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"INNOVATIVE STRATEGIES & PRACTICES IN TEACHING, LEARNING AND
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NEW EDUCATION POLICY-2022"

3rd & 4th November 2022

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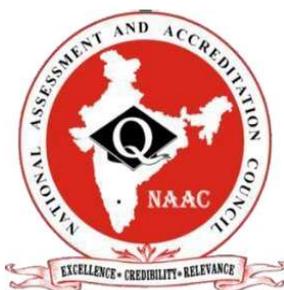
EDITORS

Dr.R.Manica chezian
IOAC Coordinator
Associate Professor of Computer Science

Dr.P.Gurusamy
Assistant Professor
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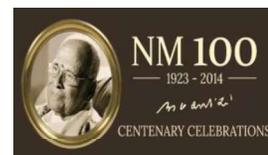
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Nallamuthu Gounder Mahalingam College
(Autonomous Affiliated to Bharathiar University)
Accredited by NAAC & ISO 9001:2015
90, Palghat Road, Pollachi-642001
Phone: 04259 234 868, E-mail:ngm@ngmc.org
Website: www.ngmc.org



Volume-I

11	THE OPERATION NEP2020 - AN INVESTIGATIVE STUDY (The National Education Policy 2020) Dr.R.SIVARAJAN.	42
12	INNOVATIVE PRACTICES IN TEACHING AND LEARNING-A DESCRIPTIVESTUDY Syed Ibrahim. H ,Bhavatharani. P, Arthika.S	47
13	NEP 2020: THREE LANGUAGE POLICY – AN ANALYSIS Mr. Arul Kumar N, Dr.Krishnakumar A	50
14	ROLE OF ETHICS AND VALUES IN HIGHER EDUCATION S. Pratheepa, Dr. N. Bhuvaneshkumar	57
15	ROLE OF ICT IN BLENDED LEARNING AMONG LEARNERS Lt.Dr.K.Shobana, Dr.S.Shobana, Ms.M.Subhalakshana	62
16	ROLE OF NATIONAL EDUCATION POLICY ON HIGHER EDUCATION (2022) Ms.D.Saranya, Dr.P.Anthia	67
17	CHANGING DIMENSIONS OF EDUCATION THROUGH IMPLEMENTATION OF NEP 2022 - AN EXCLUSIVE ANALYSIS OF COMMERCE DOMAIN Dr Umamaheswari M – Mr Rajagopalan S	71
18	POSITIVE CHANGES IN THE EDUCATION SYSTEM OF INDIA Dr.P.Archanaa, D.Soundharika	77
19	INNOVATIVE PEDAGOGY FOR SKILL DEVELOPMENT OF COLLEGE STUDENTS Dr.S.Vidhya, Mr.P.Kalai Kannan,Mr.A.P.ChristopherArokiaraj	79
20	THE PARADIGM SHIFT IN TEACHING LEARNING BY INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) TOOLS FROM THE PERSPECTIVE OF NEP 2020 K.Poonkodi, V. Anitha, R. Chitradevi, P.SakthiKiruba	83
21	ROLE OF NATIONAL EDUCATION POLICY ON HIGHER EDUCATION (2022) Ms.D.Saranya, Dr.P.Anitha	89
22	CHALLENGES AND OPPORTUNITIES FOR TEACHERS THROUGH NEP 2022 Dr. G. Vignesh , Dr. N. Bhuvaneshkumar	93
23	GANDHIJI'S PERSPECTIVE OF NAI THALIM – A ROAD MAP FOR NEP 2020 Dr.K.Manimekalai	97

CHANGING DIMENSIONS OF EDUCATION THROUGH IMPLEMENTATION OF NEP 2022 - AN EXCLUSIVE ANALYSIS OF COMMERCE DOMAIN

Dr Umamaheswari M¹ – Mr Rajagopalan S²

¹Head and Assistant Professor, Department of B.Com (PA), Vidyasagar College of Arts & Science, Udumalpet.

² Assistant Professor, Department of B.Com (CA), Nallamuthu Gounder Mahalingam (NGM) College (Autonomous), Pollachi. © NGMC 2021

ABSTRACT: Education policy refers to the collection of laws and rules that govern the operation of education systems. Policies are important because they help a school/college to establish rules and procedures and create standards of quality for learning and safety, as well as expectations and accountability. Without EDUCATION POLICY, educational institute would lack the structure and unable to meet the needs of students. The current article aims at exploring the highlights of NEP 2022 in relevance to commerce domain and also it attempts to find out the changing dimensions of education through implementation of NEP. Commerce is one of the oldest domain and it is preferred by many of the scholars. It is also one of the most demanded domains which enhances and imparts practical exposure and knowledge during the study. So, an attempt is made to understand the relevance of NEP to Commerce domain. NEP has brought many innovative strategies and measures to implement so that it can well equip the education system by taking it to the next level.

Keywords: Education Policy, NEP, Commerce Domain, Changing Dimensions, Implementation of NEP, etc.

INTRODUCTION

This section should be concise, with no subheadings, and brief objective of study. Introduction section should not be an extensive review of the literature but should refer only to previous work which has a direct bearing on the topic to be discussed.

1. MANUSCRIPT

New Education Policy

The new policy aims for universalization of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030 and aims to raise GER in higher education to 50 per cent by 2025. NEP 2020 will bring two crore out of school children back into the main stream. 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. It will include 12 years of schooling and three 3 of Anganwadi and pre-schooling. NCERT will develop NCPFECCE i.e. National Curricular and Pedagogical Framework for Early Childhood Care and Education for children up to the age of 8. A National Book Promotion Policy is to be formulated. All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim.

Objectives

NEP has the following objectives

- To revamp the school education system, create world class multidisciplinary higher education institutions across the country. To increase Gross Enrolment Ratio (GER) from 82 to 100% by 2035.
- To build universities of world class and
- To achieve high global rankings.

Committee

NEP committee was headed by Chairman. Padma Vibhushan Kasturi Rangan. The committee designed the NEP after gathering valuable inputs from various stakeholders such as academic experts, teachers, industrialists, etc. It focuses the policies related to Elementary, Intermediate and Higher education.

Present Major Problems

Some of the major problems currently faced by the higher education system in India include:

- a severely fragmented higher educational ecosystem;
- less emphasis on the development of cognitive skills and learning outcomes;
- a rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study;
- limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages
- limited teacher and institutional autonomy.
- inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders.
- lesser emphasis on research at most universities and colleges, and lack of competitive peer reviewed research funding across disciplines;
- suboptimal governance and leadership of HEIs
- an ineffective regulatory system; and
- large affiliating universities resulting in low standards of undergraduate education.

NEP in Higher Education

The policy’s vision includes the following key changes to the current system:

- moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;
- moving towards a more multidisciplinary undergraduate education;
- moving towards faculty and institutional autonomy;
- revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;
- reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service;
- Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;
- governance of HEIs by high qualified independent boards having academic and administrative autonomy;
- –light but tight regulation by a single regulator for higher education;
- increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities

Highlights

The main thrust of this policy in higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters, each of which will aim to have 3,000 or more students. It is envisioned that over a period of time all existing HEIs and new HEIs will evolve into research-intensive universities (RUs), teaching universities (TUs), and autonomous degree-granting colleges (ACs). This would require mapping existing HEIs in a rationalised manner to achieve the new institutional architecture for higher education.

Advantages of New Education Policy 2020 include:

- The Government aims to make schooling available to everyone with the help of NEP 2020.
- Approximately two crore school students will be able to come back to educational institutes through this new approach.
- For children up to the age of 8, a National Curricular and Pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT.
- One of the merits of NEP 2020 is the formation of National Book promotion Policy in India.
- Appropriate authorities will conduct the school examinations for grades 3, 5 and 8. The board exams for grades 10 and 12 will continue but the NEP 2020 aims to re-design the structure with holistic development.
- This new plan focuses on setting up a Gender Inclusion Fund. Special Education Zones for disadvantaged regions and groups is also in the focused list.
- Special daytime boarding school –Bal Bhavans to be established in every state/ district in India.

- This boarding school will be used for participation in activities related to play, career, art.
- By 2022, in consultation with teachers and expert organizations, NCERT, SCERTs, the National Council for Teacher Education will develop a common National Professional Standards for Teachers (NPST).
 - SSSA or independent State School Standards Authority will be set up by the states/ UTs.
 - According to the national education policy 2020, an Academic Bank of Credit will be established. The credits earned by the students can be stored and when the final degree gets completed, those can be counted.
 - Multidisciplinary Education and Research Universities at par with the IITs and IIMs will be set up in the country. These are scheduled to be set up for introducing multidisciplinary academic.
 - The same list of accreditation and regulation rules will be used for guiding both the public and private academic bodies.
 - Phased out college affiliation and autonomy will be granted to colleges.
 - By the year 2030, it will be mandatory to have at least a four year B. Ed degree for joining the occupation of teaching.
 - For making the students prepared for future pandemic situations, online academic will be promoted on a larger scale.

Drawbacks of the New Education Policy

- In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem.
- Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, that is bringing study material in mother languages.
- According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave the course midway.
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NEP FOR COMMERCE DOMAIN

Keeping in mind the NEP 2020, Commerce and Management education, may need continuous revision and revamp of the curriculum which will develop the creative potential of each individual and create new career growth opportunities.

By India Today Web Desk: The National Education Policy 2020 envisages inclusive and equitable quality education while aiming to address the growing developmental imperatives of our country. With the fast-changing employment landscape and globally diverse ecosystem in education, it is becoming critical that one should not only learn but also know how to learn.

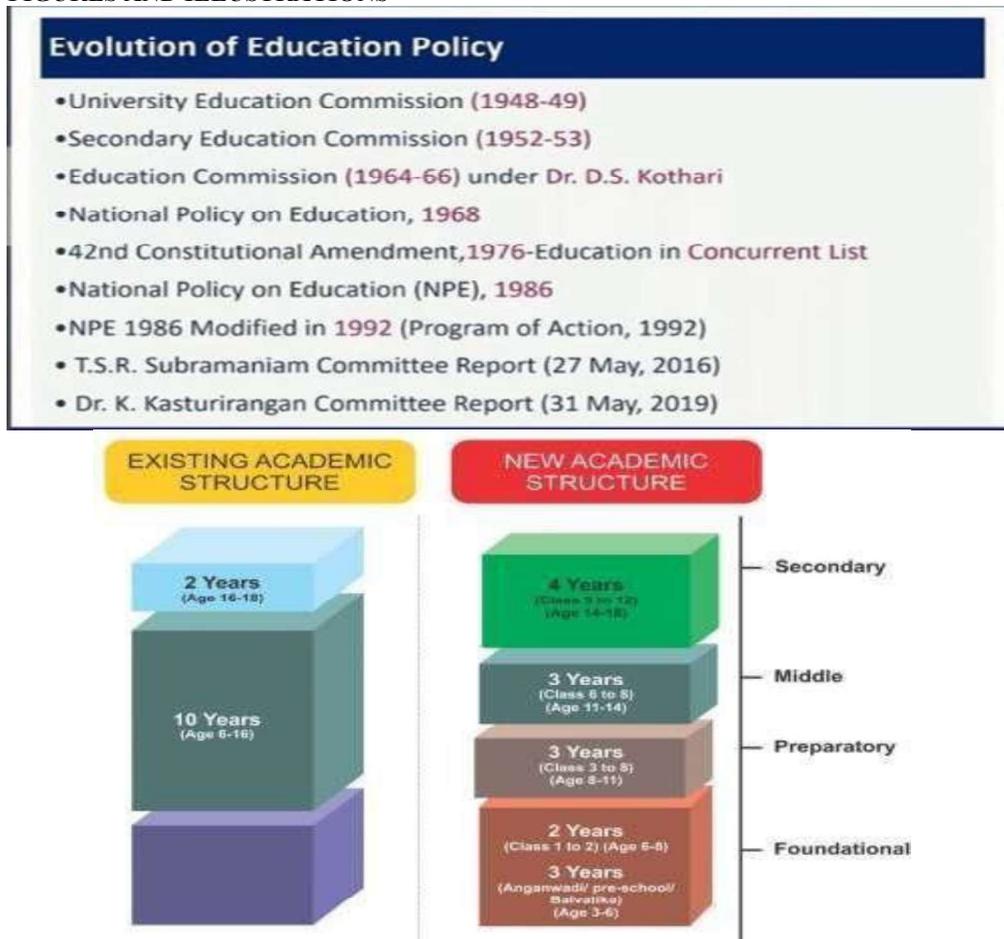
—Change in reforms are placed in such a way that learning outcomes bring the highest quality, equity and integrity into the system right from schooling up to higher education.

The focus of the policy is in offering multidisciplinary and holistic education by imbibing knowledge of various arts (popularly known as liberal arts) in the curriculum. Emphasis needs to be given on Conceptual understanding through pedagogies that emphasize on communication, discussion, debate, research and cross-disciplinary and interdisciplinary thinking.

Education must develop higher order cognitive skills such as critical thinking and problem solving and soft skills. Curriculum also need to focus on academic flexibility and focus on practicability through internships thereby improving employability. Keeping in mind the NEP 2020, Commerce and Management education, may need continuous revision and revamp of the curriculum which will develop the creative

potential of each individual and create new career growth opportunities based on changing industrial and societal needs. The curriculum needs to be periodically revisited through Curriculum Conclaves involving various stakeholders to capture their changing expectations and also to meet the requirements of the education policy.

3. FIGURES AND ILLUSTRATIONS



4. RESULTS & DISCUSSION

Education in Commerce and Management need to be Outcome-Based Education at Undergraduate and Postgraduate levels with provision for Choice Based Credit System (CBCS). Outcome-based education defines Program Educational Objectives (PEOs), Program Objectives (POs) and Course Objectives (COs) for every program and student progression is assessed based on their achievement status.

This education system is student-centric and also focuses on meeting industry and societal requirements.

- CBCS Curriculum needs to have Core Subjects, Electives including open electives and Specialisation (major) electives and Internships.
- Core subjects can be a blend of theory and practical subjects. Practical subjects need to give students good exposure in using various tools and software applications relevant to commerce and management education.
- Open elective courses offer knowledge and skills in diverse areas thereby creating an opportunity for holistic education and Specialisation (major) subjects to create a focus on various functional areas.
- Problem Based Learning needs to be integrated into the curriculum for a better understanding of various concepts in business and commerce.
- There is a need to integrate Massive Open Online Courses (MOOCs) into the curriculum to supplement the classroom teaching and to give opportunities for students to learn from experts from different reputed institutions. Government is encouraging courses to be offered through various

online platforms and also for developing these courses. MOOCs can be provided in the form of open electives/ additional (audit) courses which will help students to explore new skills.

Academia-Industry connect and curriculum development

Offering undergraduate program with opportunities to major in specializations such as Accounting, Financial markets, Logistics, Marketing, Human resources, Insurance, Banking, Economic studies, Family Business, and Business Analytics will provide a grounding in different functional areas of Business and focus the students towards a career in those domains.

Offering global accounting certification such as ACCA, CIMA, CMA, etc. embedded in the curriculum will provide students an opportunity to complete their degree along with a professional certification, which will provide them with additional skills and knowledge when they approach the corporate world. Another important aspect in developing and designing a curriculum is the involvement of industry partners. For example, our UG programme specialising in Business Process Services has involvement of Tata Consultancy Services as knowledge partner, providing inputs on the curricula and also support in training the faculties. This association provides purposeful education to the aspirants with invigorating curriculum and impactful teaching.

It is imperative that with changing curriculum and industry expectations, industry partners need to provide rigorous training to faculty on domains relevant to their business, the learnings of which can be transferred to the students thereby reducing their training requirements, by making them industry- ready. Continuously monitoring corporate expectations through their feedback and understanding and addressing industry needs by incorporating them in curriculum may lead to better internship opportunities for the students and final placements.

This will ensure employability and also help in meeting societal and industry needs as per the changing business scenario. Starting interdisciplinary programs like Business Analytics, Financial Economics, Health Economics and Creative and Digital Marketing is a need of the hour. This not only meets the expectations of the NEP 2020 by providing an interdisciplinary approach in commerce and management education but also provides students an opportunity to learn in an environment with diversity in educational backgrounds and leads to holistic education.

Also, it is essential that some of the skills such as business analysis (using Python programming and R) and digital visualisation course (using Power BI) need to be included in the Commerce and Management curriculum. Strong grounding in economics will open career opportunities in different sectors of the industry and also give a strong foundation for the students in their respective domains. The programme consists of dedicated digital media modules like Social Media Marketing, Search Engine Optimisation, Online Advertising, Marketing Analytics, Content Marketing, Website Designing, and Web-based Application Designing which opens up a lot of career opportunities in this specialised domain.

Practical exposure and industry immersion

Apart from offering different courses, the curriculum needs to have practical exposure to the theoretical learning in the classroom and simulations in the lab. This can be given through industry internships of at least 3-4 months exposure which will provide the students with the opportunity to understand the operations of the business and ground realities apart from creating career opportunities with corporates in form of pre-placement offers. International internships through reputed student bodies like AIESTE/AIESEC can also add value to student education by providing them exposure to international business environment. Internships are part of most of the programs at Department of Commerce, which again aligns with the expectations of NEP 2020. Another practice that may be useful in a seamless transition from campus to corporate is by introducing bridge courses on professional skills that lays emphasis on problem-solving, analytical thinking, critical thinking and design thinking which are the most preferred creativity imperatives that the workforce of today are expected to demonstrate.

Academic flexibility

Academic flexibility manifests when credit transfer between Universities happens seamlessly and students have the option to explore opportunities for learning with different universities by spending a semester with them. This is an integral requirement of the NEP 2020. This is a very important component in a curriculum as it helps the student to understand the education system in multiple countries, get to meet a

diverse set of students and also experience the business environment in other economies.

5. CONCLUSION

With the introduction of NEP 2020, many changes have been made and one of those is the discontinuation of M. Phil course. Even though there are many drawbacks in the new education policy, the merits are more in number. It is believed by many that by implementing these changes, the Indian academic system will be taken a step higher. To conclude, it is important that any Commerce or Management curriculum needs to focus on developing a well-designed academic structure with continuous revamping at periodic intervals and deployment by a dedicated faculty team which lays emphasis not only making the students academically brilliant but also facilitates transforming them into true leaders and team players by empowering them with the necessary skills to excel in the corporate world.

Education is essential for India's dream of a "demographic dividend." In India, the average age is between 25 and 30 years, compared to over 30 years in nations like the United States, China, and Japan, therefore it is critical that we not only create jobs, but also provide the kids with a well-rounded education that will enable them compete for jobs in the future. Education has three facets: those who provide it, such as teachers, those who receive it, such as students, and those who pay for it, such as parents. All three of the above facets have witnessed an unfavourable fallout in the recent past. To modernise colonial educational structures and make them relevant to today's world, a new approach is needed.

It received the president's approval on August 26, 2009, and went into effect on April 1, 2010. In India, girls were better educated than ever before, but the difference in average years of schooling widened. From 1.7 percent in 1990 to 4.7 percent in 2018, the average year of schooling for girls has tripled. The gender gap in educational achievement between men and women widened from 2.5 to 3.5 years. The National Achievement Survey 2017, which surveyed 22 lakh pupils, found that males and girls in primary and secondary school have similar learning levels. The dropout rate for boys is higher in class one, at 6.88 percent, than for girls, at 6.38 percent, but this pattern reverses by class eight.

When we gained independence, the percentage of educated individuals, both boys and girls, were below 10%. It took over six decades to refocus our attention on education and raising India's literacy rate. The RTE celebrated its tenth anniversary in 2019 with a renewed focus on higher education and skill development. Because it is a basic right, it was also enforced under Article 21A. RTE is mandatory for children aged 6 to 14, but in a country where the voting age is 18, compulsory education should have started at the age of four and continued until the age of eighteen. The New Education Policy (NEP) 2020 is now addressing this issue. The majority of ASER reports revealed that there is no input in high-quality learning, hence RTE is mostly input-oriented.

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