open to collective observations, study, and improvement. It invites ordinary teachers to recognize and accept the responsibility for improving not only their own practice, but the shared practice of the profession. For this new path to be traveled, however, teachers will need to open their classroom doors and, rather than evaluating each other, begin studying their practices as a professional responsibility common to all."

KEY WORDS

Professional training, instructional coaching, goal settings, action planning, solitary activities, collective observations, Professional responsibilities.

INTRODUCTION

The National Education Policy of India 2020 (NEP 2020), which was started by the Union Cabinet of India on 29 July 2020, outlines the vision of new education system of India. The new policy replaces the previous National Policy on education 1986. The policy is a comprehensive framework for elementary education to higher as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030. Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language.. The professional development of teachers is defined as a permanent, continuous process of acquisition and application of contemporary scientific achievements in practice with the purpose of accomplishment of educational tasks and improvement of educational practice. Teachers' professional training is essential concerning teaching innovations, communication with students, professional assistants, parents and educational institution, related to this profession. Education is a never-ending process.

TYPES OF PROFESSIONAL DEVELOPMENT

There are different approaches to professional development for educators. Here are some of the most common ways for professional development for teachers:

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- ~ Courses/workshops
- ~ Observation visits to other institutes
- ~ Mentoring/Coaching
- ~ Peer observation
- ~ Qualification Programs
- ~ Conferences or seminar
- ~ Research

How to make teacher professional development effective and engaging There are lots of challenges to running an effective teacher professional development session: time, money, engagement, effectiveness, and more. While the challenges may be daunting, they shouldn't stop you from creating opportunities for your teachers to deepen their understanding.

1. Make it specific

Every teacher faces unique classroom challenges and comes to work each morning with a different set of skills. However, in the name of time, cost and efficiency, many professional development opportunities for teachers are too broad and not relevant to most, or even many, of the teachers attending. If you want professional development to be relevant, ask your teachers for their suggestions — there's a good chance that they have plenty to say. Give teachers a choice about what or how they learn. Give different options for workshops or courses they can take. If you can't offer different options, keep the topic simple. Go for depth instead of breadth, and make sure that teachers come away from the session with all the information they need to start using it in the classroom. Ask for feedback at the end of the session, and then use it to continue the cycle. Ask teachers what worked, what didn't, what they would change and what they'd like to learn more about next time. As former North Carolina governor Bev Perdue writes: "Change in education is driven by teachers, but teachers have been left out of the conversation. They know what their classrooms need, yet they don't feel empowered or emboldened by their school systems and their states, and they lack the tools and funding they need to help their students succeed."

2. Get teachers invested

Most teachers will tell you they don't enjoy being treated like students -- they're educated professionals who are there to develop an existing, unique and powerful skillset. In this scenario, it's unlikely that the session is going to have a meaningful impact or inspire change in the classroom. A lack of engagement is just as fatal for teachers as it is for students. If you're running a session about active learning in the classroom, use active learning techniques. If it's about service learning, have teachers' research opportunities or organizations where their class can get involved. Teachers need to be interested and engaged. Just like their students, teachers learn in different ways and respond differently to auditory, kinesthetic, written or visual learning methods.

3. Make it ongoing

The success of a professional development (PD) session relies not only on its immediate impact but also on its longevity in the classroom. According to a systematic review published in 2021, the quality of teaching is closely linked with student outcomes and educational equality. Interestingly, the review further points out that certain forms of PD have been associated with significant, enduring impacts on both teacher practices and student achievement. Without a commitment to continuous learning and support, teachers may hesitate to implement new strategies and ideas in their classrooms. This can lead

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to unproductive uses of time and resources. It's crucial to make sure teachers receive the necessary support as they strive to enhance their teaching methods. Encourage teachers to approach you with any questions or concerns. Use both student and

teacher performance data to make informed decisions about future areas of focus and strategies to enhance student learning. By doing this, you're not only showing your support but also using evidence-based practices to guide your decisions, aligning with the latest research findings.

4. Embed it into the teaching process

In 2015, a survey by The New Teacher Project found that even though districts spend an average of \$18,000 per teacher each year, only about 30 percent of teachers noticeably improved as a result. At some level, professional development is always going to cost money for your school and district. But you can control one of the other major costs: your teachers' time. Effective learning doesn't take place in an afternoon, and often teachers and administrators struggle to fit teacher professional development opportunities around actually teaching. Time is a commodity that you cannot avoid using — but you can spend it wisely. This doesn't mean spending less time on teacher professional development activities, but it means maximizing the time that you do have.

5. Personalize teacher learning with a Professional Development Plan

Personalized learning works for students, so why shouldn't it work for teachers? A Professional Development Plan sets out individual learning goals for educators on a short-term or long term basis and gives clear steps for achieving them. Sit down with educators in your school and determine what factors should influence their individual plans: What subject do they teach? What age range? Are they happy in their current position? Where do they want to move in the future? What do they need to learn to make that happen? Figure out how individual teachers measure up against your school's standards. Challenge them to keep

learning and stretching their professional capacities and encourage them to continue developing their career. Use the SMART goal system to set achievable goals: make them Specific, Measurable, Attainable, Relevant and Timely. Track them on a monthly and yearly basis to see how teachers are progressing and improving. Work with teachers to ensure that they have access to any other resources they might need: courses, certification classes or even emotional support as they try new techniques in the classroom. 5 Effective professional development resources for educators

1. Online courses

Online learning empowers teachers to build skills without putting their job or other commitments on hold.

Online educational programs are very flexible, as they are often self-paced, cheaper than university courses

and allow teachers to select their own modules.

2. Webinars

Like online learning, webinars offer more flexibility and can help teachers tap into expertise from educators across the world. Webinars tend to be short and sweet compared to traditional teacher training options, giving them flexibility to choose when and what they'd like to them.

3. Mentoring

Teachers with their mentors in school hallway, each educator brings something unique to their teaching and mentorship is a great way to share skills across your school. For new teachers, having a mentor in

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the school can help them through common teaching challenges like preparing lesson plans and mastering classroom

management. For existing school teachers mentoring offer them a valuable learning opportunity to lead and drive change in their school and career. Mentoring doesn't just have to happen in the same school. Teachers can also connect with educators in their school district or even go on an exchange during the school year.

4. Books

Teachers are by far some of the biggest advocates for reading regularly. But with the many responsibilities they have, they may forget to read for their own growth. There are plenty of books and magazines for educators available online, bookstores and in libraries. If you're leading a group of teachers, consider having a casual activity like a book club where teachers can share insights they've learned and identify ways to implement them in their instruction.

5. Social media & communities

Having a community can be especially powerful for teachers' well-being, particularly after the effects of COVID -19 on teaching. It can also be a valuable outlet to for teachers in rewarding yet challenging fields, like early childhood and special education. Besides, given that it is such a significant initiative approved by the Union Cabinet of India, it is noteworthy to check some of its critical components.

1. The New Academic Structure (5+3+3+4)

As suggested by the NEP 2020, the new education system will follow a 5+3+3+4 education system where the students will spend 5 years in strengthening their foundation, 3 years in the Preparatory stage, 3 years in the Middle stage and rest 4 years in the secondary stage. The 10+2 structure forms the base of the schoolingsystem; it is a rigid system with an exam-centric and syllabus-oriented approach.

2. Regular Formative Tests

The previous education system revolved around grades or exam scores; higher scores and percentages indicated a student's potential and capabilities. Therefore, parents enroll their children in extra classes or coaching institutes to better prepare and excel academically. However, it only put more pressure on the students and prevented them from expressing their problems. On the other hand, with NEP 2020, the examination system will witness a landmark shift and help to optimize student learning and development.

3. The Three Language Mechanism

The sole supremacy of English as a language of instruction and communication in schools will encounter a modification. The policy has highlighted the use of the mother tongue or local language as a primary medium

of instruction till class 5. After that, however, it has been recommended to continue its usage till class 8 and beyond. Besides, according to the three-language policy, all students will learn three languages which the states, regions and students themselves will choose. Meanwhile, it points out that two out of three languages ought to be native to India, and the other one will be a local language. The rule applies to both private and public schools, which must facilitate high-quality textbooks available in local languages. In addition, the policy recommends teachers use a bilingual approach, including bilingual teaching and learning materials.

4. Amalgamation of Essential Subjects, Skills, and Capacities

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Students graduating from college often struggle to find a job as they fail to demonstrate the necessary skills during the interview. For instance, a B Tech graduate moves to a different city, hoping to secure an entry level position but face failure. The reason behind such occurrences largely relates to the skill gap, something which the policy addressed. Hence, the curriculum structure amalgamates specific subjects, skills, and capacities. For example, the policy emphasizes proficiency in languages and hosts of skills, including evidence based

thinking and problem-solving. Additionally, the pedagogies will be designed to enhance communication skills, collaboration and teamwork. Besides, the school curriculum will include unique subjects, such as Coding and Computational skills, to enhance students' preparedness for future challenges.

5. Teacher Encouragement

It is impossible to facilitate high-quality education without capable and qualified teachers; therefore, NEP 2020 has emphasized teachers' competency. In addition, many merit-based scholarships shall be instituted across the country for studying quality 4-year integrated B.Ed. Programs. As a result, outstanding teaching aspirants will pursue the profession, allowing local students, especially female students, to work as highly-qualified teachers who speak the local language. Simultaneously, the Teacher Eligibility Tests (TET) will include better

test material in terms of content and pedagogy. Also, classroom demonstrations or interviews will become a primary part of the teacher-hiring process in schools.

Conclusion Professional development is a remarkably accurate barometer of a school's educational health. It also has a profoundly positive effect upon the amorphous beast we call "staff morale". It is hard to imagine a teaching staff which is passionate about its own learning but is disinterested in the learning of its students. Effectively including diverse learners in the regular classroom unquestionably poses a demanding challenge. But the nature of this challenge makes it relatively impervious to the traditional teacher training session that follows the transmittal model. Instead, inclusive teaching practice is directly supported by school cultures that encourage reflection, where teachers are provided occasions for critical contemplation of their beliefs about content, their observations on instructional practice and their thoughts about learning itself. Inclusive teaching flourishes when professional development is embedded in the daily collaborative interaction of colleagues, when there are continuous and meaningful conversations about learning and teaching; and when the responsibility and leadership for adult learning come from the individuals most concerned - the teachers themselves.

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Empowering Educators for Educational Excellence - Transformative Power of Teacher Training and Professional Development under NEP 2020

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Abstract

The National Education Policy 2020 places a strong emphasis on equipping teachers with the necessary skills, knowledge, and support to deliver quality education. Recognizing the pivotal role of educators in shaping students' lives, NEP 2020 outlines several initiatives to enhance teacher training and promote their professional development. NEP aims to increase the focus on strengthening teacher training, reforming the existing exam system, early childhood care and restructuring the regulatory framework of education. Teacher education as a whole needs urgent and comprehensive reform. Teacher Training and Professional Development: NEP 2020 emphasizes continuous professional development for teachers to enhance their teaching skills, knowledge, and classroom practices. It aims to transform teachers into facilitators of learning and encourages their active involvement in curriculum development. This article explores the scope and potential of the National Education Policy system with a focus on empowering teachers and promotes their professional development.

Keywords

Transformative Power, Quality, Restructuring, Competence, Professionalism, Accomplishment, Career Growth.

Introduction

Our demographic size and variables may defeat us however, there is one common factor that can turn the tide and lead the Indian education system out of its current morass of aimlessness and inflexibility to become a progressive, flexible, multidisciplinary, technology and skill focused education system that will have the capability to produce competent, creative, skilled, employable and ethical learners. This common factor is – the Teacher. The Kothari Commission, 1966 said, ‘Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant.’ The NEP 2020 too exhorts, ‘Teachers truly shape the future of our children – and, therefore, the future of our nation’ thereby implying that teachers play the most important role in nation-building by creating high quality of human resource in their classrooms.

Enculturation of Teacher Empowerment

Teacher empowerment means investing teachers with the right to participate in determining school goals and policies and to exercise professional judgement about what and how to teach. (Bolin, 1989) When teachers are engaged in the reform process, they need freedom and control over their own work. This makes them feel empowered, motivates them to work harder and enhances their commitment to their learners.

- Recognising the contribution teachers can make in reforming pedagogy to improve the learning outcomes, the NEP 2020 gives Teachers autonomy in selecting appropriate pedagogy and encourages them to also ensure socio-emotional learning of their students, which is a critical aspect of holistic development.

- Innovative teaching methods adopted by teachers to improve the learning outcomes will be recognised, documented, and shared widely as recommended practices.
- Close collaboration is recommended among schools within a School Complex as it will reduce teacher isolation experienced by teachers working in smaller schools and create vibrant teacher communities that work collaboratively sharing their best teaching practices.
- To help schools and school complexes evolve into vibrant, caring, and inclusive communities of teachers, students, parents, principals, the School managements have been directed to ensure adequate and safe infrastructure, basic amenities and hygiene, computing devices, internet, libraries, and sports and recreational resources to all teachers and students.

How National Education Policy 2020 is Revolutionizing Educators Training?

The National Education Policy (NEP) in India is not just about altering the learner's experience but rather signifies an innovative shift in how teachers/educators are trained and prepared for the modern education demands of the 21st Century. Here's how NEP is shaping the future of teacher training:

- **Multidisciplinary Approach:** One of the key features of the NEP is the focus on an interdisciplinary approach to teacher training. This approach aims to equip teachers with a wealth of knowledge, ensuring they are well-versed in numerous subjects and not restricted to conventional siloed domains.
- **Continual Professional Development:** The NEP fosters lifelong learning for teachers- encouraging and empowering teachers to constantly work on upscaling their skills and knowledge. This is achieved through the utilisation of online resources, teacher development workshops, and other forms of professional development to stay up-to-date.
- **Accentuating Practical Training:** The National Education Policy recognizes the imperativeness of practical training for teachers. It vouches for hands-on classroom experience during teacher training programs, providing aspiring educators with invaluable insights into real-world teaching scenarios.
- **Technological Integration:** As the digital revolution is in full swing, the NEP underscores the imperativeness of integrating technology into teacher training. In the present scenario, teachers are now being trained to effectively make use of digital tools and resources in their teaching techniques.
- **Inclusivity and Equity:** The training of teachers under NEP focuses on inclusive and equitable education, ensuring that teachers are trained to fulfil the vast and diverse needs of all students. This also includes instruction on differentiated teaching methodologies and strategies for special needs learners.
- **Standardisation and Accreditation:** The NEP policy seeks to standardise teacher training programs and accreditation processes, ensuring that all educators meet a certain level of competence and quality in their training.
- **Student-Centered Teaching:** NEP motivates teachers to shift their focus to student-centered teaching. It enables educators to tailor their teaching techniques to the individual learning needs and styles of their students.

Whether you believe it or not, the NEP has not only redefined the dynamics of teachers and learners but also acknowledged and emphasised the crucial role of educators in shaping the future of the nation. By advancing and modernising the training of teachers, National Education Policy 2020 is paving the path for a brighter, more progressive tomorrow.

NEP 2020 and Critical Thinking: A Desired Attribute for Teachers

While teachers are generally seen as the facilitators of knowledge and quality in schools, teachers are often undervalued for their abilities to think critically about difficult topics and foster creative thinking. Education is the process of learning or acquisition of knowledge, skills, values, morals, and beliefs for full human potential.

The New Education policy strongly emphasizes the criticality of teacher education, hailing the legacy of Acharya Devo Bhava. Teacher education is vital in creating a pool of school teachers that will shape the next generation. National Education Policy 2020 (NEP 2020) has been designed to put the teacher at the center of the fundamental reforms in the education system in India. It is a well-established fact that education is a lifelong process, and the teacher is the most important factor in each citizen's learning journey. The National Professional Standards for Teachers (NPST) sets out to NEP 2020 aim for equitable access to the highest-quality education for all learners. NPST ensures that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers.

Evolving Roles of Teachers and Teacher Education

As our understanding of how students learn best continues to evolve, so too must the role of teachers and teacher education. In the past, teachers were primarily responsible for imparting knowledge to students. However, we now know that students learn best when they are actively engaged in their own learning. Therefore, teachers must now act as facilitators, helping students to explore and understand new concepts for themselves.

This shift requires a different set of skills from teachers. In addition to being knowledgeable about their subject matter, they must also be skilled in critical thinking. Critical thinking is the ability to think deeply about a problem or question, and to come up with creative solutions. It is an essential skill for teachers, as it allows them to help their students think critically about the concepts they are learning.

The Impact of Exceptional Teachers

In the 21st century, teachers are not just educators but also mentors, guides, and champions of lifelong learning. Their role extends beyond the classroom, influencing students' personal and professional development. As education continues to evolve, teachers play a pivotal role in shaping the next generation of innovators, problem solvers, and global citizens. Their dedication and adaptability are essential in preparing students for the opportunities and challenges of the modern world. In the grand narrative of human progress, teachers remain the unsung heroes, lighting the path to a brighter future through education.

Exceptional teachers have a lasting impact on students and society. They inspire a love of learning, ignite curiosity, and instill confidence. They cultivate the skills and qualities needed for success in an ever-changing world: critical thinking, adaptability, resilience, and a passion for discovery.

Conclusion

In conclusion, the focus on teacher training and professional development in NEP 2020 is a significant step towards nurturing educational excellence. By equipping teachers with the necessary skills, promoting continuous learning, providing mentoring support, and recognizing their contributions, we create a vibrant and empowered teaching community. However, addressing challenges related to implementation, resource allocation, and institutional support is crucial for the effective execution of these initiatives. Benjamin Disraeli had said, 'The secret of success is to be ready when your opportunity comes!' For Indian teachers' time has come to seize the opportunity and become makers of their own destiny. To do this- Dream and work hard, to achieve your dreams. Become an aware, enthusiastic, and empowered practitioner.

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PROFESSIONAL DEVELOPMENT FOR TEACHERS

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ABSTRACT

Professional development for teachers helps them face many challenges in the classroom, from changing curriculums to meeting the needs of students on an individual level. Professional development and learning opportunities are of utmost importance for teachers as they prepare for classroom management success. There are many great opportunities for teachers to learn continuously, whether through small group meetings, workshops, online courses, or conferences. It's essential for new teachers and teaching assistants to attend professional learning sessions and development seminars to start on the right path while developing crucial skills for the classroom. Professional development is a way for individuals and teams to expand and/or deepen their skills as educators. However, professional development can also focus on general skills, such as interpersonal communication, or corollary subject areas, such as child psychology. Professional development is usually distinct from graduate work as it is seen as a form of continuing education and not in pursuit of a traditional, formal degree. Professional development also differs from simple training, which focuses on teaching specific skills. Professional development is more holistic in its approach and seeks to promote continuous improvement and overall growth.

INTRODUCTION

“Professional development is defined as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher.”

The professional development of teachers is studied and presented in the relevant literature in many different ways. But always at the core of such endeavours is the understanding that professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students’ growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change. All this occurs in particular educational policy environments or school cultures, some of which are more appropriate and conducive to learning than others.

The instruments used to trigger development also depend on the objectives and needs of teachers as well as of their students. Thus formal structures such as courses and workshops may serve some purposes, while involvement in the production of curricula, the discussion of assessment data or the sharing of strategies may serve other purposes. Not every form of professional development, even those with the greatest evidence of positive impact, is of itself relevant to all teachers. There is thus a constant need to study, experiment, discuss and reflect in dealing with teacher professional development on the interacting links and influences of the history and traditions of groups of teachers, the educational needs of their student populations, the expectations of their education systems, teachers’ working conditions and the opportunities to learn that are open to them.

During the past ten years a large number of articles published in Teaching and Teacher Education have reported on research and interventions designed for teachers, with teachers and by teachers aimed at their professional learning, with an eye on their impact on teacher and student changes. They cover different geographical regions and different research and development procedures. The first part of this article provides a bird’s eye view of the content of these Pieces, thematically organized in terms of their main emphases. The second part reviews more closely nine articles selected as being particularly illustrative of the thematic areas, and also representative of different geographic locations and contextual particularities

IMPORTANCE OF PROFESSIONAL DEVELOPMENT FOR TEACHERS

“A teacher affects eternity: she can never tell where her influence stops” – Henry B. Adams

A teacher is the most important part of a student’s life. She is the facilitator and the care giver who has the power to make a difference. Teachers not only motivate, inspire and encourage their students; they also have the responsibility to make a positive impact in their lives.

The class rooms 50 years ago and the present day class rooms are vastly different. Just like how doctors and dentists and other professionals have to keep up with new practices and new research in their respective fields to provide the best treatment, so it is with teachers too. Improving the quality of teaching through the professional development of teachers is an important aspect in the field of education across the globe.

“The best teachers are the ones that change their minds” – Terry Heick

Professional developments can include a variety of methods:

- **Conferences and seminars**
- **Training Workshops**
- **Webinars**
- **Training courses**
- **Research studies**
- **Collaborating with peers**

Whatever the method, the aim is the same – helping teachers improve their skills in order to teach in a better way.

Benefits:

- **Better learning outcomes:** Educational technology and curriculum standards are constantly evolving making it necessary for teachers to keep up with the latest trends and best practices. Optimal student learning is thus ensured.
- **Better ways to teach:** Through Professional development teachers are able to go back to the classrooms and make changes to their teaching styles that are better suited to the needs of the students.
- **Better planning skills:** Professional development training helps teachers to become better at planning and be more organised.
- **Better classroom Management:** Teachers become better at classroom management that will pave way for a meaningful learning journey for the students.
- **More knowledge in their subjects:** Students expect their teachers to be experts in the subjects they teach and answer all their questions and clear all their doubts. The more professional development a teacher undergoes, the more knowledge they gain.
- **Utilize New technology:** There are always new technologies evolving for class rooms and teachers must not only get trained on the usage of technology in the classroom but also have the knowledge to teach the students.

While it is obvious that good teachers are better at teaching students effectively, when teachers have continuous learning opportunities and professional development resources they are better equipped to excel in their jobs.

Types of professional development for teachers:

1. **Workshops:** These are short-term, focused sessions that typically last a few hours to a few days. Workshops can cover specific topics such as classroom management techniques, incorporating technology into lessons, or implementing new teaching strategies.
2. **Conferences:** Educational conferences bring together educators from various schools, districts, or even countries to share ideas, research findings, and best practices. They often feature keynote speakers, breakout sessions, and networking opportunities.

3. **Webinars:** Webinars are online seminars that teachers can attend from anywhere with an internet connection. They cover a wide range of topics and allow for interactive participation through features like chat rooms and Q&A sessions.
4. **Online Courses:** Many organizations offer online courses specifically designed for teacher professional development. These courses can be self-paced or instructor-led and cover subjects ranging from subject-specific content to classroom management techniques.
5. **Peer Collaboration:** Collaborating with colleagues within the same school or across different institutions can be a valuable form of professional development. Teachers can share ideas, observe each other's classrooms, and provide feedback to support each other's growth.
6. **Mentorship Programs:** Mentorship programs pair experienced teachers with newer educators to provide guidance, support, and feedback. Mentors can offer insights into effective teaching practices and help mentees navigate challenges in their teaching careers.
7. **Action Research Projects:** Action research involves teachers systematically investigating and reflecting on their own teaching practices to improve student learning outcomes. It often involves identifying a specific problem or question, collecting data, implementing interventions, and evaluating their effectiveness.
8. **In-Service Training Sessions:** In-service training sessions are professional development opportunities organized by schools or districts for their teachers. These sessions can focus on topics such as new curriculum standards, assessment practices, or educational initiatives.
9. **Professional Learning Communities (PLCs):** PLCs are groups of educators who collaborate regularly to improve their teaching practice and student learning outcomes. They provide a supportive environment for sharing ideas, discussing challenges, and engaging in ongoing professional growth.
10. **Graduate Studies and Advanced Degrees:** Pursuing graduate studies or advanced degrees in education allows teachers to deepen their subject knowledge, research skills, and pedagogical expertise. This form of professional development can lead to career advancement opportunities and increased credibility in the field.

CONCLUSION

This publication has underlined the importance of developing a central role for teachers in educational change. Successful countries have shown how a teaching profession that assumes a high level of responsibility and is well rewarded can attract some of the best graduates into a teaching career. Indeed, a striking contrast between the teaching profession in different countries is its status and the caliber of its recruits. Dramatically increasing the quality and prestige of a nation's teaching corps is far from easy and cannot be done overnight. However, the many examples of reforms in this publication that have produced specific results, shown promise or that have illustrated imaginative ways of implementing change, show that the challenges can be successfully addressed. They include measures at the recruitment stage, but more importantly involve transforming the teaching profession from within. Highly qualified graduates are unlikely to be attracted to teaching if they see an existing teaching corps with low skill levels that are not trusted to act as professionals.

While there continue to be major unresolved issues in the debate on effective teacher policies, both within and between countries, the Summit participants agreed that significant improvement is possible. As this concluding report from the Summit notes, and contrary to what is often assumed, a high-quality

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teaching force is not due simply to a traditional cultural respect for teachers but is a result of deliberate policy choices, carefully implemented over time. The highest-performing countries show that thoughtfully designed and purposefully executed systemic efforts can build a high-quality teacher workforce. 50 The Summit also concluded that making teaching an attractive and effective profession requires supporting continuous learning, developing career structures to give new roles to teachers, and engaging strong teachers as active agents in school reform, not just implementers of plans designed by others. It also requires strengthening the knowledge base of education and developing a culture of research and reflection in schools so that teaching and learning can be based on the best available knowledge.

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ENHANCING OF PROFESSIONAL DEVELOPMENT OF TEACHERS

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ABSTRACT:

Education is one of the most important endeavour a person has to go through in order to live a harmonious a progressive life. It prepares a person to live in harmony with oneself and with others as well Teacher play a significant role to developed and moulded the mind of an individual. As such teaching becomes one of the most important profession and the NEP 2020 also lives certain emphasizes as through why teachers are given the necessary accomadation This paper tries to analyze the enhancing of professional development of teachers and some suggestions for teacher professional development.

INTRODUCTION:

PROFESSIONAL DEVELOPMENT FOR TEACHERS under NEP 2020 also recommends strengthening the recruitment process including live Teachers demonstration and reevaluating the test material for teachers eligibility tests (TETs) for content, Pedagogy and all stages of student learning foundational, property, middle and secondary. There is increasing evidence that instructional coaching and Teachers collaboration are the most effective forms of professional development for teachers. Teachers professional development involves a continuous process of reflection, learning and action to further a teacher's knowledge and skills , leading to enhanced teaching practices that positively impact on student's learning. Every person needs to enhance their skill and knowledge every now and then that they will not fall shorts of the latest trends and innovations. Teachers are the most important resources through which knowledge can be imparted to students who are future of this nation towards learning. . This can be achieved through educational institutions where learning of different subjects happens through different resources which include teachers. Knowledge has been imparted to students by teachers through different methods and mediums. As such teachers need to be on the lookout to improve their knowledge and skills to have a better learning outcomes which can be attained through professional development in education where teachers knowledge and skills are improved so that their professionalism can bring about fruitful learning which in turn will bring about scepticism among students and positive attitude.

CONCEPT OF PROFESSIONAL DEVELOPMENT

The Professional development of teachers is a life long learning process, which starts from initial teacher education phase and continues till their retirement. Professional development means acquisition of skills and knowledge for personal and career development. Professional development is a set of resources, supports and training sessions for teachers to enhance to consistency and effectiveness of the teaching. These resources allow teachers of further the knowledge of their subjects area and provide monitor and the ability to learn new teaching strategies .Those Who participate in seminars or leadership sessions shall learn and improve specific skills, including scientific, quantitative and analytical skills.

ENHANCING PROFESSIONAL DEVELOPMENT FOR TEACHERS :

Teachers, like other professionals, need to stay informed about new knowledge and technologies. Yet many express dissatisfaction with the professional development opportunities made available to them in schools and insist that the most effective development programs they have experienced have been self-initiated. Enhancing professional development for teacher explore how the provision of professional development through online media has had a significant influence on the professional lives of an increasing number of teachers.

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1. Imparting an adequate knowledge of the subject : The objective of teacher education is to develop a good command of the subject matter of the assignment given to him in the colleges

2. Equipping the prospective teachers with necessary pedagogic skills: The main objective of teacher education is to develop a skill to stimulate experience in the taught, under an artificially created environment, less with material resources and more by the creation of an emotional atmosphere. The teacher should develop a capacity to do, observe, infer and to generalize.

3. Enabling the teacher to acquire understanding of child psychology: The objective is to understand the child psychology so that the teacher is able to appreciate the difficulties experienced by children so as to bring about new modes and methods of achieving the goals in consonance with the reactions of the children.

4. Developing proper attitudes towards teaching: One of the major objectives of teacher education is to develop proper attitudes towards teaching as a result of which he will be able to maximize the achievements from both the material and human resources. There is also development of a proper perception of the problems of universal enrolment, regular attendance, year-to-year promotion.

6. Enabling teachers to make proper use of instructional facilities: The objective of teacher education is to develop the capacity to extend the resources of the school by means of improvisation of instructional facilities.

BENEFITS OF PROFESSIONAL DEVELOPMENT FOR TEACHER'S :

1. Boosts to the profession as a teacher:

When schools invest in professional development for teachers, it results in boosting the morale of the teachers and provides them with the opportunities to become better at their profession. Professional development has been recognized as the motivator behind improving the way the teacher approach their profession and helps them in becoming and adopting more professional skills in their day to day tasks. **2.**

Increase in salary:

Adding the relevant skillsets through professional development helps teachers in getting a better salary. Schools and other educational institutes are ready to pay teachers more if they have additional skill sets. For instance, becoming a digital certified educator by completing a digital education course for teachers like the Google Certified Educators program or the Microsoft Certified Educators program will help a teacher to get more salary than a teacher who can only show the mastery of a subject on her resume. In addition to this, an increased salary helps in better performance. Higher pay also leads to a reduction in teacher turnover.

3. Update skills and resume: An employer always looks for the best resume to shortlist the candidates for a job role. According to an article published by Indeed.com, employers look at a resume for six to seven seconds. A candidate who has the most eye-catching has a higher chance of getting the job. Professional development courses help candidates to flaunt a new set of skills on their resumes. They can boast these skills with authentic certifications which can help them in standing out from the rest of the candidates.

4. Burnout and Turnover in Teaching Many professional teachers want to leave their jobs and a large fraction of new teachers leave their job within the first five years of teaching. The burnout and teacher turnover in the educational set-up is real and needs to be addressed. Being overworked, poor funding, dealing with difficult parents, classroom management issues and other such causes lead to burnout in the profession of teaching. Burnout and turnover in the teaching profession can be reduced with the help of professional development. The professional development of teachers will provide the modern-day

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teachers with the required skill sets to deal with such day-to-day issues with a more professional approach and thus help in the retention of the teachers in the classrooms.

5. Educators learn new and better ways to teach

Until now we have seen how professional development indirectly influences the learning process in the classroom positively through increased salary and boosting the careers of teachers. But the professional development of teachers can directly influence the classroom and provide new, innovative and better ways of teaching to educators. For instance, if the educators in an institute are provided with the opportunity to learn how to implement digital tools in the classroom, then they can provide a better learning platform for students. The new and innovative techniques used by teachers will help in improving the learning among the students in the classroom.

6. Collaborate with Other Professionals

Through various professional development programs, teachers get the opportunity to interact and learn from other professionals in the same field. Different individuals or professionals have different ways to think. Brainstorming exercises, discussions and working together in a professional environment help in collaborating with individuals with different opinions and experiences. This opens up a lot of opportunities to learn and grow as educators.

7. A deeper understanding of Subject Matter

Teachers constantly need to update their knowledge related to their specialisation. Professional development programs help the educators with not only adding new skill sets to their resumes but also learning new teaching tools and techniques and building professional relationships. They also help educators in connecting their subject material to the newly learned skills and use these skills to optimise their understanding of their or the subject matter.

8. Teachers learn better organisational skills

Organisational skills are one of the most required skillsets for teachers in 2024 according to Indeed.com. Teachers need to deal with a lot of paperwork in the form of documents, report cards, assignments and other such things. A teacher needs to develop the required organisational skills. Professional development provides teachers with the modern tools and techniques that can be used for better organisation. Most professional development courses help teachers in learning and developing organisational skills with practice and real-life examples. Teachers are the guides who train the future generation of leaders, teachers, business owners, artists and all kinds of professionals. Teachers are thus lifelong learners who need to constantly update their skillsets in the dynamic learning environment to provide the best learning experience for the students. Teachers need to be constantly in the learning process and schools and other institutes can thrive on various professional development programs for teachers to tap into the opportunity to improve the learning environment in the classrooms.

CONCLUSION:

Teacher Professional development needs to be given more emphasis as teachers are the building blocks of our nation. The influence over the students can be enormous and if teachers are given the best form of continuous professional development will they be able to guide their students in their proper way which will benefit the national widely.

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Roles and Responsibility of National Mission for Mentoring (NMM) in Teacher Education Scenario: A Policy Perspective

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Abstract

*National Educational Policy-20 is the blueprint for designing the education system to carry Fundamental duties and build respect toward constitutional values among learners. National Education Policy (2020) creates principles for education for all and life-long learning as the mission, which focuses on the conceptual learning process to increase learners' innovative thinking for their self-actualization. Teacher education program creates a platform with training, practice, and implementation of new strategies in shaping professional skills and developing teaching skills with pedagogical theory. It continuously adapts and develops different forms from Pre-primary to Tertiary level with new processes and techniques according to learners' needs, interests, and dynamic changes in society. Where NEP (2020) appears as a philosophy to empower skills professionally in teaching to develop new pedagogical theories for teachers as a mentor. NCTE document NMM (2021) emphasizes on **Traditional One-on-one mentoring, Distance mentoring, and Group mentoring** to evaluate the mechanism of mentorship from various stakeholders including policymakers, administrators, school teachers, teacher educators of different levels of school education, public, retired/experienced teacher/expert in the context of teacher preparation including in-service teachers and pre-service teacher. Where in the One-on-one mentorship process, the mentor guides the mentee individually for specific objectives. Distance mentoring is the guidance for long-distance interactions where digital media works as a tool for mentoring. In Group mentoring the single mentor leads the whole group. NCTE documents also define a teacher as a mentor who will guide the teaching-learning interaction to reach the learners in their goals with their unique capabilities. This conceptual paper shall highlight the role and responsibilities of NMM, which encompasses three mechanisms of mentorship processes in the Teacher Education Scenario.*

Keywords: National Mission, Mentoring and Teacher Education.