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National Level Seminar on

"CO-CREATION MODEL OF LEARNING, TEACHING & CURRICULUM – STAFF & STUDENTS AS PARTNERS TOWARDS NATIONAL EDUCATIONAL POLICY 2022"

3rd March 2023



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Editor In Chief

Dr.T.Mohana Sundari
Assistant Professor, Department of B.com - BPS
Nallamuthu Gounder Mahalingam College, Pollachi, Tamilnadu

Editorial Board Members

Dr.M.Akilanayaki
Assistant Professor, Department of B.com – BPS
Nallamuthu Gounder Mahalingam College, Pollachi, Tamilnadu.

Dr.P.Gurusamy
Assistant Professor, Department of B.com – BPS,
Nallamuthu Gounder Mahalingam College, Pollachi, Tamilnadu.

Dr.V.Meera
Associate Professor, Department of B.com – BPS
Nallamuthu Gounder Mahalingam College, Pollachi, Tamilnadu.

Dr.R.Sivarajan
Assistant Professor, Department of B.com – BPS
Nallamuthu Gounder Mahalingam College, Pollachi, Tamilnadu.

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© Editor in Chief : Dr.T.Mohana Sundari

Editors : Dr.M.Akilanayaki
Dr.P.Gurusamy
Dr.V.Meera
Dr.R.Sivarajan

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STUDENTS AS PARTNERS: REFLECTIONS ON A CONCEPTUAL MODEL OF LEARNING, TEACHING AND CURRICULUM

Mrs. T. Kanimozhi, M.com, M.Phil., (Ph.D.),
Research Scholar in the Department of Commerce,
PSG College of Arts and Science.

Dr. S. Kalaiselvi, M.com, M.Phil., PGDCA., Ph.D.,
Assistant Professor in the Department of Commerce,
Suguna College of Arts and Science.

Mrs. Poornima, M.com, M.Phil., (Ph.D.)
Research Scholars in the Department of Commerce,
Sri Ramakrishna College of Arts and Science.

Abstract

This article reflects on a conceptual model for mapping the work that fits under the broad heading of students as partners in learning and teaching in higher education (Healey, Flint, & Harrington, 2014). We examine the nature and purpose of the model with reference to specific examples, and reflect on the potential and actual uses of the model in the development of practice and policy, focusing particularly on students as co-inquirers in SoTL. The article also provides a framework for the other articles in a special section of Teaching & Learning Inquiry on students as co-inquirers.

Keywords

students as partners, partnership learning communities, co-inquiring, co-developing, scholarship of teaching and learning.

Introduction

Students as partners is a "hot" topic internationally, and higher education (HE) conferences of the last few years have involved some discussion of the concept. This discussion has been fueled by a series of publications, mostly from the UK, the US, and Australia which explicitly discuss the concept (Werder & Otis, 2010; Dunne & Zandstra, 2011; Little, 2011; NUS, 2012; Solomonids, Reid, &Petocz, 2012; Dunne & Owen, 2013; Nygaard, Brand, Bartholomew, & Millard, 2013; Bryson, 2014; Cook-Sather, Bovill, &Felten, 2014; HE Academy, 2015). Engaging students as partners is a powerful idea, the implementation of which has the potential to transform HE. Cook-Sather, Bovill, and Felten (2014), for example, highlight that benefits for students and faculty engaging in learning and teaching partnerships are similar and include increased engagement with learning and enhancement activities, transformed thinking about teaching and learning, and developed awareness of one's own role and agency in the wider academic learning community. Recent research indicates that pedagogic approaches that foster partnership lead to supportive learning relationships and employability benefits for students through the development of generic and subject-specific skills and attributes (Crawford, Horsley, Hagyard, &Derricot, 2015; Pauli, Raymond-Barker, & Worrell, 2016). Arguably, aspects of

partnership have been around much longer in terms of faculty and students co-researching and students undertaking peer-learning, but the language of partnership has not been as explicit in the literature on these topics (e.g., Healey & Jenkins, 2009; Gärdebo&Wiggberg, 2012).

Learning and working in partnership has also been proposed as a pedagogically sound alternative to consumerist models of HE, and a constructive response to (inter)national policy drivers emphasizing the importance of student engagement and teaching quality for the transformation of HE fit for a contemporary world. To that end, many institutions and practitioners are working to embed processes of partnership with and between students throughout HE practice and policy. Students may be engaged through partnership in various ways including institutional governance, quality assurance, research strategies, community engagement, and extra-curricular activities. Here we explore one aspect of the students as partners' discussion: that of engaging students as partners in learning and teaching in HE. Our model provides an overarching conceptualisation for this area of practice and policy development, and we invite readers of subsequent papers in this special section to consider how useful a framing this conceptual model provides.

The Conceptual Model

This paper reflects on the nature, purpose and possible uses of a conceptual model for thinking about student engagement, focused on engagement through partnership (Healey, Flint, & Harrington, 2014). The outer ring of the model (Fig. 1) represents the idea that partnership comes under the broader concept of student engagement. We recognise that there are qualitatively different forms of student engagement and not all involve partnership; our focus is on when institutions go beyond listening to the student voice and engage students as co-learners, co-researchers, coinquirers, co-developers, and co-designers. Partnership is a specific form of student engagement, with very high levels of active student participation. Partnership is a way of doing things, rather than an outcome in itself.

Our model distinguishes four overlapping areas in which students can be partners in learning and teaching, from some of which, such as curriculum design, students have traditionally been excluded. This includes partnerships between faculty and students, and pedagogic and professional practices that foster partnerships among students.

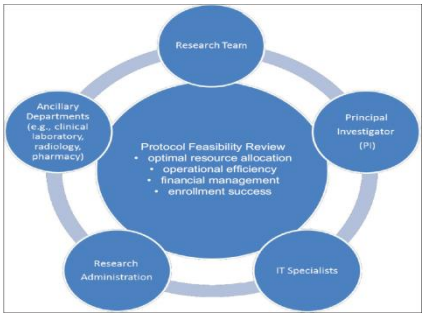


Fig. 1. Students as partners in learning and teaching in HE

A detailed explanation of the model is available in Healey et al. (2014). The model is not intended as a simple recipe or checklist for partnership, rather a lens through which to explore and develop practice, and to provide a common language for dialogue. Others have proposed different models and frameworks, for example, focussing on the role of students as teachers, scholars, and change agents (Healey, Bovill, & Jenkins, 2015), and looking at wider student engagement (sparqs, 2012). Our conceptual model complements and can be used in conjunction with these to enable evaluation of the desirability and scope for developing partnership practice and policy across different areas of learning and teaching. It can, for example, be used to take stock of one's current context, identify gaps and priorities, and evaluate readiness for change in partnership practice, policy, or strategy. The model can be applied across the range of levels at which partnership may operate; including course, program, department, institution, state and(inter)national levels, and may involve single and multiple disciplines, and interdisciplinary groupings, in the same initiative. Used in conjunction with the companion publication, Framework for Student Engagement through Partnership (HE Academy, 2015), the model can initiate discussion about partnership and facilitate co-development of shared values. It can also underpin exploration of how to embody such values in working and learning arrangements, attitudes, and behaviours within the real, diverse and often constraining contexts of contemporary HE.

A key contribution of the model is to identify four overlapping ways in which students may be engaged in partnership activities within learning and teaching. In particular, it brings together two literatures, which up until now have been largely separate—i.e., engaging students in learning, teaching and research and engaging students in quality enhancement as change agents. Here, we present each of the four areas of the model and examine brief examples where institutions are beginning to embed these practices strategically.

Learning, Teaching, and Assessment

Engaging students actively in their learning is the most common form of partnership. Only where students are given a significant amount of autonomy, independence, and choice can this be considered partnership. "High impact" learning experiences in terms of retention and depth of learning (Kuh, 2009) and generating student engagement (Evans, Muijs, & Tomlinson, 2015) are characterised by active and experiential learning. The Participation and Community Engagement (PACE) units, which are available in almost all undergraduate programs at Macquarie University (n.d.) in Australia, provide a good example. Results from a questionnaire survey of psychology undergraduates at two UK institutions support the hypothesis that students as partners' experience has an effect on graduate attributes and employability (Pauli et al., 2016).

Peer-learning and peer-assessment are effective ways of engaging students and enabling them to take on some of the roles of the teacher. A growing number of departments and universities have peer-assisted learning arrangements in which senior

students mentor junior students. Peerassisted learning developed from supplemental instruction, which began at the University of Missouri in 1973. The benefits of this experience are discussed in Clampitt, Park, and Vaughn (this collection). In the Department of Psychology, University of Stirling, selected final year students teach statistics to second year students (Healey, 2016).

Peer and self-assessment are also growing in importance as they are recognised as an essential part of balanced assessment. Peer feedback on formative assessment is central to assessment for learning and is often used to redistribute group marks between individuals (Healey & Addis, 2004).

Subject-based Research and Inquiry

Engaging undergraduates in subject-based research is the most common way in which students experience co-inquiry (Bell, this collection). In many cases these are for selected students and take place outside the curriculum; for example, undertaking research in a laboratory during the summer vacation. To mainstream undergraduate research, it needs to be embedded in the curriculum by including learning through inquiry (Healey & Jenkins, 2009). Half of the high impact activities identified by Kuh (2009) involve students undertaking research and inquiry of various kinds. The more autonomy the students have in these activities, the more likely they are to experience partnership.

However, there are fewer examples of embedding undergraduate research and inquiry across whole institutions (Jenkins & Healey, 2015). Initiatives such as student as producer at the University of Lincoln, UK (Neary, 2014); students as scholars at Miami University, US (Hodge, Nadler, Shore, & Taylor, 2011); and project-based learning at Roskilde (Siig Andersen, Wulf-Andersen, &Heilesen, 2015) are exceptions. In contrast, there are numerous examples of students as partners in research and inquiry at individual course and, to a lesser extent, program levels (Healey & Jenkins, 2009).

Scholarship of Teaching and Learning (SoTL)

Students are usually the subjects of SoTL research rather than the investigators, but an increasing number of instances of them acting as inquirers are being published (e.g., Little, 2011; Werder & Otis, 2010). In some programs, students may undertake final year SoTL projects as an alternative to more traditional subject-based projects (Healey, 2016). Some institutions have developed strategic institutional initiatives, such as students as academic partners at Birmingham City University, UK (Nygaard, Brand, Bartholomew, & Millard, 2013) and the Undergraduate Learning and Teaching Internship course at the University of Western Australia (Sandover, Partridge, Dunne, &Burkill, 2012). One of the earliest of these was the 'students as change agents' initiative at the University of Exeter (Dunne & Zandstra, 2011). Students from across the university undertook research projects into their teaching and learning environment and, at least in the first few years, made recommendations for enhancement at a university conference attended by senior management. Importantly, this approach sees all parties as having a role throughout the

change process, right through to "the development and implementation of new ideas and the co-creation of learning and teaching futures" (Flint, 2015). For other examples see the institution-wide initiatives at Western Washington University and North Carolina AT & T (Werder et al., this issue).

Curriculum Design and Pedagogic Consultancy

This is perhaps the area where engagement through partnership is least well developed. Although there are isolated examples, such as students developing open educational resources for subsequent cohorts of students taking their course (Healey, 2016), there are fewer strategic institutional initiatives. A digital literacy program run by students for faculty exists at Oxford Brookes University (2013), UK; while Bryn Mawr College, US, has long-standing provision where students act as pedagogical consultants (Cook-Sather et al., 2014). A discussion of how faculty and student consultants transform themselves through collaboration at Bryn Mawr appears later in this issue (Cook-Sather & Abbot), while another contribution presents an analysis of engaging students in an educational professional development program (Kandiko Howson & Weller).

A well-embedded example occurs at the Centre for Sustainable Development, Uppsala University and the Swedish University of Agricultural Sciences, where students have designed and commissioned courses since 1998 (Stoddard et al., 2013). Most of the institutional Change Academy programs run by the HE Academy and Leadership Foundation for HE insisted that teams include at least one student, and HE Academy (2013) thematic programmes exploring students as partners required half of each team to comprise students or their representatives. An example of working in partnership with students over the development of an institutional teaching and learning strategy is discussed in Healey, Mason, O'Connor, and Broadfoot (2010).

Development of Partnership Learning Communities

The notion of partnership learning communities, at the centre of the model (Fig. 1), draws attention to the importance of the processes by which partnership operates across the four areas. If partnership is to extend beyond individual projects and initiatives, it makes sense to approach this holistically, with an eye on institutional culture and ethos. Research indicates that fostering a sense of community and belonging increases student retention and success (Thomas, 2012), and we believe developing partnership learning communities among faculty and students can strengthen and sustain engagement.

The concept of partnership learning communities draws on existing models of community which focus on social learning: learning communities and communities of practice (see discussion in Healey, et al., 2014). Whilst there are examples of learning communities and communities of practice that involve faculty and students, their roles within these communities vary. For example, faculty may be positioned in a co-ordination or control role (Tinto, 2003) and students as neophytes in existing faculty-owned communities (Lea, 2005). Application of the communities of practice literature to staff

student partnerships is provided by Matthews, Marquis and Healey (2016) in the context of international collaborative writing groups, and Flint and O'Hara (2013) in the context of engaging student representatives with quality enhancement.

Partnership provides a useful lens through which to re-consider these models of community and to explore how new academic communities could be co-created, with all parties contributing to direction and development. We suggest that partnership learning communities are fostered through structures and processes that support partnership relationships, members of the community developing shared values and enacting these through attitudes and behaviour (Healey et al., 2014). The HE Academy's (2015) Framework for Student Engagement through Partnership suggests nine scholarly informed values as a useful starting point: authenticity, inclusivity, honesty, reciprocity, empowerment, trust, courage, plurality, and, responsibility. It may be useful for those exploring the development of partnership learning communities to reflect upon the extent to which these values are important to, and enacted through, current activities.

Future Development and Research

Students as partners is a rapidly growing area of interest in higher education. One indication of this is the launch of a specialist journal in the field—International Journal for Students as Partners. No doubt our thinking about appropriate conceptual models will evolve as policies and practices continue to be developed in this area. However, the reviews, responses to the many presentations we have made, and the use of our model as a framework for pedagogic initiatives and programs in the two years since we first developed it, suggest that the four overlapping areas of interest, along with the central focus on partnership learning communities, provide a useful classification of the students as partners' literature. The model gives proponents of students as partners a language with which to explore the territory and has opened up discussions comparing the nature of the four areas and the challenges faced in implementing policies and practices and developing the associated partnership learning communities.

Among the many questions that have arisen, in part, from discussions about the model, we think three in particular deserve attention at this time:

1. How do the policies and practices for developing partnership across the four areas compare and integrate in institutions and how are institutional cultures developing a shared language for partnership?
2. What are the challenges, opportunities and benefits in developing partnership learning communities?
3. What strategies are effective for wide-scale implementation and embedding of students as partners across higher education institutions? For each of these questions it will be critical to investigate how the answers vary in different national, institutional and disciplinary contexts.

Conclusion

Students as partners is a concept and practice whose time has come. Co-creating, co-producing, co-learning, co-designing, co-developing, co-researching, and co-inquiring involve sharing power and an openness to new ways of working and learning together and, hence, challenges traditional models of HE relationships. In this paper, we have examined a conceptual model of partnership based on four overlapping areas integrated through the process of partnership learning communities. Our model brings together literatures which have often been treated separately and in doing so gives faculty and students a language to talk about where their activities fit and how the values of learning partnerships may operate in their context. Much research remains to be done into what works in which contexts and to theories the different ways in which partnerships may take place. Though we have concentrated on students as partners in learning and teaching, many of the ideas and principles are applicable to other forms of partnership in HE, including students and faculty working with employers, professional bodies, and community organizations. There are emerging opportunities for those faculty, students, and administrators already engaging through partnership to build on existing good practice and play leading roles in developing policies to spread partnership practice widely within our countries and internationally. If we are serious about the potentially substantial benefits of partnership, we need to explore how these opportunities can be made available to all.

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CRITICAL ANALYSIS OF NEP & ITS IMPLEMENTATION

Mrs. C. Saroja Devi
Assistant Professor in Department of Commerce, Kamalam College of Arts and Science, Anthiyur.

Ms. V. Shylin Deboral
Assistant Professor in Department of Commerce, Kamalam College of Arts and Science, Anthiyur.

Abstract

Well defined and futuristic education policy is essential for a country at school and college levels due to the reason that education leads to economic and social progress. Different countries adopt different education systems by considering the tradition and culture and adopt different stages during their life cycle at school and college education levels to make it effective. In few months ago the Government of India release a new education policy under committee chaired by Dr. K. Kasturirangan. He was also a former chairman of Indian Space Research Organization (ISRO). In June 2017, the committee wasconstituted and in May 31, 2019 the committee submitted its report. The main highlights of this paper are the various educational stages features, some principle of this new policy, the difference between the old National Education Policy 1986 and current National Education Policy 2020, various things which was adopted in higher education system, Various innovations and predicted implications of NEP 2020 on the Indian higher education system along with its merits are discussed. Finally, some suggestions are proposed for its effective implementation.

Keywords: *National Education Policy (2020), Basic Principles, Stages, Predicted implications, Predicted impediments & merits, Implementation.*

Introduction

The education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high quality education is the best way forward for developing and maximizing our country's rich talents and resourcesfor the good of the individual, the society, the country, and the world.

Quality education is of fundamental importance for achieving full human potential, developing an equitableand 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.

This new National Education Policy gives importance on the development of cognitive abilities to each of the students, like – problem solving and critical thinking.

This policy helps the teachers to develop at all levels; so that theteachers can re-shape the future generations students. The main aim of this new education policy is to give the high quality opportunities to all the students so that they can geteducation; even all disadvantage group's students.

Objectives of the Study

The National Education policy 2020 has many initiatives to improve the quality and the broadnessof the education system in India.

In this study the objectives are as follows –

- To find out the basic principles of NEP 2020.
- To highlights the different stages of education.
- To overview what newly things were added to Higher Education in NEP 2020.
- To point out the new innovation in National Education Policy 2020.
- To estimate the implications of NEP 2020 in Higher Education.
- To study the advantages of NEP 2020.
- Suggestions for further improvements for the effective implementation of NEP 2020 to realize itsgoal.

Methodology

The methodology consists of a conceptual discussion on highlighting the gist of the national educational policy framework, highlighting various sections of the policy of NEP 2020 and comparing it with currently adopted education policy. Identifying the innovations made using the focus group discussion method.

An overview on Higher Education which was newly added in new policy, some new innovationson NEP 2020, Implications are estimate, some advantages of NEP 2020 and at last some suggestions for next improvement; so that it will be more effective.

Basic Principles of National Education Policy 2020

Some basic principles of this new policy are as follows –

- All students are flexible to choose the subjects and are able to choose their own wayalongwith their own interests and own talents.
- Instead of rote-learning; new policy gives emphasis on conceptual understanding.
- In the teaching-learning process; the multilingualism and the power of the language must beraised.
- In this policy; main encourage is given on critical thinking and on innovative thinking.
- Instead of summative evaluation; the main focus is given on formative evaluation in a regularmanner.
- The students can able to develop some life skills like – Teamwork, Communication,Cooperation and Resilience.
- In the teaching – learning process; the emphasis is given on maximum use of technology.
- The Constitutional values and ethics will be developed in students such as – respect for others, scientific temper, spirit of service, cleanliness, empathy, and respect for public property, liberty and responsibility.

Different Educational Stages are Highlighted

Various stages of Education are being highlighted as under –

1. **Foundation Stage-** Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discovery based learning. Using time tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.
2. **Preparatory Stage-** Three years Preparatory stage consists of building on the play-, discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.
3. **Middle school education Stage-** Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers. 3 Students are exposed to the semester system and yearly two class level examinations will be conducted.
4. **Secondary education Stage-** Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-orientedpedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.
5. **Under-graduation Education Stage**- The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor 's degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects.
6. **Post-graduation Education Stage** The Master's degree – a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integratedfive-year degree with a focus on high quality research in the final year. The Masters' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.
7. **Research Stage-** stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8- credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year M.Phil programme is discontinued.
8. **Lifelong learning-** The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, skills, and

experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for satisfaction in life.

Higher Education Institutions IN NEP 2020

- In the universities and colleges National Research Foundation (NRF) was establishedto fund the research work.
- In higher education, there were various controlling institutions like AICTE, UGC, MCI, etc. But now these controlling institutions will be mix up with Higher Education Commission of India (HECI) as a single controlling for Higher Education Institution.
- The process of learning will be student-centered instead of teacher-centered.
- The Higher Education Institutions are divided into two types – one is multidisciplinary Universities (MU) and second is multidisciplinary Autonomous Colleges (AC). By 2040 there will be more than 3,000 students.
- There will be a two types of Multidisciplinary Universities – one is Research-intensive Universities and second is Teaching-intensive Universities.
- In Higher Education, along with vocational education the Gross Enrolment Ratio will be increase. In 2018 there is 26.3% and it will be increase to 50% by 2035.
- In the undergraduate and postgraduate level, the research work must be included along with multidisciplinary and holistic approach of education.
- In Higher Education Institution, there must be encouraged for Online Distance Learning (ODL).
- All Higher Education Institutions must support and encourage the students who are belong form socio-economically disadvantaged backgrounds.

Teachers Education

- The interested faculty who are senior or retired must be used in research work, in any innovation and training for mentoring and guiding. There will be established a separate National Mission for Mentoring.
- The teachers must be appointed in all schools levels like – foundation, preparatory, middle and secondary with 4 year's integrated B. Ed degree and having dual major specialization (Education and Subject).
- By 2030, stand-along Teacher Education Institutions must be converted in Multi-disciplinary Higher Education Institutions to offer 4-years integrated B. Ed programmes.
- Along with research the M. Ed will be for one year.
- Up to 2030, the undergraduate for 3 years will have two years B. Ed programme and undergraduate for 4 years will have one-year B. Ed programme.

Professional Education

- In all multidisciplinary education institutions; a Technical education must be offered. The main focus is on to offer 3-D Machine, Artificial Intelligence, big data analysisand machine learning and in addition to genomic studies, nanotechnology, biotechnology, neuroscience in according with the applications to environment, health and sustainable living.
- Every stand-alone professional education institutions at any field must have the aimso that they become multidisciplinary institutions to offer holistic education by 2030.
- All institutions or universities who are offering law education must use to prefer bilingual education so that in future the students who will become lawyers and judges are able to know in English and state language.
- All Higher Education Institutions must motivate to prepare for professional in veterinary sciences and agriculture along with general education.
- The Health education is combined in such a way that each students of allopathic medical must have the basic perception of Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy (AYUSH) and a greater importance must be given to all forms of healthcare education.

Private Institutions

- In Higher Education Institutions, the National Research Foundation (NRF) will fundfor researchwork in according on the merit of proposals.
- The private institutions are allowed for autonomy based in according to their accreditationstatus.
- To all meritorious students in private institution must offer 20% free-ship and 30%scholarshipin each courses.
- In all financial related work; each private universities and autonomous colleges must keepopenness.
- The Higher Education Institutions must have freedom in deciding their own structureof fees.

Some New Innovations in NEP 2020

- By improving Choice based Credit system a Competency based Credit system is going to beaccepted.
- In undergraduate education an Information Communication and Computation Technology (ICCT)and Nanotechnology (NT) must be established as to enhance the employability of the youths.
- The main focus is on to build the digital content and digital infrastructure.
- In Higher Education Institutions the weight age should be same in internal continuous evaluationand semester end examination will be as 50:50.
- The Higher Education Institutions have the freedom to decide their own fees

structures for theirprogrammes.

- From National Research Foundation (NRF), the Nanotechnology Research centers and AIResearch centers get supported.
- There must be a construction of online labs along with Diksha and SWAYAM so thatto support MOOC education.
- The Higher Education Commission of India (HECI) controlled four functions – First is regulation (NHERC), Second is Accreditation (NAAC), Third is funding/grants (HEGC) and Fourth is academic standard setting (GEC).
- It is very important to motivate all students to take online courses in SWAYAM at least two courses per semester.
- In according to academic and research performance of a faculty; an accountability andincentives will be fixed.
- The students must learn the skills of 21st century as decided by GEC.

Some Implications In NEP 2020 Relating to Higher Education

- The public and private colleges in Higher Education Institutions will not make any profit and in institutional development they must re-invest under the direction of Board of Governors members.
- In the private institutions; the meritorious students who are belong to economically disadvantage can able to study in free of cost as the private institutions will provide20% free-ship and 30% scholarship.
- In all Higher Education Institutions there will be a single Regulatory body that is National Higher Education Regulatory Authority (NHERA); to make more effective in educational qualities, regulation of financial probity, governance, courses and faculty / staff.
- All autonomous institutions want that the members of Board of Governors (BoG) must have highly educated, dedicated, competent and have commitment to the institutions.
- The private Higher Education Institutions have the responsibility towards the Educational Philanthropy.
- The National Higher Education Regulatory Authority (NHERA) has mandated the regulatory guidelines; the Board of Governors must maintain that guidelines and Board of Governors will maintain the quality of Higher Education Institutions.
- All undergraduate and postgraduate levels must give focuses on Research work and in innovation. The faculty members and students must think it creatively.

Some Advantages in NEP 2020 Relating to Higher Education Policies

- The main goal of United Nations Sustainable Development Goals is to give Quality Education to allstudents. That's why in NEP 2020, the private sector must give 20% free-sit and 30% scholarship to all meritorious students who are belong to economically disadvantages groups; so that they can get opportunities to study.

These free educations help to increase the Gross Enrolment Ratio (GER) at Higher Education level in the country.

- All Higher Education Institutions have freedom for doing any kind of innovation in regarding to curriculum, examination, courses, and pedagogy and evaluation system; as the quality of education will also improve.
- In Higher Education level; NEP 2020 replace teacher-centric to a student-centric. Now, in teacher-centric, the teachers should decide about the curriculum, pedagogy, courses and evaluation system and in student-centric the students have right to choose their own subject for their studies and the students can also appear for competencybased evaluation according to their own speed of learning.
- In NEP 2020, the productivity of a faculty will be based on research output. In higher education system a research is a very important thing. Their performance is only depends on their research work and publication work.

Some Suggestions for Improvement

- All multidisciplinary institutions must have at least five disciplines. The main objective of multidisciplinary institutions is to give multidisciplinary experience and choice. Some disciplines are as follows – Computer Science, Languages, Social Science, Basic Science, Education, Engineering, Medical Science, Dental Science, Ideology, Indian Medicines etc.
- In this policy, it is said that the Ph. D will be mandatory, so there will be a large requirement inPh. D degree and the demand for research guide will also increase.
- That's why all universities must use the services of retired professor as a research guide to a research scholar for their Ph. D courses. This will remove the shortage of research guides.
- Now Integrated B. Ed course is compulsory for teaching in foundation, preparatory, middle and secondary school. Similarly, the Ph. D degree should compulsory for getting a job for Assistant Professor in colleges and universities as per NEP 2020; because the research is going to be an important part in bachelor's degree as well as master's degree.
- Higher Education Institutions must be a compulsory members of an Integrated National Digital Library (INDL) to have an easy access of journals, books, periodicals and patents form a single place.

Implementation

- Any policy's effectiveness depends on its implementation. Such implementation will require multipleinitiatives and actions, which will have to be taken by multiple bodies in a synchronized and National Education Policy 2020 62 systematic manner.
- Therefore, the implementation of this Policy will be led by various bodies including

MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards,NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs along with timelines and a plan for review.

- Implementation will be guided by the following principles.
- First, implementation of the spirit and intent of the Policy will be the most critical matter.
- Second, it is important to implement the policy initiatives in a phased manner, as each policy pointhas several steps, each of which requires the previous step to be implemented successfully.
- Third, prioritization will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base.
- Fourth, comprehensiveness in implementation will be key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved.
- Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States.
- Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be crucial for the satisfactory execution of the Policy.
- Finally, careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives.

Some Steps must be followed by All Higher Education Institutions

- The curriculum should be more inclusive.
- For pursuing higher education all institution must provide fees to all needy students.
- The process of admission should be more inclusive.
- All institution must provide financial assistance to all socio-economicallydisadvantage students.
- No-discrimination and anti-harassment rules will be strictly enforced.
- Each institution must develop degree courses and it will be taught in bilingual and in Indianlanguage.
- All institutions must develop an Institutional Development Plans; as it contains aspecific plan foraction.

Conclusion

Implementation of NEP 2020 has been a top priority for the government of India that contributes directly to transforming the education system in the country. This policy seeks

to reform the older Macaulay-based education systems as well as suggest add-ons to the post-independence commissions on education in a comprehensive manner. The primary technology transfer can be effectively advanced by improving the educational infrastructure in the country. This holistic visionary policy document can be effectively implemented when the country ensures proper and adequate fund allocation for the education sector. The faculty members of each higher education institution have the freedom to choose curriculum, pedagogy, methodology andevaluation models in according to the given framework of this policy. These changes will start form the year of 2021-22 till 2030. This policy aids in building strong foundational skills and quality of learning across all levels of education. Moreover, it allows for redefining the ways of assessment and initiating systemic revolutionary modifications in the educational scenario of the country. Therefore, this new educational policy is expected to considerably transform the Indian education system by focusingon equity, accessibility, quality, and affordability.

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NATIONAL EDUCATIONAL POLICY – BLENDED LEARNING

Mrs. M. Krishnaveni
Head and Assistant Professor in Department of Commerce,
Kamalam College of Arts and Science, Anthiyur – Udumalpet.

Abstract

The theme of this paper is blended learning in mainstream disciplinary communities. In particular, the paper reports on findings from the last two decades which looked at origination, development and future of blended learning through articles and other research publications. Based on over thirty journal articles indexed in Social Sciences Citation Index and other important databases, coupled with other related publications, this study explored the definition, advantages and problems of blended learning, arriving at the conclusion that more deficits may exist in either sole online or classroom learning compared with blended learning which combinesboth approaches although there may still be a certain number of disputes over blended learning. Educational and non-educational institutions may be wise to innovate their pedagogy towards a blended mode despite economic costs and other possible losses.

Keywords: *Blended Learning, Classroom learning, Collaborative Learning, Face-to-Face Learning, Online Learning.*

Introduction

It is an instructional methodology, a teaching and learning approach that combines face to-face classroom methods with computer mediated activities to deliver instruction. This pedagogical approach means a mixture of face-to-face and online activities and the integration of synchronous and asynchronous learning tools, thus providing an optimal possibility for the arrangement of effective learning processes. Blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face to face teaching. In a true blended learning environment, both the student and the teacher should be physically located in the same space. Despite this, the digital tools used should be able to be utilised by the students in order to enforce some control over the speed or topics of their learning.The flipped classroom model is a similar program that aims to utilise technology in order to rearrange the learning experience and maximize the effectiveness of valuable face to face time in the classroom. In a flipped classroom programmes, students would be encouraged to access digital learning materials via a cloud-based learning platform during their own time.

Resources such as video lectures, podcasts, recordings and articles would be provided in order to transfer the main bulk of the necessary knowledge from teacher to student before each class. This then frees up time in class for teachers to support students in activities, lead discussions and facilitate engagement.

Need for Flexibility to Students

The National Education Policy has given a rare glimpse in what can be achieved through the transformation of education. The new NEP clearly states that it is time to take on a policy that is undoubtedly student centric, or what can be safely put down as

Education 4.0! The time has indeed come to recognize the fact that the student is the main stakeholder and that efforts must be taken to make the system respond to their dreams and aspirations. In this line of thinkingthe new policy gives the acceptability of many modes of learning including that of face to face learning, online learning and distance or virtual mode. It also promotes use of vocational courses, multi-disciplinary courses and multi-modal approaches there by focussing on Blended teaching- learning.

Blended Learning (BL)

The world is changing constantly and the various domains are also influenced by the change. There is no exemption even in the education domain. The evolution of the digital learning platforms has a huge impact in educational institutions and has eventually put the traditional methods in the back seat. However, there are demands for both technology and traditional learning methods. As a result of this, the art of combining digital learning tools with more traditional classroom face to face teaching gave birth to the term -Blended Learning‖. This chapter deals about the educational transformations and the prerequisite for Blended Learning.

The important features of Blended Learning (hereafter referred to as BL) environment are:

- Increased student engagement in learning.
- Enhanced teacher and student interaction.
- Responsibility for learning.
- Time management and flexibility
- Improved student learning outcomes
- Enhanced institutional reputation.
- More flexible teaching and learning environment
- More amenable for self and continuous learning
- Better opportunities for experiential learning

Role of Teachers in BL Environment

BL shifts the teacher's role from knowledge provider to coach and mentor. This shift does not mean that teachers play a passive or less important role in students' education. Quite the contrary—with BL, teachers can have an even more profound influence and effect on students' learning. Traditionally, classroom instruction has largely been teacher-directed, top-down, and one-size-fits-all, with a bit of differentiation thrown in, but with BL, it now becomes more student-driven, bottom-up, and customized, with differentiation as a main feature. Much of this new learning dynamic is due to the enhanced role technology plays in instruction. BL provides an appropriate balance between online instructions, which offers the interactive, tech-based learning, individualized pacing, and privacy that keep students continuously engaged and motivated, and teacher-led instruction, which personalizes the learning experience and adds the human elements of encouragement, compassion, and caring guidance that only

teachers can give.

Role of a Learner in the BL Environment

1. **Increase student interest:** When technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are studying.
2. **Keep students focused for longer:** The use of computers to look up information & data is a tremendous lifesaver, combined with access to resources such as the internet to conduct research. This engagement and interaction with the resources keeps students focused for longer periods then they would be with books or paper resources, this engagement also helps develop learning through exploration and research.
3. **Provides student autonomy**: The use of eLearning materials increases a student's abilityto set appropriate learning goals and take charge of his or her own learning, which develops an ability that will be translatable across all subjects.
4. **Instill a disposition of self-advocacy:** Students become self-driven and responsible, tracking their individual achievements, which helps develop the ability to find the resources or get the help they need, self-advocating so they can reach their goals.

BL Structures in Education

Many factors must be considered when choosing how to blend in-person and online teaching and learning activities. In some cases, most interactions between students and the teacher, as well as the direct delivery of instruction, take place in person in the classroom, while materials and possibly some additional activities are delivered online.

In other cases, most of the class activities occur online, with infrequent meetings in person to solve problems and support community building. In some blended arrangements, students may choose which activities to complete online and which to complete in a classroom. Ideally, blends are personalized so individual students have the blend that best fits their age, life circumstances and learning needs. These are called à la carte models. Students choose what to take fully online, what to take fully in person and, when the design is available, blended courses where they choose when to go to in person classes and when to watch videos, download readings and complete assignments online. This kind of personalization is not always available. Most important is ensuring that students are able to function well as learners with any delivery method, single-mode or blended, even if it is not their preference or the best situation for them.

Blended face-to-face class

Also sometimes called the -face-to-face driver model,‖ the blended face-to-face class model is based in the classroom, although a significant amount of classroom time has 8 been replaced by online activities. Seat time is required for this model, while online activities are used to supplement the in-person classes; readings, quizzes or other assessments are done online at home. This model allows students and faculty to share

more high-value instructional time because class time is used for higher-order learning activities such as discussions and group projects.

Blended Online Class

Sometimes referred to as the -online driver model,‖ this class is the inverse of the blended face-to-face class. The class is mostly conducted online, but there are some required in- person activities such as lectures or labs.

The Flipped Classroom

The flipped classroom reverses the traditional class structure of listening to a lecture in class and completing homework activities at home. Students in flipped classes watch a short lecture video online and come into the classroom to complete activities such as group work, projects or other exercises. The flipped classroom model can be seen as a sub-model of the blended face-to-face or blended online class.

The Rotation Model

In this model, students in a course rotate between various modalities, one of which is online learning.

There are various sub-models: station rotation, lab rotation and individual rotation. Some of these sub-models are better suited to K–12 education; station rotation, for example, requires students to rotate between stations in the classroom at an instructor's discretion. Others work well on a college campus; the lab rotation model, for example, requires students in a course to rotate among locations on campus (at least one of which is an online learning lab). In the individual rotation model, a student rotates through learning modalities on a customised schedule.

The Self-Blend Model

While many of the BL models on this list are at the course level, self-blending is a programme-level model and is familiar to many college students. Learners using this model are enrolled in a school but take online courses in addition to their traditional face-to-face courses. They are not directed by a faculty member and choose which courses they will take online and which they will take in person.

Implementation of BL

Pedagogies for Online and Face-to-face Modes

Learner-centred teaching-learning activities include several cognitive processes which enable learners to be communicative, confident, creative and cooperative. Learners in BL environments are not visualised as passive learners, but active learners generating ideas, assimilating knowledge individually and in teams. Once learning resources are provided on an online platform, students sitting in the classroom need not again listen to the instructor. The time, then, can be used for engaging them in activities. Even their online time can be used innovatively for making online sessions more effective and interesting. Here are a few learning processes for both online and face-to-face mode.

Generating Ideas

Higher education learners are adult learners who come with their own world of experience, previous knowledge gained at schooling level and previous years of education, exposure to other sources of knowledge, etc. Even pre-session resources suggested by teachers help them some knowledge, information.

Brainstorming

Brainstorming exercise always helps learners to think spontaneously; derive solutions, ideas; appreciate others' ideas and enjoy generation of several ideas by the whole group instead of listening to only teachers' ideas and views. It develops a sense of responsibility to think and learn ourselves.

Concept-mapping/Mind-mapping

Creating cognitive structure/schema of any topic in the mind is the best cognitive exercise for learners. These help learners understand the topic from all perspectives and also help learners establish relationships of concepts on their own. Features such as inserting images, sticky-notes, sketches in such tools makes the exercise interesting and learners get engrossed in the process of meaningful learning.

Creative Presentations

Education, at any level, and of any subject, should develop creative thinking abilities of the learners. Microbiology or Sociology learners can present their concepts through creating cartoon-strips. Story-creation tools are helping learners of higher education for presenting their knowledge of a subject instead of merely making presentations in the class. Infographs, short videos, podcasts provide them opportunity to give a creative form to their knowledge of any topic. This will develop their expression skill and help them present their ideas creatively even after in the field of work after education.

Exposure to the real world

Higher education students are just a few steps behind the field of work, i.e. the real world. Exposure to this real world while studying in colleges/universities will help them get ready for this real world. Field visits to understand the processes, interviews of stakeholders, case studies, small surveys, etc. will help them interact with the real world closely. Instead of explaining everyprocess, let learners visit the organisation to understand the processes or else acquire informationfrom websites, portals. e.g. Elaborating rules and regulations of any organisation in the classroom by yourselves, let the learners visit the organisation physically or else study the rules and regulations from the website of the organisation.

ICT Initiatives and Tools

OER: NMEICT, NPTEL, ePG, NDL

Open educational resources (OER) are defined by the United Nations as any type of

educational materials in the public domain or introduced with an open license. Critical to supporting open knowledge and open access, OER are learning materials supporting legal and free (a) copying, (b) usage, (c) adaptation and (d) sharing. These resources can be anything from textbooks to syllabi, lecture notes, tests, videos or animations. OER offer the opportunity to provide access, quality GUIDE TO BL and cost-effectiveness in education delivery and have led to significant dialogue around policies for knowledge sharing and capacity building in the social and economic global world. While OER are not a necessity for successful BL, these two education innovations combine to make a powerful contribution to high-quality, accessible and affordable education. Using well-designed, available OER can free up resources that can then be used to design and deliver BL opportunities.

MOOCs

MOOC stands for massive open online course (MOOC) which is an online education system providing various courses, which aims at large-scale interactive participation and open access via web. MOOC aims to provide real time education online with the help of 13 various features like videos, study materials, quizzes and online exams and also tries to make it more efficient than the real time education in class rooms by removing time constraints and location constraints. MOOCs also provide interactive discussion sessions for the user through interactive discussion forums that help to build a community for the students and professors.

Swayam

SWAYAM is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged.

Challenge to early assimilation to work culture

As blended learning mode is focused towards student centric, prominence is more on self-learning. Limited possibilities are explored to up skill students through practical way. As in, less emphasis given to practical learning's likes project work, internship, on the job training etc. practical learning helps in synchronizing thoughts to actions.

At higher education level, which is a crucial stage for students to enter in to work culture, the prior exposure to practical knowledge helps in assimilation to work environment.

There is clear distinction between experienced and fresher candidate while inducting to an organization. It's an added advantage if a student has blend of theory and practical knowledgeduring his higher education level.

Platforms

Learning and Evaluation: LMS LMSs are web applications, meaning that they run on a server and are accessed by using a web browser. LMSs give educators tools to create a course web site and provide access control so only enrolled students can view it. LMSs also offer a widevariety of tools that can make your course more effective. They provide an easy way to upload and share materials, hold online discussions and chats, give quizzes and surveys, gather and review assignments, and record grades.

Other Innovative Initiatives

1. **SimLab+:** SimLab is a process-oriented multidisciplinary simulation environment to accurately analyze the performance of complex assemblies. SimLab is designed as a powerful 3D visualization and communication platform with a rich set of built-in workbenches. As general multi-purpose 3D software Solution it helps users to simplify complex work-flow through simple GUI and easy-to-figure tools.
2. **Virtual Lab:** Virtual labs provide remote-access to Labs in all major disciplines of Science and Engineering. These Virtual Labs can cater to students at the UG & PG levelsas well as to research scholars. Use of these labs can cut down the effective cost by 24x7uses and providing better reliability, repeatability and access.
3. **Robotics:** Robotics is a branch of engineering and science that includes electronics engineering, mechanical engineering and computer science and so on. This branch deals with the design, construction, and use to control robots, sensory feedback and information processing.
4. **FOSSEE:** FOSSEE (Free/Libre and Open Source Software for Education) project promotes the use of educational tools in academia and research. The FOSSEE project is part of the National Mission on Education through Information and Communication Technology (NMEICT), Ministry of Education, Government of India. Below is the list ofsome of the projects which are promoted by FOSSEE.

Conclusion

The chapter provides detailed guidelines communicating minimum recommendations from UGC for implementation of BL. Universities and parent bodies need to ensure checking essential requirements to begin with and them should monitor processes to ensure successfulimplementation of BL. BL mode is to be used nation-wide to help learners develop 21st century skills along with the effective learning and skill development related to the subject-domains. BL should be carefully implemented and should not be replacing classroom time as a privilege. Every institute should strive to be a model institute to demonstrate a successful implementationof BL in the higher education of our country.

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SHAPING THE TEACHERS FOR IMPLIMENTATION OF NEW EDUCATION POLICY

Dr. R. Kavitha
Associate Professor,
Sakthi Institute of Information and Management Studies, Pollachi.

Dr. T. Gandhimathi
Associate Professor,
PA College of Engineering and Technology, Pollachi.

Abstract

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

Introduction

Matha Pitha Guru Deivam – A very popular phrase in Sanskrit – It means – Mother Father Teacher God. Teachers played an important role in the life of every child. Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

Methods for shaping effective teachers

1. Recruitment and Deployment,
2. Service Environment and Culture,
3. Continuous Professional Development (CPD),

4. Career Management and Progression (CMP) of Teachers,
5. Professional Standards for Teachers, and
6. Special educators

2.1. Recruitment and Deployment

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. In rural areas, special merit-based scholarships will be established that also include preferential employment in their local areas upon successful completion of their B.Ed. programmes.

Such scholarships will provide local job opportunities to local students, especially female students, so that these students serve as local-area role models and as highly qualified teachers who speak the local language. Incentives will be provided for teachers to take up teaching jobs in rural areas, especially in areas that are currently facing acute shortage of quality teachers. A key incentive for teaching in rural schools will be the provision of local housing near or on the school premises or increased housing allowances.

The harmful practice of excessive teacher transfers will be halted, so that students have continuity in their role models and educational environments. Transfers will occur in very special circumstances, as suitably laid down in a structured manner by State/UT governments. Furthermore, transfers will be conducted through an online computerized system that ensures transparency.

A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. The above described initiatives in recruitment and deployment will be scaled as needed over time, to fill all vacancies with qualified teachers, including local teachers, with suitable incentives for career management and progression as described. Teacher education programmes and offerings will also align with the vacancies thus projected.

2.2 Service Environment and Culture

The primary goal of overhauling the service environment and culture of schools and colleges will be to maximize the ability of teachers to do their jobs effectively, and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, all of whom share a common goal: to ensure that our children are learning.

The first requirement in this direction will be to ensure decent and pleasant service conditions at schools and colleges. Adequate and safe infrastructure, including working toilets, clean drinking water, clean and attractive spaces, electricity, computing devices, internet, libraries, and sports and recreational resources will be provided to all schools to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment and are

comfortable and inspired to teach and learn in the institutions. In-service training will have inputs on safety, health and environment at workplace in schools to ensure that all teachers are sensitized to these requirements.

State/UT Governments may adopt innovative formats, such as school complex, rationalization of schools, without in any way reducing accessibility, for effective school governance, resource sharing, and community building. The creation of school complexes could go a long way towards building vibrant teacher communities. The hiring of teachers to school complexes could automatically create relationships among schools across the school complex; it would also help ensure excellent subject-wise distribution of teachers, creating a more vibrant teacher knowledge base.

Teachers at very small schools will not remain isolated any longer and may become part of and work with larger school complex communities, sharing best practices with each other and working collaboratively to ensure that all children are learning. School complexes could also share counsellors, trained social workers, technical and maintenance staff, etc. to further support teachers and help create an effective learning environment. In collaboration with parents and other key local stakeholders, teachers will also be more involved in the governance of schools/school complexes, including as members of the School Management Committees/School Complex Management Committees.

To prevent the large amounts of time spent currently by teachers on non-teaching activities, teachers will not be engaged any longer in work that is not directly related to teaching; in particular, teachers will not be involved in strenuous administrative tasks and more than a rationalized minimum time for mid-day meal related work, so that they may fully concentrate on their teaching-learning duties. To help ensure that schools have positive learning environments, the role expectations of principals and teachers will explicitly include developing a caring and inclusive culture at their schools, for effective learning and the benefit of all stakeholders.

Teachers will 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 will also focus on socio-emotional learning - a critical aspect of any student's holistic development. Teachers will be recognized for novel approaches to teaching that improve learning outcomes in their classrooms.

2.3 Continuous Professional Development (CPD)

Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational

literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.

School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education.

2.4 Career Management and Progression (CMP) of Teachers

Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage, that incentivizes and recognizes outstanding teachers. A system of multiple parameters for proper assessment of performance will be developed for the same by State/UT Governments that is based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on NPST given in Para 5.20. In this Policy, in the context of careers, 'tenure' refers to confirmation for permanent employment, after due assessment of performance and contribution, while 'tenure track' refers to the period of probation preceding tenure.

Further, it will be ensured that career growth in terms of tenure, promotions, salary increases, etc. is available to teachers within a single school stage i.e., Foundational, Preparatory, Middle, or Secondary, and that there is no career progression-related incentive to move from being teachers in early stages to later stages or vice versa. This is to support the fact that all stages of school education will require the highest-quality teachers, and no stage will be considered more important than any other.

Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments.

2.5 Professional Standards for Teachers

A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required

for that stage. It will also comprise standards for performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.

2.6 Special educators

There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/Divyang children at the Middle and Secondary school level, including teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children. Therefore, such areas could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre-service teacher preparation. They will be offered as certificate courses, in the pre-service as well as in-service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well. Approach to Teacher Education

Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.

By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor's Degrees in other specialized subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor 's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes. Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed.

programme and having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practice umtraining and student-teaching components of the programme.

All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula.

Special shorter local teacher education programmes will also be available at BITEs, DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as 'master instructors', for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts.

Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.

It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects; NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and make recommendations on what can be learnt and assimilated from these approaches into the pedagogies being practiced in India.

By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020. The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries/Departments of Central Government and various expert bodies, and will be made available in all regional languages. The NCFTE 2021 will also factor in the requirements of teacher education curricula for vocational education. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education.

Conclusion

It is well known that teachers play a big and important role in shaping the life of man and has power to shape the whole world. They help every student in many ways to achieve success, such as increasing the level of knowledge, skill, confidence etc. and make life in the right shape. Therefore, every student also has some responsibility for his loyal teacher. We all need to heartily congratulate our teacher as an obedient student and thank him for his selfless service throughout the life of teaching, as well as for shaping the lives of our countless students. The NEP 2020 hence, has reiterated the restoration of high respect and status for teachers in the society with empowerment. Ministry of HRD has also proposed steps to shape the teachers for current scenario.

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NATIONAL EDUCATION POLICY – A NEW EDUCATIONAL MODEL FOR EXCELLENT ACADEMIC DEVELOPMENT

Dr. S. Kalaiselvi, M. Com., M. Phil., P.G.D.C.A., Ph.D
Assistant Professor, Department of Commerce,
Suguna College of Arts and Science, Coimbaotre.

Ms. T. Kanimozhi, M. Com., M. Phil., (Ph.D)
Assistant Professor, Department of Commerce,
PSG College of Arts and Science.

Abstract:

The National Education Policy 2020 aims at making "India a global knowledge superpower". It is the first education policy of the 21st century and aims to address the many growing developmental imperatives of ourcountry.This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st-century education, while building upon India's traditions and value systems. It has been introducing a holistic, inclusive, and participatory approach to our education system. It has focused on enhancing the existing education system and making higher education institutions more committed, learner-centric, and complied. It aims at tapping into the unique capabilities and skills of each student with its flexible and multidisciplinarymodel.This policy bringing major changes at different levels and if executed in its true vision, it has the potential to bring India into the league of other developed countries in the world by transforming it into a global knowledge superpower.

Keywords: *Participatory approach, learner-centric, global knowledge superpower.*

Introduction:

Education has continued to advance since the dawn of human history, and every country develops its own system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. With this view, the government of India has announced education policies from time totime.India has so far had three education policies after independence. The first national education policy in India came in 1968 and the second in 1986 under Indira Gandhi and Rajiv Gandhi respectively; the national education policy of 1986 was revised in 1992 when P V Narasimha Rao was Prime Minister. The third national education policy (NEP, 2020) came under the Prime Ministership of Narendra Modi to strengthen further the Indian education system. The New Education Policy, 2020 replaced the thirty-four years old education policy to bring transformation and holistic development ineducation.

The main objectives of the study are:

- To understand the changes in Indian highereducation,
- To analyse the national education policies with special reference to the New Education Policy 2020

The study made use of secondary data from scientific publications in journals, websites, blogs, and books.

The Indian education system:

The Indian education system has evolved to a great extent from the Vedic days to today's digital e- learning age. Since ancient times, prominent educational institutions have existed in India like Nalanda University and Takshasila University, which were well-known across the world and were the chief learning centres where a multitude of disciplines were taught, including Philosophy, Mathematics, Astronomy, Psychology, Arts, etc..Vallabhi was also a famous study centre that specialised in subjects like law, medicine, and economics, and had students attending from all parts of the country. Vikramshila was another esteemed university, best known for its TantricBuddhism.

Pre-Independence:

The Vedic tradition of education was followed by the Mughal and British Raj. While the Mughal period brought Islamic influence in education. During the British period, the introduction of western education has a significant impact on the emergence of an education policy in India. Several commissions, like the Sadler commission, build the foundation of the Indian education system during the colonial period. Several charters were passed by the British government to promote education inIndia. A major reform in the Indian education system was brought by the Woods Education Dispatch, popularly known as the "Magna Carta of English Education in India" (Singh, 2005).

The important aspect of Woods Dispatch was that it paved the way for the establishment of universities in India. Calcutta University established in 1857, was the first Indian university in modern India. After that, the Bombay and Madras universities were established.As is well known, modern education was launched during the British Raj and opened many Christian Missionary schools and colleges. It was introduced by Lord Macauley with the professed objective of producing trained manpower for the lower ranks of bureaucracy and professions in India. Educational reforms during British rule were not destined for the development of India per se, but they have played a major role in shaping the leaders, and Indian leaders have utilised it to their advantage to fight for the common goal of Independence. And education gave the confidence to question the British and eventually helped to pave the path for IndianIndependence.

Post-Independence:

The Indian system of higher education is one of the largest in the country. It has undergone rapid development in the post-Independence era. There were only 25 institutions in 1947, and at the time of the first five-year plan, which was launched in the years 1950–51, there were only 28 universities. Today we have more than 800 universities and 40,000 higher education institutions (HEIs), indicating a substantial increase in educational facilities all over the country at alllevels.

On the eve of independence, the level of education and literacy was very low in India. In 1951, only 18.3% of people were literate, out of which 27.2% were male and the female literacy rate was 8.9%. Though the system of education given by the British was highly unproductive, India after independence has come a long way in terms of its literacy rate. And though there is a disparity in the literacy rates between different states, and also between both genders, India's literacy rate has risen from around 18% in the 1950s to 74% in the last Census, in 2011.

Provisions in the Indian Constitution related to education:

Under Article 45 in the Directive Principles of State Policy, it was mentioned that the government should provide free and compulsory education for all children up to the age of 14 years within 10 years from the commencement of the Constitution. As this was not achieved, Article 21A was introduced by the 86th Constitutional Amendment Act of 2002, making elementary education a fundamental right rather than a directive principle. And Article 45 was amended to provide for early childhood care and education to children below the age of six years. And to implement Article 21A, the government legislated the Right to Education Act (RTE).

The efforts of the government by formulating educational policies based on the various committees from time to time have brought about a sea change.

The University Education Commission:

In 1948-49, the University Education Commission was constituted under Radhakrishnan. It moulded the education system based on the needs of an independent India. The pre-Independent Indian education value system was catering to the colonial masters, so there was a need to replace Macaulayism with the Indian value system.

Education Commission (1964-66):

The government set up a 17-member Education Commission under UGC chairperson DS Kothari. If the Radhakrishnan committee charted out the value system of the Indian education system, it was the Kothari commission that provided the basic framework of the same.

The Kothari commission provided for:

1. Standardised the educational system on a 10+2+3 pattern.
2. Emphasised the need to make work experience and social service an integral part ofeducation.
3. Linking of colleges to several schools in theneighbourhood.
4. Equalisation of opportunities for all and achieving social and nationalintegration.
5. Neighborhood school systems without social or religious segregation and a school complex system integrating primary and secondary levels ofeducation.
6. Establishment of Indian EducationService.
7. On-the-job job training of the teaching staff and for efforts to raise the status of the

teachers to attract talents into theprofession.

8. To raise expenditure on education from 2.9% of the GDP to 6% by1985.This committee report paved the way for the National Educational Policy 1968, which provided the basis and roadmap for further development of the education system in India.

The 1968 Education Policy:

1. On the basis of the recommendations of the Kothari Commission, the first National Education Policy was released in 1968. This policy called for a National School System, which meant that all students, irrespective of caste, creed, and sex, would have access to an education of a comparable quality up to a givenlevel.
2. Further, it envisaged a common educational structure [10+2+3] which was accepted across the country and most of us have studied under thatsystem.
3. three-language formula: It also advocated the use of the mother tongue as a medium of teaching in the early school years. State governments should implement the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English. Hindi was encouraged uniformly to promote a common language for allIndians.
4. Recommended for strengthening research inuniversities.

This policy sought to have a 'radical restructuring' of India's educational system and equalise opportunities for education for all, to accomplish national integration and better economic and cultural development. However, except for the common educational structure of the 10+2+3 system, the 1968 policy was not very successful due to shortage of funds, Education was in state list and role of center was little.

National Education Policy, 1986:

1. The 1986 policy was issued during the tenure of Rajiv Gandhi as Prime Minister, and it was updated in 1992 when PV Narsimha Rao was prime minister.
2. This policy focused on modernization and the role of IT ineducation.
3. More attention was paid to restructuring teacher education, early childhood care, women's empowerment, and adult literacy.
4. It also accepted the autonomy of universities and colleges, something which was resisted in the past.

In comparison to the 1968 policy, the 1986 policy performed better. There were several reasons for this. Firstly, this policy came after the 42nd amendment in 1976. In this amendment, five subjects were transferred from the State to the Concurrent List, including Education, Forests, Weights & Measures, Protection of Wild Animals and Birds; and Administration of Justice. Secondly, the centre has introduced a number of programmes in line with this policy, such as SarvaShikshaAbhiyan, Mid-Day Meal Scheme,

NavodayaVidyalayas (NVS schools), KendriyaVidyalayas (KV schools), "Operation Blackboard" to provide minimum essential facilities to all primary schools and use of IT in educationetc.

Problems with the higher education system in India

1. There is a dual problem of both quality and quantity. The gross enrollment ratio (GER) in higher education is only24.5.
2. There is a lack of adequate funds allotted to highereducation.
3. Poor levels ofresearch.
4. Privatization of higher education has not been led by philanthropy but by commercial interests. Mushrooming of colleges at a higher rate with a profitmotive.
5. Recommendations of the Narayana Murthy committee, on the role of the corporate sector in higher education, have not been implemented, and thus channelling of Corporate Social Responsibility (CSR) funds to higher education remainsinadequate.
6. Banks and financial institutions are not giving adequate attention to thisarea.
7. The Indian higher education system focuses very little onspecialization.
8. The regulatory environment of higher education is in shambles. UGC and AICTE act more as controllers of education than facilitators. Poor governance is widespread in thissector.
9. For long, basic disciplines across the physical, social, and humanities wereignored.
10. There was an increasing trend of bright students choosing foreign institutes over Indian institutes for higher studies. This resulted in a 'braindrain'.
11. Higher education institutions are used as rewards for loyalists and channels of graft by political parties inpower.
12. Yashpal Committee (2010) points out several problems in higher education inIndia:
    a) Compartmentalization and fragmentation of knowledgesystem.
    b) Disconnect withsociety.
    c) Overemphasis on entrance tests.
    d) Absence of innovation in learningmethods.
    e) Corrosion of autonomy ofuniversities.

National Education Policy of India – Background:

The Ministry of Human Resource Development formed a committee chaired by Dr K. Kasturirangan to prepare the National Education Policy. The Committee was constituted in June 2017. The Committee submitted its report on May 31, 2019. The Union Cabinet chaired by Prime Minister Shri Narendra Modi has approved the National Education Policy 2020 on July 29, 2020.

New Education Policy: a Paradigm Shift in Indian Higher Education:

The Ministry of HRD's National Education Policy (NEP) 2020 is groundbreaking in

every way. While the policy addresses issues such as early childhood services, inclusivity in education, and curriculum restructuring, the policy is interwoven based on the interaction between education and technology. The demand for ICT in education expanded quickly in the twenty-first century. Assisting teachers, crossing the language barrier, developing digital libraries, and enabling a technology-based environment for teacher training are all highlighted in the policy.

Features of National Education Policy 2020:

1. The National Education Policy has been built on the foundational pillars of Access, Equity, Quality, Affordability andAccountability
2. The policy provides for reforms at all levels of education, from school to highereducation.
3. It aims to increase the focus on strengthening teacher training, reforming the existing exam system, early childhood care and restructuring the regulatory framework ofeducation.
4. **Curriculum Framework:** Reforms in the framework of the current curriculum of school education are based on the development needs of the students. The NEP recommends the 5-3-3-4 pattern explained in the tablebelow:

Years	Stage	Curriculum
5	Foundational	3 years of pre-primary followed by class 1 and 2
3	Preparatory	Classes 3 to 5
3	Middle	Classes 6 to 8
4	Secondary	Classes 9-12

1. **School Exam Reforms:** Reforms in the school exams recommended by the NEP include tracking the progress of the students throughout their school experience. It includes State Census Exams in classes 3, 5 and 8. And another important recommendation was the restructuring of the 10th board exam that would mainly focus on and test only the skills, core concepts, and higher- order thinking andcapacities.
2. **Regulatory Structure**: The Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for all higher education, excluding medical and legal education. HECI to have four independent verticals-
    a) National Higher Education Regulatory Council (NHERC) forregulation
    b) General Education Council (GEC) forstandard-setting
    c) Higher Education Grants Council (HEGC) for fundingand
    d) National Accreditation Council (NAC) for accreditation
    e) The NEP has also suggested changing the name of the Ministry of Human Resources and Development to the Ministry ofEducation.
3. **Vocational Courses:**Students in classes 9 to 12 must receive vocational education in

at least one vocation and Schools should build expert curriculum delivery methods that are aligned with National Skills Qualifications Framework (NSQF) competency levels. Further Higher Education Institutes must also provide vocational courses that are integrated into undergraduate education programmes.

4. **Three Language Formula:** The policy recommends that the three-language formula be continued and flexibility in the implementation of the formula should beprovided.
5. **Equitable and Inclusive Education:** NEP 2020 aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Special emphasis will be given to socially and Economically Disadvantaged Groups (SEDGs) which include gender, socio-cultural, and geographical identities, anddisabilities.
6. **Increase GER to 50 % by 2035:** NEP 2020 aims to increase the Gross Enrolment Ratio in higher education, including vocational education, from 26.3% (2018) to 50% by 2035. 3.5 Crore new seats will be added to Higher educationinstitutions.
7. **Holistic Multidisciplinary Education:** The policy envisages broad based, multi-disciplinary, holistic undergraduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification. UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period. For example, Certificate after 1 year, Advanced Diploma after 2 years, a bachelor's Degree after 3 years and Bachelor's with Research after 4years.
8. An Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards a final degreeearned.
9. Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in thecountry.
10. Motivated, Energized, and Capable Faculty: NEP makes recommendations for motivating, energizing, and building the capacity of faculty through clearly defined, independent, transparent recruitment, freedom to design curricula/pedagogy; incentivising excellence; and movement into institutional leadership. Faculty not delivering on basic norms will be heldaccountable.
11. **Teacher Education:** 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.
12. **Mentoring Mission:** A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty–including those with the ability to teach in Indian languages - who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

13. **Distance Learning and Digital Education:** A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the MHRD to look after the e-education needs of both schools and higher education. Measures such as online courses and digital repositories, credit-based recognition of MOOCs, etc., will be taken.
14. **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, andadministration.
15. **Financing Education:** The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at theearliest.

Concerns about the NEP 2020:

1. The report fails to address and incorporate ideas based on contemporary global thinking like the emphasis on creativity and criticalthinking
2. The propositions of volunteer teachers, peer tutoring, rationalisation of the system of schools and sharing of resources do not seem like long-termsolutions.
3. Lack of clarity in government strategies regarding the Public Sector like municipal schools, state- run institutions, Kendra Vidyalaya,etc.
4. The creation of a National Testing Agency (NTA) to conduct entrance examinations for admissions and fellowships in higher educational institutions may lead to loss of autonomy among the universities overadmissions.
5. NEP 2020 insisted on the expenditure of 6% of the GDP on education need to be fulfilled.

Advantages of New Education Policy 2020:

1. **Comprehensive**: NEP seeks to address the entire gamut of education from preschool to doctoral studies, and from professional degrees to vocational training.
2. **Early Childhood Education:** In adopting a 5+3+3+4 model for school education starting at age 3, the New Education Policy recognizes the primacy of the formative years from ages 3 to 8 in shaping the child's future
3. **Easy on Regulations**: NEP 2020 makes a bold prescription to free our schools, colleges and universities from periodic "inspections" and place them on the path of self-assessment and voluntary declaration
4. **Holistic:** The policy, inter alia, aims to eliminate problems of pedagogy, structural inequities, access asymmetries and rampant commercialization.
5. **Promote Inclusion:** The Policy proposes the creation of 'inclusion funds' to help socially and educationally disadvantaged children pursue education

Conclusion:

The road to the development of a nation is through the education system and if we compromise on education at any level, we will jeopardize the socio-economic development of the country. Hence, Education should be an instrumentality for developing not only an economically prosperous society, but one which can flourish in the context of pluralism and democracy. Nevertheless, it is the various education policies, charted out since Independence, which led to the historical evolution of the education system in India. The results of these policies can be said to be mixed. As there is still a lot of room for improvement, the NEP 2020 captures the need of the hour for reforming education for a futuristic India. It envisions an India-centric education system and the provision of quality education and equitable access to all students in a sustainable manner by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs.

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PERSPECTIVE OF E-LEARNING THROUGH PEDAGOGY ENHANCEMENT WITH SPECIAL REFERENCE TO FEATURES OF E-LEARNING TOOLS AND TECHNOLOGIES

Dr. T. Vijaya Chithra
Assistant Professor,
PG Department of Commerce (CA),
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

E-Learning is considered as one of the thrust area for divulging education with the use of educational outfits and various means of media of communication. Information and Communication Technologies (ICT) acts as a facilitator for E- Learning. The Ministry of Electronics and Information Technology aims at providing the necessary tools and technologies that are essential in promoting E-learning throughout the Nation. It provides financial assistance to Research and Development Projects that are carried out in the field of E-Learning through offering supports to various educational institutions, laboratories of Research and Development etc. The benefits of E-learning are uniform content for the learners, anytime learning, re-use of the learning contents and cost effective. Hence this article focuses on identifying the various features of E-learning tools and technological resources available for the enhancement of E-Learning.

Keywords: *E-Learning, Pedagogy, Tools and Technologies, ICT, Features of E-Learning*

Introduction

E-Learning is considered as one of the thrust area for divulging education with the use of educational outfits and various means of media of communication. Information and Communication Technologies (ICT) acts as a facilitator for E- Learning. The Ministry of Electronics and Information Technology aims at providing the necessary tools and technologies that are essential in promoting E-learning throughout the Nation. It provides financial assistance to Research and Development Projects that are carried out in the field of E-Learning through offering supports to various educational institutions, laboratories of Research and Development etc. The usage of E-learning has vividly increased in the educational sector and the covid-19 has paved the way for it in an up-trend. The high speed internet and latest technologies are slowly replacing the classroom based teaching to electronic mode of learning.

The benefits of E-learning are uniform content for the learners, anytime learning, re-use of the learning contents and cost effective. E-Learning assists the students to enhance themselves with novel and creative ideas and share them with their folks. It also helps the students to gain the necessary skills and imparts the required knowledge in the minds of them other than the knowledge they gain through the school education.

E-Learning and its Importance

The importance of e-learning shows how the e-learning takes its role in the prevailing environment and fits into a strong place in the educational sector at present and the following points exhibits the reasons for importance of e-learning:

- Through E-Learning the students can learn from anywhere and at any time without being inside a classroom phase of learning.
- Focusing on the mentor's side, they can teach their subjects and concepts through online from anywhere and not restricted to an institutional environment alone.
- E-learning's application in school has made the children to grasp their lessons and contents in a faster mode.
- Students are being effectively engaged as the presentations of the study content are given through audio-visual mode.
- The tutor and the students have gained advanced learning skillset and capacity through E-learning as they develop e-contents with the help of the e-materials as their samples.
- E-learning acts as a common phase in bring the experts, learners, mentors etc. into a single platform.
- In this competing world, faster learning and sharing of information helps the learners to grow faster in their personal and intellectual means.

Positive phase of E-Learning

- E-Learning helps in facilitating and satisfying the requirements of every individual.
- Classes can be handled and observed from anywhere throughout the world.
- The learning contents shall be accessed by everyone as an open source of learning with secured environment and without any interruption to the lectures.
- It helps to connect with advanced learners and make themselves get updated with recent trends in learning.
- The delay caused in traditional means of teaching would not happen in case of e-learning which ensures in faster means of learning.
- The learners' knowledge are being tested at intervals in e-learning and that can be learnt from their convenient environment.
- Expenses such as travel charges, infrastructural need and other basic needs are not necessary in case of e-learning. They help in cost cutting that takes place in traditional mode of teaching.
- Revising the lessons with audio-video effect helps the students to feel like a tutor taking the classes a number of times until a particular student understands the concept. So it helps the student to learn the concepts in a better understandable way.
- It motivates the learners to take a self-paced learning.

Tools for E-Learning

1. Adapt

This is a free software that offers accessibility to the users at different levels. The software application helps in creating a responsive learning content which is accessible in different forms of devices. The users of the adapt tool can create their own course contents, add interactive effects in it, preview them and make it published in the software platform which can be used as resource for e-learning by the learners.

2. Evolve

Evolve acts as a resource for e-learning and the writers can develop their contents using HTML5. The contents can be accessed from any type of device. Interactive contents with advanced styles can be used to create the contents. Evolve permits to entrench a combination of different forms of contents like videos, audios, graphical representations, tabular formats and additional features to their contents so that it attracts the attention of the users and make it interesting to learn the created content in an effective way.

3. Camtasia

This software provides the users the option of video editing and helps the users to make their demonstrations and learning contents to get recorded as per their needs. Templates are also being provided to create effective contents and recordings. Their royalty free library for music shall also be permitted to use to add extra effects to their contents.

4. Elucidat

Elucidat is another platform for large part of the content writers. Special features like team-specific features, like branding guidelines everyone can follow, along with expedited options to help the user to produce content faster. For learning and development teams, Elucidat can help increase reach and improve authoring speed, helping companies to distribute their content more effectively.

5. Articulate Rise 360

Articulate Rise 360 highlightsthe user experience, making the e-learning offerings available on a variety of platforms. To do this, it has features that hide media to make it easier to navigate on a small screen. The user can structure and build courses online and preview your lessons before publishing them.

6. Adobe Captivate

This tool helps learning and development teams create content like branched scenarios, software simulations, demonstrations and quizzes. Like many other tools on this list, Adobe Captivate can help you produce content in HTML5 format, but it also has a Shockwave Flash formatting option. Using their software, you can create smartphone-ready courses using their slide offerings and pre-programmed interactions.

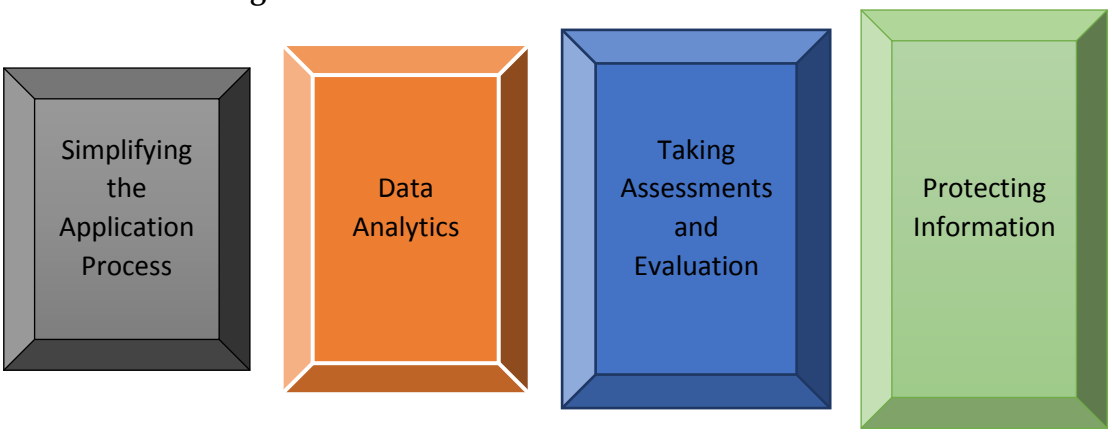
7. Gomo

Gomo is a cloud-based authoring tool that includes delivery and analytics features. You can use their tool to drag-and-drop content, create branching scenarios, provide localized language or content options and offer content upgrades. They offer templates you can use and provide multi-device compatibility.

8. Knowbly

Knowbly is a paid software option for educators, freelancers and small-to-medium businesses. They offer administrative capabilities using their tool, so you can share and limit access according to your needs. Knowbly helps authoring professionals produce continuing education resources, employee training content and compliance training offerings.

Features of E-Learning Tools



Simplifying the application process of installed tools of e-learning, abridged data analytics, conduct of assessments and application of various evaluation techniques to assess the learner's skills and knowledge and offering a protected environment and information are considered as the basic and most important features of E-learning tools. Collaboration of various learning tools, Strong reporting with customization, Web-based business support, Brand Integration, Online course catalogues, Self-Registration, Responsive Design Features, Accreditation Support, Natural User Interface and Availability Features are the basic features encountered for an effective medium of learning through online platforms.

Conclusion

The technologies has changing the educational structure on the whole throughout the Nation at a greater speed. It has been estimated that the online market of the nation is supposed to have a greater growth from 2021 and there has been an effective growth annually for about 52% during the year 2016 and the revenue out of it was 247 dollars. It has also been estimated that it would have an increase for about 175% for classroom

education cost which makes the online educational system as the most preferable mode of education and cost effective too. Even in the rural background the entry of digital education is entering the market at a quick pace. The traditional teaching faces the issues such as oldest form of teaching methods, insufficient mentors, improper mentor-mentee relationship and lack of proper teaching resources and so on slowly and rapidly increases the usage of online learning platforms to improvise their knowledge level and their technical and inter-personal skills. The urban students are being educated using the modern tools and technics which also helps the remotely located students in a vast spread geographical areas are being made to get connected through technology. The various digitally educating platforms may help in solving the problem of teachers' shortage in the nation at the earliest. To a country like India with varied regions, languages, social status and castes, the problem of advanced pace of education persists but however the chances for development of technology oriented e-learning and this is the right time to implement the system throughout.

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ROLE OF TEACHERS IN NEP

Dr.P.Gomathi Devi
Assistant Professor,
PG Department of Commerce (CA),
Nallamuthu Gounder Mahalingam College, Pollachi.

S.Rama Prabha I. M.Com(CA),
PG Department of Commerce (CA),
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

Education is the process of learning or acquisition of knowledge, skills, values, morals, beliefs for full human potential. It is considered to be the single greatest tool for social and individual development, which leads towards achieving social justice and equity in society. Educators must be proactive in understanding in detail the ethos, the aims, objectives and the motto of the NEP and up skill themselves with rigorous Continuous Professional Development programs, trainings, participation in seminars, workshops and conferences at various levels. Educators must understand and embrace the concepts of integrated and multidisciplinary approaches and the need for development of 21st century skills. While implementing the NEP at the ground level, it becomes imperative for the teaching fraternity to have strong coordination, cooperation and the motivation to transform students' life through skill and character building.

Introduction

While the brain may not be changing (much) in the twenty-first century, the technologies we employ to feed it are. Teachers should create internet venues, particularly so that they can occasionally share their thoughts and best practices. Since these programmers support the most recent pedagogy and competency-based learning, every teacher should be expected to participate in timely orientation sessions or faculty development programmes.**"Learning needs freedom to think, freedom to imagine and both have to be facilitated by the tutor."- APJ ABDUL KALAM**. If India wants to implement the National Education Policy, this is the line we should all keep in mind.

The main objective of making positive changes to the work environment and cultures in schools is to increase teachers' abilities to the highest possible level so that they can perform their jobs effectively and ensure that teachers join an inclusive community of students, parents, principal teachers, and other supporting staff, with the sole goal of being a learner. State or union territory governments can embrace an innovative model without focusing on the construction of a school complex or building a school by implementing effective school administration, partnering resources, and fostering community. Teachers are responsible for the implementation of NEP 2020, says Nagaland Officials.While the

brain may not be changing (a lot), the instruments we employ to feed it are in the twenty-first century, a time of fast development.

Objectives

- Role of Teacher's
- A teacher's perspective on the environment and work efficiency during service time:

Role of Teacher's

Teachers understand every student's potential, learning speed, interests, etc., guide them, and provide feedback to improve themselves. They often interact with every student's parents to inform them about their children's performance and discuss enhancing their learning. Teacher has a capacity to guide the Society. There are three types of human: Nar Pashu, Nar Pishach and Dev Manus. Nar Pashu always think about his own family only. Mai aurmerapariwar is Pashuvrutti and this class belongs to about 90 % population. Second types of people are always thinkabout self-development only and having highly selfish motto. Third type belongs to those people who work selflessly having full capacity and always think about the wellbeing of society only. NEP aims to create the "Dev Manav". When students come to teacher with the problem, Teacher should feel respectful and only mare Teachers Company will help to solve the problems. Teacher's role is not to mold the student but to unfold the hidden knowledge present inside the student.

Role of a Teacher in Student's Life

A student's life is greatly influenced by their teachers. It's important for teachers to encourage their students to reach their full potential. A teacher is seen as a reliable mentor for students' progress since they are seen as the future of the country and of humanity. Teachers have the power to mould a child's destiny and improve him or her as a person in addition to guiding children in academics or extracurricular activities. A teacher instills in their charges knowledge, morals, customs, as well as the difficulties of the current world. For a pupil, a good teacher is beneficial.

Role of a Teacher in Education

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The role of teachers in a student's life

A student's life is significantly impacted by their teachers. The goal of teaching is to motivate pupils to achieve their full potential. Pupils are seen as the country's and humanity's future, and teachers are respected as trustworthy mentors who can help them succeed. Teachers are in charge of creating a child's future and developing him or her into a better person, in addition to guiding students in academics or extracurricular activities. A teacher instills in his or her students information, morals, customs, contemporary difficulties, and strategies for overcoming them. A good instructor is beneficial to the pupil.

Teachers have a significant impact on students' lives. One of the responsibilities of a teacher is to motivate students to achieve their full potential. Pupils are viewed as the country's and humanity's future, and teachers are respected as reliable mentors who can help them succeed. Teachers are in charge of guiding pupils not just in academics or extracurricular activities, but also in shaping their destiny and developing them into better people. A teacher instills in his or her students information, morals, customs, contemporary problems, and strategies for overcoming them. A excellent instructor is beneficial to the pupil.

Teachers as a symbol

In ancient times, the teacher was considered a symbol of truth, beauty, and purity. Ancient India valued teachers very highly for their selfless service, high learning, and moral and spiritual purity. Continuous transfer of knowledge was possible only with the help of teachers, and students had to rely on them, given that the printing press had not been invented yet, and there were no books. For that reason, teachers were shown great respect. They had to be honorable and moral people with a good grasp of their teaching area.

Teachers as guru

The word guru comes from Sanskrit. Gu stands for darkness, and Ru for light that dispels it, meaning that guru means one who dispels the darkness of ignorance, a person who guides young people toward light. Guru is the name for a spiritual teacher in Hinduism, Sikhism and Tantric Buddhism. The ancient ideal of the guru was identified with the teacher, he was a source of wisdom and possessed absolute authority. He was associated with intellectual, spiritual and moral quality. The teacher was considered indispensable for students in their search for knowledge and the path to "awakening" from the dream of reality. It was the teacher who helped students to see the reality as it really.

Teachers as advisors

The counseling role of teachers has remained relevant to this day. Throughout history, teachers enjoyed great respect in society, and their advice to students was not restricted solely to education, but extended to private matters as well. This role has remained until

today, but it has been modified, adapted to the modern age. Teachers now work with high school and university students to help them make important academic decisions that will guide them toward success in their future career. Those who work with high school students can offer advice on the courses they should take, when to take entrance exams, such as SAT and ACT, how to apply for the desired college/university, how to apply for financial aid, which training programs should be taken into consideration based on their qualifications, desires, etc.

The role of teachers in the modern age

The teacher used to have a central place in the education system. However, in the modern age, the student has taken the teacher's place as the center of attention. We now consider student needs, their interests, preferences, age and potential as priority. Teachers are no longer expected to teach each student in the exact same way. Contrary to tradition when they were once expected to teach using the same methods that had been used in the previous generations, any deviation from traditional practices was discouraged by supervisors, or prohibited by various laws and regulations.

The education process no longer involves rote learning of facts. It is now a process of extracting knowledge and potential from children. Teachers assess students' nature, observe their interests, encourage them to reach their full potential, and inspire them to give their best. A modern teacher is expected to encourage students, provide suggestions, and empathize with them. He/she discreetly guides students to ask questions and reach conclusions on their own.

Teacher's attention must be increasingly focused on the individual characteristics of each child. This is particularly important as America continues to be the country with the highest level of multiculturalism on the planet.

Teachers as leader

Leadership is perhaps the most important quality of modern people. Leaders establish connections with other people, and possess the ability to make everyone part of their mission. They possess a number of respectable qualities.

Teachers do not only have to help students master the teaching material, but also to transfer skills that will be useful in students' personal lives. The role of a teacher is to create creative, well-informed and innovative individuals. The teacher, as a true leader, must guide students toward becoming leaders themselves, because leadership involves initiative, and nothing big will ever happen if we do not leave our comfort zone and step into the unknown.

Teachers as role model

A role model is someone who inspires and encourages us. Someone whose patterns of behavior we absorb and imitate, whether consciously or unconsciously. Given that

children are at an age when they imitate everyone around them, usually unconsciously, and thus on a deeper level, the role of a teacher can be crucial in shaping their character.

Good teachers will not only speak, they will demonstrate and illustrate. There are countless examples when a teacher's behavior shaped the personality of their students. For example, when the teacher makes a mistake, and it happens even to the best of them, they should not try to hide it from the children. Instead, they should say that they've made a mistake loud and clear. That way, they demonstrate that one should not be afraid of making mistakes, but accept them and learn from them. Another example involves teachers who strive to emphasize only positive things, thus teaching children that focusing on the silver lining and not letting oneself fall prey to despair is a good thing.

Teachers can also teach children critical thinking through modeling. When making important decisions, the teacher will think aloud, highlighting the pros and cons of the problem, and when passing judgments, the teacher will approach each aspect impartially. This way, students will unconsciously adopt critical thinking and apply it in the future. It is through modeling that teachers teach students different moral values, and are able to instill qualities such as honesty, fairness, respect, commitment, and many others into them. This is another reason why teachers play a very important role in a student's life.

Teachers as motivator

The best teachers are able to get their students to view themselves as people capable of great things. If a student truly believes in his/her value, this belief will be transferred to real life. Numerous studies have shown the power of belief, and teachers can indeed influence their students' beliefs to a great extent. Exceptional teachers constantly encourage students, and have the power to change their mindset.

The teacher as a motivator has the task to inspire student interest, which is very important, because an interest in learning directly affects learning achievement. There are several ways to stimulate student interest. The teacher can try to explain the purpose of learning a particular subject, by explaining to the children why it is important to know specific content, and what benefits they can get from it. Student interest will increase once they are aware of the benefits of mastering certain content. Another important factor in stimulating student interest is their enjoyment in the learning process. Sincere there is a correlation between the feeling of satisfaction when learning, and achieving good results.

Teachers as a guide

Choosing a career path is nowadays quite a difficult decision for students. They are faced with the problem of plenty. In the modern age, there are so many options, that defining one's path is a real challenge. The teacher has an important role here too. In addition to helping students to define their short term goals, teachers are also important when it comes to long-term goals. The teacher assumes the role of a mentor in a way, helping students to discover their hidden talents and interests. Moreover, teachers help students to choose a career in line with their affinities.

Teachers as friend

The famous Hindu monk, Swami Vivekananda, once said: "The only true teacher is one who can immediately come down to the level of the student, and transfer his soul to the student's soul, and see through the student's eyes, and hear through his ears, and understand through his mind. Such a teacher can teach and none else". A friend is someone who understands us and someone we can rely on. If the teacher takes on the role of a friend, learning ceases to be an obligation, and becomes pleasure. Students react better to friendship than authority. If students view their teacher as a friend, they will not hesitate to openly express their opinions, which results in a better mutual understanding, and a relationship based on openness and trust. Such a relationship also has a positive effect on student mental health.

A Teacher's Perspective on the Environment and Work Efficiency during Service Time:

The main objective of making positive changes to the work environment and cultures in schools is to increase teachers' abilities to the highest level possible so they can perform their jobs successfully and ensure that teachers join an inclusive community of students, parents, principal teachers, and other supporting staff members, with the sole purpose of being learners.

State or union territory governments can embrace a progressive model without focusing on the issue by partnering with resources, fostering community, and effective school administration.

Placement and Recruitment Policy :

In order to ensure adequate number of teachers in subjects, particularly in arts, physical education, vocational education and languages, teachers can be admitted to a school or school complex, the participation of teachers in schools can be done in accordance with the grouping of school system adopted by the state or ut governments. It will be a good initiative to ensure that the task of measuring the vacant positions of subject – wise teachers in the next few decades should be conducted by each state government.

Progress and Career Management :

Vertical mobility of teachers based on competency would also be the best, including outstanding teachers who have demonstrated the skills of leadership and management and trained them over time so that they can lead academic leadership in the school, school complex, D.I.E.T., B.I.T.E., as well as the concerned government departments and ministries for schooling. Teachers performing well should be identified and given step up and pay hike to encourage all teachers to do their best. The policy should have a fair career in terms of which is intended to result in permanent employment after assessment for performance and contribution and build up wage arrangements on the basis of strong merit of teachers.

Sustainable Professional Development:

Continuous opportunity for teachers to improve themselves and to learn modern thought and innovation related to profession and to offer them in a variety of ways as online teacher development modules along with local, regional, state, national workshops. Teachers should develop online platforms, especially so that teachers can share their ideas and best things from time to time. Every teacher should be expected to perform timely orientation programs or faculty development programmes, as these programmes promote the latest pedagogy and competency based learning. The school principal and the head of the school complex need to provide opportunities for a uniform modular leadership workshop, management program and online development programme to continuously develop their leadership and management skills.

Professional standards for teachers :

A general guide set of NPST for teachers has already been prepared by the national council of teacher education, SCERT, in consultation with teachers of all levels and regions, institutions for teacher preparation and development, and institutions of higher learning as set up in its new form as a committee for professional standards setting under the general standards council in consultation with general standards setting up and institutions of higher learning. NPST can only be adopted by the state government when it is informed of pre – teacher education programmes and teachers can be managed on the basis of these standards and would involve career management of teachers on the basis of tenure, professional development efforts, salary enhancement, post promotion and other identification. While the brain may not be changing (a lot), the instruments we employ to feed it are in the twenty-first century, a time of fast development.

Conclusions

NCTE by 2021, in consultation with NCERT, the new education policy 2020 should be prepared by NCFTE 2021 for a new and comprehensive teacher education framework based on the principles of the new and comprehensive teacher education. The requirements of the teacher education curriculum for vocational education should also be taken into account in NCFTE 2021. Thereafter, it is advisable to revise the NCF every year, reflecting the change in the revised NCFTE and the emerging requirements of teacher education. Finally, in order to fully maintain the authenticity of the teacher's education system, strong action must be taken against standards institutions such as standalone teachers education institutions in the country, including closure, if necessary.

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TIME MANAGEMENT AND LEARNING FLEXIBILITY

Dr. S. Poongodi
Assistant Professor, PG Department of Commerce-CA,
Nallamuthu Gounder Mahalingam College, Pollachi, Tamil Nadu, India.

Dr. P.Jayanthi
Assistant Professor, PG Department of Commerce-CA,
Nallamuthu Gounder Mahalingam College, Pollachi, Tamil Nadu, India.

Mr. S. KarthickPrabhu
PG Department of Commerce-CA,
Nallamuthu Gounder Mahalingam College, Pollachi, Tamil Nadu, India.

Abstract

The research paper aims at exploring the concept of Time management and learning flexibility. Time management is very important and it may actually affect individual's overall performance and achievements. However, all of these are related by how individuals manage their time to suit their daily living or to make it flow steadily with their routines. Educators in the 21 century realize that students entering the classroom today are much different from those who have come before. Today's students are demanding a change in the classroom because of their ability to gather information faster than any other generation. Flexible Learning is a set of educational philosophies and systems, concerned with providing learners with increased choice, convenience, and personalization to suit the learner

Keywords: *Time Management-Curriculum Planning-Flexible Learning.*

Introduction

Time management is usually one of the biggest challenges for students. Their workload has tripled from what it used to be in high school. And distractions are everywhere. In an effort to make new friends, students attend social events and parties every week. With so many student clubs, associations and activities to choose from, getting involved seems inevitable. And then, of course, there's the age-old time management foe: procrastination. The mere thought of buckling down, working on assignments and studying for exams can just feel like too much. In many instances, it's a matter of simply thinking there will be enough time later to get it done. But then it's a last-minute scramble to cram as much information into their heads as possible or cobble together a 10-page paper overnight.

In looking at pathways to wellbeing in learning environments, for instance, Stanton, Zandlivet, Dhaliwal and Black (2016) found that one of the major themes in creating wellbeing in the classroom was experiences of flexibility and participation. These experiences ranged from asking students' input on the course halfway through the semester and responding as able to feedback to giving students choice in determining exam questions. All of these steps, ranging from large to small, had the impact of reducing stress, and increasing students' sense of support, happiness and satisfaction in the learning environment (Stanton et al, 2016)

Objectives of the study

The main objective of the study is to know about the student's time management challenges, priorities and how flexible learning supports a more equitable experience of education for all learners.

Time management

The term "Time management" is widely used for many types of time managing activities. Possibly the best known context of this term is "Personal time management" referring to the set of habits, rules and recommendations on how to manage one's personal time effectively and do as much work as possible within the given amount of time. Although the personal time management plays key role in the educational process efficiency, there are also some other meanings of this term, referring mostly to the course time management

Course time management

Let's now deal with the time management rules of different participants in the educational process. We will begin with the course time management, which consists of the most common recommendations. Course time management influences both teachers/tutors and students, so it is the right part to begin with. Each (or almost each) course consists of two periods: period of teaching and period of exams. Learning the course should have clear time axe with clearly defined activities such as studying the textbook, making exercises, studying from other sources, making the training tests, and other activities suitable for the specific course. The basic time axe of each course should contain deadlines for each activity. Otherwise, students will postpone all activities further and further, they will try to manage everything just during the night before exam and it will dramatically influence the quality of their knowledge. For the tutor preparing the course, it is important to consider each activity planned for the students from the point of view of the time consumption, importance and influence to knowledge, ability or skill.

Tutor's Time Management

The tutor's role is very demanding to self-discipline and obeying the deadlines. Students of course don't have self-discipline, but they wouldn't forgive if the tutor misses some deadline or doesn't fulfill his promise. The fact making the tutor's situation more complicated is simultaneous leading of more than one course and often number of other activities. So the tutor has to watch lot of deadlines, manage lot of tasks and administrate lot of students' activities. Some common personal time management recommendations can be employed, e.g.:

- Set up the to-do list (sometimes called master list) for each course and mark the deadlines clearly.
- Manage courses regularly during the week. Week is the most common time element in the course, so it is natural way to remember all necessary activities.

- Have regular day timetable. Some people are more active during morning, some during the night (as mentioned above), so set up your regular working hours and do not change them too often.

Student's Time Management

The University information system at Mendel University in Brno provides every semester students' evaluation of each course. Students have some advantages flowing out from the filling the evaluation forms, so the significant part of them does it. Several questions about the time consumption of different activities made during the course are included in the questionnaire. The amount of time which students need to prepare for the exam is mostly between 10 and 30 hours, excluded regular activities (lectures, seminars, studying of the textbooks, eBooks, etc.). These regular activities take between one and two hours per week per course. See Table 1 for accurate numbers.

Table 1
Average time consumption of students' activities during the semester

Course Abbreviation	Number of Students	Average Time Consumption	Credits (ECTS)
TZI	185	95 hours	6
ALG	184	82 hours	6
WRD	728	29 hours	2
VA1	1020	53 hours	3

According to the ECTS rules, one credit should be gained after 25-30 hours of work (meaning attending the course, making home works, doing other activities, studying, etc.) of an average student. Taking this into account, we can see that the most of the students at Mendel University devote significantly less time to the studies than they should. So the first natural advice for students is: Find out the time demand of each course and include it to your timetable

Flexible Learning

A movement towards flexible learning supports a more equitable experience of education for all learners. Flexibility can be planned and implemented to numerous degrees and in many ways.

Characteristics

1. Flexible access
2. Recognition of prior learning
3. Flexible content
4. Flexible participation
5. Flexible teaching and learning methods

6. Flexible resources
7. Flexible assessment
8. Ongoing evaluation

Integrating Flexible Learning

According to Palmer, instructors can create opportunities for flexible education in any of the following areas:

- Time: The pace of a course and the timing of assessments
- Content: The topics covered, the sequence of topics, the types of learning materials, the range of assessment methods
- Instructional Approach/Design: the "social organization of learning," whether that means group learning, individual or independent learning, and the format of learning resources, and the "origin of learning resources" (instructors, students, library, Internet)
- Delivery: place of study (on campus, off campus, blended, flipped, work-based), opportunities for contact with instructors and/or students, methods of support, and content delivery and communication channels (Palmer, 2011).

To determine if the changes that you've made in any of the above areas are truly flexible

Conclusion

We suggested some rules for tutors, for students and also for learning system designers. However, these rules can help just partly. The most important thing for everybody is his/her self-discipline, motivation and willingness to make his/her best. The mentioned recommendations can just improve the educational process efficiency, which is already quite high. To the people without self-discipline, motivation and willingness, no rules and recommendations can be useful.

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TIME MANAGEMENT IN E-LEARNING

Dr. P.Jayanthi
Assistant Professor, PG Department of Commerce-CA,
Nallamuthu Gounder Mahalingam College, Pollachi, Tamil Nadu, India.

Dr.S.Poongodi
Assistant Professor, PG Department of Commerce-CA,
Nallamuthu Gounder Mahalingam College, Pollachi, Tamil Nadu, India.

Ms. P.Geethanjali
PG Department of Commerce-CA,
Nallamuthu Gounder Mahalingam College, Pollachi, Tamil Nadu, India.

Abstract

In this digital era, technology is making changes in the field of education. Accordingly, an attempt has been made in this study to know students perception on time management towards e-learning. Data for the study have been collected through issuing questionnaire to 150 students in Pollachi Taluk by adopting convenience sampling technique. Simple Percentage has been used to analyze the data. The study reveals that majority of the teachers are male and aware of e-learning. It is observed that majority of the students are strongly agreed with both traditional and e-learning is effective. Also, majority of the students are agreed with e-learning are time saving and convenient. It is found that majority of the students agreed that online lecture is better to understand the concept. Most of the students are confident that e-learning improves quality of education.
Keywords: *E-learning, Students, Time Management.*

Introduction

E-learning had become an important method in education for its efficiency in providing education with lower costs, for ease of accessibility at anytime and anywhere and for overcoming many traditional educational problems servable e-learning and online learning tools and methods have been explored in the literature as effective tools and methods to expand the possibilities of teaching and learning in the profession fields. The COVID-19 pandemic has affected many aspects of people's lives, majorly impacting socio-cultural, economical, as well as educational aspects. Students can easily choose the course materials and manage their time and learning pace. Some students say that learning online is more flexible than in a regular classroom. Time management plays key role in the educational process efficiency, there are also some other meanings of this term, referring mostly to the course time management and possibilities of an e-learning system.

Review of Literature

Dipak Umbarkar et al (2020) in their research entitled "A study of perception and readiness of management students towards online teaching" to analyse the perception and readiness of student towards online teaching. The data was collected using semi structured questionnaire which was developed by using google forms. Simple random sampling

technique has been used..The study shows that acceptable levels of individual characteristics towards the readiness of online education, learners are ready to accept this move from traditional classroom teaching-learning methodology to online learning methodology.

Nominzul Batbaatar and Grace Amin (2021) in their research entitled "students' time management during online class" to identify the influence of online learning towards time management of undergraduate students during pandemic. Data have been collected from 100 respondents with questionnaire and analysed the data using multiple linear regression.This research found that all of the independent variables have a simultaneously significant influence toward time management.

Mohammad Asif et al (2022) in their article entitled "Students' Perception towards New Face of Education during This Unprecedented Phase of COVID-19 Outbreak: An Empirical Study of Higher Educational Institutions in Saudi Arabia" to study the perception of students regarding the significance of an online mode of learning during the lockdown phase of the COVID-19 pandemic in the KSA. Data have been collected from 294 students were randomly chosen to determine the utilities and credibility of the adopted e-learning mode of education.The results of the study reveals that students have a positive view on the online system of education, which has many benefits, including flexibility, low cost, self-learning, and convenience.

Objective of the study

To determine the time management of students towards e-learning.

Research Methodology

The study is based on primary data collected through questionnaire method. It contains questions relating to the socio-economic profile and time management towards e-learning. A sample of 150 students in Pollachi Taluk has been selected by adopting convenience sampling method. Simple Percentage has been used to analyze the data.

Result and Discussion

The Study include total no of 150 students from various colleges of Pollachi Taluk. Out of total 150 students, 78 are male students, while remaining 72 are female students. From the total students, 92.6% of the students are aware of e-learning and only 83.3% students are having smart phones with good internet connection to attend online lecture, and around 68% of students are attending online lecture on various platform.

Table-1
Preferable mode of education after COVID-19 pandemic

Mode of Education	Students
Traditional education	16.7%
E-learning	18%
Combination of both	65.3%

From the responses collected from the 150 student, the results shown that (65.3%) students agreed that there must a combination of both traditional learning and E-learning as it would be more effective, 18% students says that e-learning is preferable and 16.7% students says that mode of education should be traditional.

Table-2
E-learning are Time saving and convenient

E-learning	Strongly Agree	Agree	Disagree
Time saving and convenient	24.7%	68%	7.3%

Out of total 150 students, 24.7% students strongly agreed with time saving and convenient and 68% students agreed that e-learning is time saving and convenient and the remaining 7.3% students disagree with e-learning is time saving and convenient.

Table-3
Online lectures are better to understand the concept and clear the concept

Online education	Strongly Agree	Agree	Disagree
Better to understand	24.3%	53.3%	22.4%

When asked about understanding the concept in online lectures, 24.3% students strongly agreed with online lectures are better and 53.3% students agreed that online lecture is better to understand, while 25.3% students says that they are unable to understand the concept of online learning and stick to traditional learning

Table-4
E-learning Help in Improving the Quality of Education

E-learning	Yes	May be	No
Help in improving education	47%	45.3%	7.7%

Based on the data collected, it was asked that weather E-learning can help in improving the quality of education it was observed that 47% students are confident that e-learning improves education whereas 48.3% students are still confused about the quality of education after the process has moved to online system.

Table-5
E-learning Help in Placements

E-learning	Yes	May be	No
Helps in Placements	21.5%	58%	20.5%

Based on the data collected, it was observed that 58% students are still confused that they will get placed in the organization after taking e-learning whereas 21.5% students says that e-learning helps in placement.

Conclusion

This study conducted to evaluate perception and readiness of students towards e-learning. This study showed acceptable levels of individual characteristics towards the readiness of e-learning, learners are ready to accept this move from traditional classroom teaching-learning methodology to online learning methodology. It may be too early to say how students and teachers will cope with online learning as they figure out the constraints and reorient to address them, but the perception of students is an important consideration, which we have tried in this study. Online learning is indispensable thing. Students have to maintain their motivation and self-regulation. A great relationship between teachers and students increase their academic performance.

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A STUDY IMPACT OF TIME MANAGEMENT ON STUDENT'S ACADEMIC ACHIEVEMENTS

J. Suganya, M.Com(CA)., M.Phil
Assistant Professor, Department of Business Administration, Kamalam College of Arts and Science, Anthiyur, Udumalpet.

Abstract

The aim of the current research was to determine the relationship between the time management skills and academic achievement of the students. Time management is very important and it may actually affect individual's overall performance and achievements. However, all of these are related by how individuals manage their time to suit their daily living or to make it flow steadily with their routines. Conducive settings and environment will surely promote positive outcomes to the students, besides having good lectures given by their teachers. Nevertheless, students' time management can be considered as one of the aspect that can move a student to be a good student. A good time management is vital for students to shine. However, some of the students do not have a good time management skills that has negatively affect their life and their academics. The usage of time by students in higher education institutions is related to their daily routines and activities. Students' time management can also affect stress level of students as they need to cope with their tasks and their personal achievements. In this regard, the data was collected from the students of Qurtuba University of Science and Technology to analyze that how effectively they are managing their time for achieving their academic standards.

Introduction

In the modern world, time is seen as an indefinitely divisible and usable commodity. It helps to infuse the concept of time through the institution. All the material and human resources possessed by organizations can be enhanced in the course of time or be transformed as time goes on; yet the only asset that cannot be changed or purchased or stored is time itself. The secret to achieving success in life is effectively managing this resource that everyone possesses equally and paying sufficient emphasis to planning (Macan, Shahani, Dipboye & Phillips, 2000). Though effective and efficient use of time varies with respect to the tasks performed, the further increase in the level of knowledge and skills expected from modern employees has further increased the necessity of time planning. The road to success in social life passes through effective and efficient working which is only possible via time management. The competitive environment we live in today encourages people from as early as their elementary education to plan and manage time effectively. The high performance required by competitive conditions forces organizations and directors to use time effectively and stipulates the search to control time (Alay & Koçak, 2003). Time management plays a vital role in improving student's academic performance and achievements. Each and every student should have time management ability which includes setting goals & priorities, using time management mechanism and being organized in using time. Here time management is only possible through self-motivation; performance, ability and motivation (Brigitte, Claessens, Eerde, &

Rutte, 2005). These are the few activities performed by today's university students, which act as a barrier between them and their academic performance. Due to miss management of time they gap behind. This study will help to analyze the positive or negative impact of time management on academic performance of students. It will also help to make some decision about changes we would like to make to use our time more effectively (Noftle, Robins & Richard, 2007). There is no one right way to manage our time; however; it is important to get to know our self, so we can make good decisions about how to use our time. Likewise, in the process of providing educational services this issue has been a subject of interest discussed and emphasized in several platforms and an attempt has been initiated to assess and analyze time and the time management attitudes and behaviors of students in educational institutes (Denlinger, 2009).

In developing countries where students have a lot of issues during academic journey have a new story for the researcher to dig out much more interesting results. Time management practices have an impact on the results of students as empirical studies done by past researchers. In spite of knowing about the impact of time on academic achievement, this relationship is not given importance by the students (Sevari & Kandy, 2011). At higher education level the study schedule must properly planned, implemented and controlled for better results. Emphasizing time also helps to develop cost effective educational policies by the authorities especially at higher education level (Kaushar, 2013). Ongoing problem of scarcity of knowledge in connection with time management and academic outputs is due to lack of easiness and of costly ways of collecting data. Driven by this fact, particular emphasis has been paid in the modern education system to time management issues by evaluating students' attitudes and behaviors related to time and its management (Karim, Sevari, Mitra & Kandy, 2015). Based on the necessity of effective time management required from students during their academic and professional life, field research has been conducted in the present paper towards the aim of designating their position with respect to effective time management and determining the effect of their time management skills on their academic achievements.

Objectives

1. To assist students to have command to how effectively utilization of the time management for their academic achievements.
2. To find the interrelation between time management and academic achievements of the students.
3. To create an attempt to fill the gaps exist in the research of time management and academic achievements of the students.
4. To explore more and more knowledge of time management and academic achievement of the students.
5. To explore the concealed association between academic achievement and the time management practices in a developing country like Pakistan.

Dimensions of Time Management:

The effectual utilizing of time and managing time requires procedures and good quality planning behaviors. One can make use of time effectively and competently by keeping time logs, setting immediate and long- standing goals, prioritizing responsibilities, constructing to-do lists and arrangement, and organize one's workspace, as studies of earlier period and plentiful how-to books proposed (Sabelis, 2001). Time saving techniques and behaviors can be categorized into numerous groups and be liable to contribute to a number of fundamental qualities in general. There are three surfaces of time management behaviors: short-range planning, long- range planning and time attitudes (Laurie & Hellsten, 2002). Short-range planning is the capability to set out and systematize responsibilities in the short period of time. Long-range planning competence is to handle everyday jobs over a longer time perspective by keeping follow of significant dates and setting objectives by putting adjournment (Alay & Koçak, 2003).

1. Long Range Planning

Long-range planning means to have long-range objectives and having disciplined routines. Various researchers named it as having perception of a preference for organization and it is comparable to long range planning. To acquire a summary on the everyday jobs that necessitate to be executed, time limits and priorities which increases the perception of having control over time so, in the long run, planning enables one to deal with all activities (Kelly, 2004). It directs to have less perception of control over time because it may be tackling to be familiar with how much effort requires to be completed within hours, days or weeks; it may even be the immediately measurable effect of planning. This gives the impression to indicate that time management practices accomplish to have an influence on educational achievement, but that's not all they affect (Brigitte et al., 2005). It was also found that the students had advanced overall academic achievements who accounted using goal-oriented time management practices.

2. Short Range Planning

Short-range planning was defined as time management activities surrounded by daily or weekly time structure and cover the activities such as setting objectives at the commencement of the day, planning and prioritizing daily behaviors and creation work contents (Yilmaz et al., 2006). Numerous studies invented that short-range planning behavior, forecasting of time in the short run, surrounded by the time enclose of a week or less, established a constructive relationship to grade point average. Short range planning in interface with accomplishment determined was optimistically associated to dealing performance as well (Noftle et al., 2007). Likewise, most of the studies that control for the student time do so by determining total time committed to the course, a variable normally found to be unimportant. Academic achievement means the educational objective that is accomplished by a student, teacher or institution realize over a definite short period (Lisa & Robert, 2008). In a different research finding it has been demonstrated that there exists a

positive significant relation between students' grade point averages and the time attitudes and the short-range planning.

3. Time Attitude

Time management demands a key shift in emphasis: concentrate on results, not on being busy. There are a lot of cases with people who waste their lives in discolored doings and attain very small since they are placing their labors into the incorrect responsibilities or weakening to focus their activity successfully, established that two time management workings directly affect the collective academic achievements (Mercanlioglu, 2010). The perception of how their time requires to be used up or planning including utilizing short and long period goals and time attitudes or students accomplished that both planning and encouraging time attitudes initiated that they had much more time to finish their everyday jobs because they experiences more in control of how their time was exhausted therefore knowing when they had to state no to activities (Kaushar, 2013). The literature revealed that time management practices that connected to the individual's awareness and attitudes about time management and is comparable the perception of having control over time. Therefore, time attitudes comprise the perception that the individual is in control of time the perception that the person is efficiently managing his time and the perception that the individual is making constructive utilization of time (Karim et al., 2015).

Conclusion

The aim of this study was to determine the relationship between the time management and academic achievement of the university students. All in all, we found out that time management is highly related to the academic performance of the university students. That is, as our research study has shown that successful students are good time managers. These results, however, can be generalized to the students living in the other universities of Khyber Pakhtunkhwa. As a result of this it was determined that student's behavior in the category of time planning was at the highest level and behavior in the category of time management was at the lowest level. The success of students was above average. There was a significant and positive relation between time planning, time management and academic performance of the students. There was a low and positive relation between time consumers and academic achievement, there was a meaningful and moderate relation between time management and academic achievement. Time management scores of the student's show the way to score of academic achievement as concluded that students who scored poor in academic achievement gained significantly lower in time-management. There found an association found between time management practices, academic achievements and stress reduction as the research study demonstrated that an association exists between anxiety lessening, practices of time management and higher academic success.

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A STUDY ON IMPORTANCE AND IMPACT OF TIME MANAGEMENT AND FLEXIBILE LEARNING TO FOSTER QUALITY EDUCATION

G.Vanithamani
Assistant Professor,
Department of B.Com IT & Ecom, SNMV CAS.

Abstract

The aim of this study was to evaluate general time management practice and behavior of methodical slate students of SNMV College and its relation with their academic achievement, gender, and year of study. The total population of the study was 289. Therefore, the research professional accordant stratified random sampling technique on the basis of the student's year of study and studious achievement measured in terms of CGPA. The sample size was 200 students. The study essentially sticks on primary data. The time management was used to measure impact of time management and flexibility of participant students. Descriptive statistics was used to generate means, standard deviation and frequencies for the study variables, the prevalence of exposure conditions were checked for different sub-groups of the questionnaire and difference is was tested by using chi-square test. The result of this study showed that most students 43(35%) and 44(35%) possess time management score at moderate and high level respectively. With respect to gender difference is in time management, the result revealed that male students score in time management (mean score=55.72) were higher than female (50.5) students. With respect to the significance association between time management and academic achievement (CGPA), it was found in this study that the better students time management behavior, the higher the students CGPA. With respect to year of study, the results showed that the student's general time management score were no significantly different between students due to year of study. Generally, this study underscores the importance of understanding the role time management in academic achievement. Certainly those who are unable to manage time well may be at risk for underachievement.

Keywords: *General time management, Academic achievement, Student*

Introduction

Time management is considered as an inclusive process that is done through administrative functions which is deeply dependent on high personal talents and skills so it can then produce positive effects to society and individual at the same time.The only thing, which cannot be changed by man, is time. Whatever the position the man holds, one cannot stop time, cannot slow it down, nor can he speed it up. One cannot get back the time lost. Nothing can be substituted for time. Leaders have numerous demands that are to be completed within a limited time. Yet, to be effective a leader manages time. The ability to schedule time to complete the task is known as time management. If we analyze how we are spending our time, we can find the time wasted.Time management practices have an impact on the results of students as empirical studies done by past researchers. In spite of knowing about the impact of time on academic achievement, this relationship is not given importance by the students (Sevari & Kandy, 2011).

Statement of the Problem

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000). Time management plays a vital role in improving student's academic performance and achievements. Each and every student should have time management ability which includes setting goals & priorities, using time management mechanism and being organized in using time. In developing countries where students have a lot of issues during academic journey have a new story for the researcher to dig out much more interesting results. Therefore Time management has a significant impact on the lives of the students commonly for those who are View metadata, citation and similar papers at core.ac.uk brought to you by CORE provided by International Institute for Science, Technology and Education (IISTE): It is better to conduct research to create broaden awareness on the effect of time management for the students and others. The ultimate goal of this research is to examine the effect of time management practices on academic achievement of university student.

Objectives of the Study

- To identify whether there is any significant differences in time management, scores among the university students in relation with year of study, gender and academic achievement
- To examine the contribution of efficient and effective use of time for academic achievement.
- To investigate the relationship among general time management, short range planning, time attitudes and long-range planning among the university students.

Literature Review

Time management is considered as an inclusive process that is done through administrative functions which is deeply dependent on high personal talents and skills so it can then produce positive effects to society and individual at the same time. Nonetheless, all of that must be restricted to a specified period of time in order to make persons adjust with present and future situations (Alghamdi ,2008,p30).

It is of importance to point out to the fact by (Alsalmi, 2008, p25) that the more the company is able to manage time effectively, the more it fulfills its aims correctly in the right time. And for the sake of effectiveness, one must give priorities to some tasks over the others in order to distribute the sufficient time to get the best results, and effectiveness can be then measured by the quantity of finished tasks in that specified time.

A study by Alrheme and Almardeni (2014) aimed at identifying the students' viewpoint about how to time in terms of planning, organizing, directing and censorship and its effect on academic achievement as long as identifying the personal variables effects on academic achievement. The data were collected through a sample of 300 students. The study results showed that the planning was of high effect on academic achievement proved by a correlation coefficient and that there is a statistically significant positive relationship between time management and academic achievement.

Kimlglo &filz(2008) conducted a study which aimed at studying the relation between the academic achievement and time management skills in education college at ghazi university in turkey. The study results also showed that the student's behavior in the field of planning time was at a high level, in the area of wasting time it was at its lowest. It also showed the existence of significant positive relationship between planning time and wasting time and between the academic achievements of students and there is a meaningful relationship between the medium time management and academic achievement as well.

Abusakour (2003) conducted a study which aimed at finding the Obstacles of time management and decisionmaking to the education departments of government schools in the West Bank, Palestine through detecting the obstacles of time management and decision-making to the education departments of government secondary schools and developing of suitable suggestions to reduce them. The researcher has used the descriptive approach in his study in the collection of information and data. Time management relate directly to the obstacles in planning in addition to the shortage in resources and the retardation of scholastic services in the next year.

Abulshawi & Abusultana (2003) conducted a study aiming at recognizing the student of yarmouk university ability to manage time from different faculties and identifying its relation to academic achievement considering the variables; gender, the university year and the faculty and how much these variables affect time management skills. The study results showed that there is a medium degree of time management skill among students at Yarmouk University, and the skill of time management and academic achievement. And that there is a positive correlation and statistically important between time management skill and the academic achievement according the faculty variable goes to the advantage of economics, science students only.

Time Attitudes

Time management demands a key shift in emphasis: concentrate on results, not on being busy. There are a lot of cases with people who waste their lives in discolored doings and attain very small since they are placing their labors into the incorrect responsibilities or weakening to focus their activity successfully, established that two time management workings directly affect the collective academic achievements (Mercanlioglu, 2010). The perception of how their time requires to be used up or planning including utilizing short and long period goals and time attitudes or students accomplished that both planning and

encouraging time attitudes initiated that they had much more time to finish their everyday jobs because they experiences more in control of how their time was exhausted therefore knowing when they had to state no to activities (Kaushar, 2013). The literature revealed that time management practices that connected to the individual's awareness and attitudes about time management and is comparable the perception of having control over time. Therefore, time attitudes comprise the perception that the individual is in control of time the perception that the person is efficiently managing his

Research Methodology

Research design: Accordingly, this study is a descriptive type of research design was employed for this paper for the realization of intended objectives to describe the time management effect to the academic achievements of students. This research design is a fact finding study with adequate and accurate interpretation of findings and furthermore, it allows describing both qualitative and quantitative approaches (Kothari, 2004). The researcher employed adopted questionnaire developed by 'Britton and Tessor (1991) in relation with time management dimensions (time attitude, short range planning and long range planning). Proportionate stratified random sampling technique was employed.

Sampling design and techniques: To determine the sample size, the researcher was employed proportionate stratified random sampling technique on the basis of year of study and academic achievement measured in terms of cumulative Grade. With stratified random sampling, there would an equal chance that second and third year students could be selected for inclusion in each stratum of the sample and also to have proportional number of students. Total number of students of the college was 998. To determine the sample, the researcher employed single population proportion formula developed by (Kish and Leslie, 1965).

The study variables: The study variables were the dimensions of time management (long range planning, short range planning and time attitudes) in relation with year of study, gender and academic achievement.

Data collection method: Both primary data and secondary data were collected for this research.

Method of data analysis: After the data was collected, the processing and analysis were done. The questionnaire would be sorted out by using software package/Spss version 21 to analyze the data. Descriptive data analysis method was employed together with qualitative and quantitative interpretation of data. Correlation analysis was also conducted among time management variables. Differences were also tested with chi-square test.

Findings and Suggestions

Findings:

- Table 1 shows 84% of students were interested in flexible learning and 16% of students are not interested in flexible learning.

- Table 2 shows that 38% of students scored above 80 in flexible learning, and 43% of students scored above 80 in other learning
- Majority of students hold moderate and high time management positions and that they have relatively good knowhow about their time usage and using their time in Planned way, by prioritizing the activates and setting goals before they start their work because this activates plays a vital role for being successful.
- High preforming moderate performing and low performing regular program school of business and economics students have different not only in their academic achievement but also in their general time management behavior /practices.
- Second- and third-year student have relatively the same general time management behavior, short range plan implementation. Time attitude this shows that is no significant difference is observed due to the year. However, the overall general time management behavior of second year students and third year students was categorized as at moderate level.

Suggestions:

- Firstly, build the program that provides time management training for the students. It may help them free themselves from negative consequences of academic achievement which is brought about by the poor time management. Even if most of the students have moderate and high level of general time management, it needs much more works.
- The college has to optimize its capacity to help its students to bring better time management behavior since effective time management seemed to increase academic achievement in this sample.

Since the one of the strategic themes of the university is assuring academic excellence through improving academic performance of the students and minimizing attrition rate, due attention must be given for time management by the university.

Recommendations for the Future Research

This research emphasizes on the effect of time management practices on academic achievement of students in regular second- and third-year students of thecollege. Therefore, future research must be conducted on the other areas like comparative study on extension class and regular class students on the effect of time management and also on the same title on the other universities will be possible.

Conclusion

The primary objective of this study was to examine general time management behavior of regular program business and economics, and also this study aimed to test whether students time management behavior have significance association with students gender, year of study, and academic achievement. With respect to the gender difference in time

management, the results revealed that male students scores in time management were higher than female students.

Generally the study underscores the importance of understanding the role/effect of time management on academic achievement. Certainly, students who are unable to manage time well may be at risk for underachievement. Time management scores of the students show the way to score of academic achievement as concluded that students who scored poor in academic achievement gained significantly lower in time- management. There found an association found between time management practices, academic achievements and stress reduction as the research study demonstrated that an association exists between anxiety lessening, practices of time management and higher academic success. Moreover, there is an association between time management abilities and educational outcomes.

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EXPERIENTIAL AND INTERACTIVE LEARNING IN NEP OVER WITH STUDENTS AND TEACHER PARTNERSHIP

K.Sabeena Farveen, Ph.D (Part time)
Research Scholar, PG and Research Department of Commerce,
Nallamuthu Gounder Mahalingam College, Pollachi.

Dr.N.Bagyalakshmi
Associate Professor and Head, Department of Commerce (SF),
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

The association of research and teaching, and the roles and responsibilities of students and academic staff and the nature of their interrelationship are important issues in higher education. This study is based on the Secondary data analysis. The students' reflections suggest that they identified learning in relation to employability skills and graduate attributes and more importantly in relation to their perceptions of themselves as learners and their role in their own learning and that of others. This study plays an attention to the potential of staff-student collaborative, collective settings for developing pedagogic practice and the opportunities for their higher education with NEP process.

Keywords: *Students, Teachers, learning, education and NEP*

Introduction

Co-creation of learning in education has raised much attention in the last decade and was discussed through multiple perspectives including partnership learning communities, student-centered and person-centered learning, personalized learning. All these approaches mainly discuss the problem of learning ownership, co-creation, learners' deeper engagement in the process and motivation. Several trends could be identified which explain these approaches and their roots. Students' voice and agency ow to the idea of democratization processes in education and date back to Dewy. Other approaches might be explained through market-oriented and education modernization perspective.

Not surprisingly that with the spread of ideas of the new public management, higher education was very much affected by marketisation trends. Less impact was observed in general education, however, the concept of students as "customers" has gained significant importance in nineties. The idea behind the concept was that customers were very often left behind the creation and development of the product or service, and their changed role from passive recipients to active co-creators playing an active role in developing and establishing values.

Current higher education literature which strongly positions students as active participants in and of their learning, underestimates the contribution of critical pedagogy which spoke of negotiated curricula and active role of learners from the point of transformative and democratisation processes in education. Unfortunately, today, students' participation is somehow limited to their engagement, retention, creation of

learning communities, development of employability skills etc. For this reason, the analysis of the co-creation concept in education is actualised today. It is important to un-shell meanings of the concept as it is used in various educational contexts and practices. The analysis of the concept will contribute to the understanding how co-creation in education transforms learners and teachers' pedagogical interaction, learning process and how it impacts curriculum in all its phases starting from development, implementation and finalizing with the assessment.

NEP 2022

National Educational Policy (NEP): Union cabinet paved the way for transformative reform in school and higher education system by launching the **New National Education Policy (NEP)** on 29th July 2020. They also renamed **MHRD** as **Ministry of Education**. After the old national education policy which was launched way back in 1986, this is the first education policy of the 21st century that has replaced 34 years old education policy. The new **NEP** is based on four pillars which are **Access, Equity, Quality, and Accountability**. In this new policy, there will be a 5+3+3+4 structure which comprises 12 years of school and 3 years of Anganwadi/ pre-school replacing old 10+2 structure.

UGC Chairman said that the due to COVID-19 pandemic affected the implementation of NEP but they assure that once the condition normalizes then it will be implemented at a faster pace. By 2030 the minimum education qualification for teaching will be a 4 year integrated B.Ed course. Education Minister Ramesh Pokhriyal Nishank said that they have no plan to revise the reservation norms under NEP. Meghalaya Chief Minister said that they will form a task force for the implementation of New education Policy and after the constitution of such force Meghalaya will become the first state in the country that will implement this NEP

Through this new education scheme, they are trying to bring more than 2 crore students into the mainstream and with the help of this, they aim to achieve **100% GER (Gross enrollment ratio)** from pre-school to secondary by the end of 2030. Through this NEP 2020 government is looking forward to making India a "**global knowledge superpower**" and it will be only done by making education system for schools and colleges more flexible, holistic, and multi-disciplinary which will bring out their unique capabilities.

New Education Policy (NEP 2020) Highlights

The New Education Policy aims to provide quality and equitable education to all children in India. Some of the key highlights of the policy are as follows:

- The policy emphasizes providing quality and affordable education to all children in the age group of 3–18 years.
- It emphasizes on holistic and multidisciplinary education instead of rote learning.

- Students will no longer be graded on how well they remember information from books, but on how well they can use what they know to solve problems in the real world.
- It emphasizes that the three-language formula will be followed in schools, focusing on the regional language, Hindi and English.
- To make it easier for students to learn regional languages, instruction in the first five grades will be taught in those languages instead of English.
- The school curriculum has been changed to teach more fundamental ideas and skills.
- The policy is mostly about how to use technology to make education more accessible and useful.
- It envisages a system where there is no distinction between rural and urban areas and all children have access to quality education.
- The policy proposes several measures to improve the quality of teaching, such as mandatory teacher eligibility tests, teacher professional development programmes, and teacher education programmes at the elementary, secondary, and tertiary levels.
- The policy also focuses on giving students vocational and technical education so that they are better prepared to work when they leave school.
- The policy proposes to set up a National Higher Education Regulatory Council to oversee the regulation of higher education institutions.
- The policy also seeks to provide greater autonomy to higher education institutions and promote academic mobility. As a result, both public and private universities will be governed by the same regulations.
- This policy introduces a new 5+3+3+4 education structure that moves away from the current 10+2 system.
- It aims to increase the Gross Enrolment Ratio in higher education to 50% by 2035.
- The Government has announced that all higher education institutes (HEIs) will be governed by a single regulator, except the Medical and Law Colleges. HEIs now have to answer to a new body, the Office for Students.
- The master's degree (MPhil) course will no longer be required.

Students and Staff Teaching

Singh asserts that 'While Sallis's views, premised on the student-as-customers metaphor, are now becoming the norm, this metaphor has severe limitations in both the university-student and pedagogic relationships' (2002, 686). McMillan and Cheney (1996, 1) note that viewing students as consumers 'inappropriately compartmentalizes the educational experience as a product rather than a process'. Seeing students as customers raises the question of the identity of the product (Clayson and Haley 2005). Marketisation of higher education can be said to encourage a situation 'where students seek to "*have* a

degree" rather than "*be* learners"' (Molesworth, Nixon and Scullion 2009, 277, italics in original).

Whilst many in higher education, including students, have expressed concerns about manoeuvring students into a customer or consumer role (for example, McMillan and Cheney 1996; Bay and Daniel 2001; Afolabi and Stockwell 2012), which implies passivity, there are examples of alternative positionings. Students are variously seen as enquirers (Ovens et al. 2011); consultants and partners (Little 2011; Cook-Sather 2014); producers (Neary and Winn 2009) or co-producers (McCulloch 2009); and researchers (Jenkins and Healey 2009; Dunne and Zandstra 2011) in learning and teaching and conducting pedagogic research (Butcher and Maunder 2014). This has given rise to a number of different approaches or models of practice (Table 1), which suggest that students are proactive, enquiring and productive participants in learning.

Although some of these models do incorporate the consumer (or service user) and service provider typology this has a different emphasis; for example, the 'co-production model' put forward by McCulloch (2009, 177), drawn from the literature on public administration. The conceptual framework used to define students also defines others in university settings, who they are, their activities and thinking (Clayson and Haley 2005) so each alternative positioning has important implications for both students and staff and the way they work together.

Initiatives designed to more closely associate research and teaching in higher education through enquiry-based learning (for example, Brew 2003; Healey 2005) provided an important context for this study. Drawing on McCulloch's (2009) view of students as 'co-producers', Maunder (2015) suggests 'Co-production emphasises active engagement, mutual learning and collaborative knowledge creation, thus progressing the long-standing debate about the research-teaching nexus, because both staff and students are involved in the (co-)production of knowledge'.

	10+2 System	**5+3+3+4 System**
Structure	**Existing Academic Structure**	**New Academic Structure**
Stages	**2 Stages**	**4 Stages**
Age Period	**6-18 Year**	**3-18 Year**
Time Period	**12 School Year**	**15 Year (12 School Year + 3 Pre-School Year)**
Stage Wise	• **First Stage - Age 6-16 Years (Class 1-10)** • **Second Stage - Age 16-18 Years (Class 11-12)**	• **Foundational Stage - 3 Years (Pre-School) (Age 3-6) + 2 Years (Class 1 to 2) (Age 6-8) = 5 Year** • **Preparatory Stage - 3 Years (Class 3 to 5) (Age 8-11)** • **Middle Stage - 3 Years (Class 6 to 8) (Age 11-**

	10+2 System	5+3+3+4 System
		14) • **Secondary Stage - 4 Years (Class 9 to 12) (Age 14-18)**

Developing and Implementing A Staff-Student Collaborative Approach
Setting

Situated within the University of Hertfordshire, UK, which has a student community of over 27,200, the project reported here was part of a longitudinal study involving collaborative work between staff and students designed to enhance learning and teaching. The project was based within the Schools of Education, Humanities and Law.

Purpose

In common with many higher education initiatives involving transformative pedagogical changes (for example, Anderson et al. 2008), the overall purpose of the longitudinal study was to develop, scale-up and embed a process of using staff-student collaborative enquiry-based projects to enhance educational practice, thus contributing to long term organizational change. Individual projects within the studyhad related sub-aims; one of these projects forms the focus of this paper. Staff learning from the longitudinal study about implementing new pedagogies and working collaboratively with students will be reported elsewhere



Embrace Technology in the Classroom

Teaching will have to change dramatically to increase participation in the classroom and promote 'inquiry-based, discussion-based methods' envisaged by NEP. Teachers who have adopted online through the Covid-19 crisis can elevate their impact by exploring aspects of a hybrid classroom to build engagement. With 'flipped classrooms,' for instance,

course lectures could be prerecorded and shared as a video, with class time utilized for discussions on how to apply that knowledge.

Teachers can also lean on technology to solve the problem of one-size-fits-all learning. With AIbased learning tools, teachers will be able to tailor instruction and assessments for every single student. They will be able to personalize assignments so students learn according to their strengths or create learning paths unique to each student. By strategically using technology, teachers have the opportunity to grow their impact and effectively benefit every student.

Make Indian Students 'Lifelong Learners'

Indians graduating from college today will almost certainly move across multiple jobs and careers in their lifetimes. As technology accelerates, the skills required for jobs are changing at a much faster pace. People will constantly need to re skill and up skill to remain employable. We are already seeing a growing trend of professionals in India who are 'lifelong learners,' up skilling online as they work; adding job-relevant credentials that can help them upgrade professionally or pivot in their careers. Teachers have a major role to play in creating an environment that fosters a mindset of lifelong learning. They have the power and influence to spark curiosity, to help students develop the ability to explore and ask questions.

Teachers can bring this shift by making learning interactive, encouraging children to share knowledge and think for themselves through activities like class debates, for instance. Students will also benefit from the opportunity to set and follow their own learning goals from an early age. While the future of work will be shaped by technology, the skills Indian students need for a lifetime of work have nothing to do with technology, which NEP recognizes with its focus on 'how to think' 21st-century skills. As a child's earliest mentors, teachers are best placed to help students develop these critical skills in their formative years and will now have an opportunity with NEP to do so. By embracing the spirit of NEP, teachers can empower lasting change for students that set them up for future success. In the words of one of India's most famous teachers, A.P.J. Abdul Kalam, "Learning needs freedom to think and freedom to imagine, and both have to be facilitated by the teacher."

Creating Classroom Environment

For classroom environment Teacher-Students interaction is very important. Teachers also play an important role in the classroom when it comes to the environment. Students-Teacher interaction depends on content. If the teacher prepares a warm, happy environment, students are more likely to be happy. Teacher should always give the positive reinforcement for students.

Schools/school complexes will be encouraged to hire local eminent persons or experts as ‘master instructors’ in various subjects, such as in traditional local arts,

vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists, to benefit students and help preserve and promote local knowledge and professions.

Special Educators

There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/Divvying children at the Middle and Secondary school level, including teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children. Therefore, such areas could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre-service teacher preparation. They will be offered as certificate courses, in the pre-service as well as in service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well.

Public Interaction

Our country has been under the clutches of a stringent education system, for almost the past 34 years, which has hampered the growth of many renowned persons in the society. To change the Root System of education and bring out a more practical way of teaching and learning a New Education Policy is brought. It is a step towards a New Education Policy and is built upon the foundational pillars of Access, Equity, Quality, Affordability and Accountability and shall prove to be efficient enough. Evolution of the New Education Policy' under the authority of T.S.R. Subramanian, took shape back in May, 2016 and the entire concept of building a Holistic education approach comes into existence. After the 2019 Lok Sabha elections the Draft National Education Policy, 2019 was made public and opened for feedback and reviews. After due consideration of the opinions and feedback of nearly over 2 lakh out of 2.5 lakh Gram Panchayats, 6600 Blocks, 6000 ULBs, 676 Districts, the NEP, 2020 took shape. The key highlights of the New Education Policy, 2020 is based on the 5+3+3+4 structure of education with curriculum structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. The NEP 2020 aims at making "India a global knowledge superpower". This is a landmark change by the Indian Government, as they have replaced the 34-year-old National Policy on Education, which was framed in 1986, with the New Education Policy of 2020. The NEP, which has been approved by the union cabinet, has made revolutionary reforms in the Indian education paradigm. This is a landmark change by the Indian Government, as they have replaced the 34-year-old National Policy on Education, which was framed in 1986, with the New Education Policy of 2020. The NEP, which has been approved by the union cabinet, has made revolutionary reforms in the Indian education paradigm. The recognition of the importance of life skills

was long overdue, and the NEP has given more attention to developing life skills in the educational process. Quality of teaching is one of the primary agendas of the policy as well. Teachers are integral to the education system, and without improving the way teachers are trained, it will be difficult to improve the quality of education. The main aim of the paper is to analyse the scope of NEP-2020 and the problems in implementations.

Conclusion

The Role of the Students is to shape their career and the same time teachers is to shape the students mind for their future. Teachers must motivate the student in every part of the students role and students has to show their involvement over teachers motivation. "Teaching is not about information. It's about having and honest intellectual relationship with students." Two hand of success will create ah history at one hand that is the best conclusion from this study.

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CRITICAL ANALYSIS AND IMPLEMENTATION OF NEP

Mrs.R.Visalakshi
Assistant Professor, Department of Business Administration, NGM College, Pollachi.

Nandha Kumar T, III BBA**,**
Department of Business Administration, Nallamuthu Gounder Mahalingam College of Arts and Sciences, Pollachi.

Abstract

The Ministry of Education, Government of India, published the National Education Policy - 2020 (NEP-2020), which was endorsed by the Union Cabinet on July 29, 2020, in response to the significant disruption the fourth industrial revolution and COVID-19 have caused in the educational sector. The NEP-2020 aims to create a new educational system in India that does away with the maxims of independence and tenacity. The NEP-2020 is more student-friendly and offers lots of flexibility in terms of credit transfers, curriculum, skills, access, and a distinctive multidisciplinary approach. The universalization of inclusive education, the paradigm shift from memorization to active learning proposed by the NEP, and other commendable benefits are all discussed in this essay. Despite the unquestionable benefits of the NEP-2020, there are some issues to be concerned about the Framework Directive's credibility is called into question by its scope and usefulness. Major issues like the three-language formula's implementation, the potential for escalating inequalities, privatization, and financial worries were all carefully considered. Politics paints a picture of a perfect future, even though the NEP is undoubtedly a step in that direction. The government's biggest challenge is to incorporate 2D layers into a 3D environment. Institutions and policy makers need to reevaluate learning systems on a regular basis to make sure they are still relevant to the younger generation in light of the changing nature of the workforce.

Keywords: Privatization, Active Learning, the Three-Language Formula, Inclusive Education, and Educational Policy.

Introduction

In today's knowledge-driven society, the likelihood of national development and access to high-quality education are two sides of the same coin (Brende, 2015). Education fosters the development of a knowledgeable and skilled labor force, facilitates the development of talent, fosters the growth of thoughtful citizens, encourages innovation, and boosts productivity. It also promotes acceptance, respect, and equality among society's participants while enhancing people's quality of life. The ability to enrich oneself, broaden one's horizons, and give one access to new viewpoints makes education's power exceptional. Global citizens who practice social responsibility are what education is all about. The system should have a strong education policy and include universalization of high-quality education, a means-ends relationship, consistency in educational principles, and the capacity for change are all important. Therefore, the educational framework that every country needs must be current, realistic, adaptable, inclusive, enforceable, and backed. It is crucial that the policies are constantly changing and the system is fault- free when considering the crucial role that education plays. Closing schools has had a variety of

effects in India. The lockdown has significantly highlighted the flaws and gaps in the education policy.

By taking advantage of the over-reliance on physical presence-required classroom learning and assessment techniques. Alternative online methods can't be used because of a lack of infrastructure and technical know-how, which is a reflection of the nation's inadequate funding for education. This has intensified the stark contrast between the public and private school systems in our nation (Karsan, 2020). A small portion of the students who attend these private schools have turned to online tools and platforms in an effort to continue their education. The majority of students, however, are the opposite. Although the opportunities provided by NEP 2020 are undeniable, concerns about its scope and usefulness also exist, casting doubt on the optimism Illustrated in the framed policy. With this viewpoint, the paper makes an effort to highlight the significance of NEP, along with the opportunities and challenges it presents, some of which call for reevaluating the policies that have been put forth. Four sections make up the current paper. The NEP, 2020 milestones and opportunities are discussed in Section 2 after this introductory section. The NEP, 2020 is then critically analyzed in Section 3 along with the international standing of the Indian Education System, and finally, in Section 4, we draw a conclusion from a broad policy perspective.



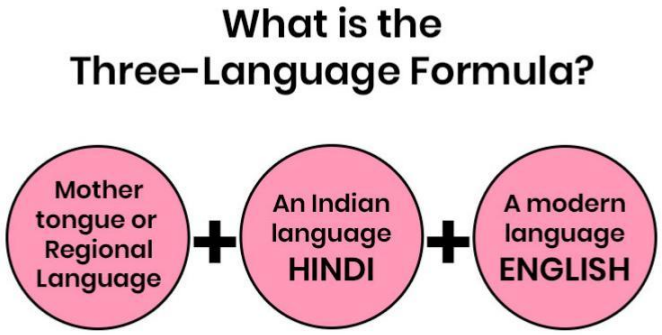
1.0.Critical Analysis of the National Education Policy (NEP), 2020

Even though NEP 2020 offers unquestionable opportunities and milestones, there are concerns about its scope and usefulness that call into question the optimism displayed in the initiative. These concerns are discussed below.

1.1.The Three Language Formula: increased Linguistic ambiguities

The NEP includes a clause that states that up until class five, instruction should be conducted in the student's mother tongue. On three, this starts to cause issues.

Levels: First, the state has complete discretion over language choice; Decond, Hindi and Sanskrit are mandated in all Indian states; and Third, it creates a problem for children of transferable employees. To address the first issue, the state may select any two Indian languages as the medium of instruction, provided that they are both Indian languages. This clause is not only ambiguous; it also presents a problem for each state, which must now decide on its own which language qualifies as indigenous. States like Goa, which experience the com, see a complication of these ambiguities. Complex politics of scripts A crucial decision is also left up to the state governments, who frequently don't have the resources to make it, under such guidelines. Enough knowledge of young people's needs and the capacity to assess the situation's urgent needs. The NEP's lack of a check-and-balances procedure makes it impossible to quickly implement corrective measures, which is another alarming development. The mainstreaming of Hindi and Sanskrit across all states and applying pressure to them to do so is the second issue with the three-language formula. The policy discourages the use of other vernacular languages and promotes these two languages by making them widely available in all schools. In addition to forcing the students to study harder, this has an effect on their mental health. The South, who perceives this as an attempt to force Hindi on the country, has been particularly critical of this strategy.



States that don't speak Hindi A ruling by the Supreme Court is also directly in conflict with this specification. This formula's format is reminiscent of the 1965 anti-Hindi protests against the center's plans to make Hindi an official language.

Last but not least, students whose parents are transferable face a lack of clarity regarding education in their mother tongue. When it comes to the armed forces, government employment, etc., there is a significant amount of interstate movement in our nation. Due to India's diversity, it will be more effective if each state has its own preferred language of instruction.

1.2.Divide and Rule: amplified inequalities

The restriction that English is optional until grade eight is grouped with the three language formula. Both of these measures support and impede inequality. Progress made by underrepresented groups (Agarwal, 2020). English is associated with privilege and employability in our country, which creates a conundrum that is particularly difficult to solve. The marginalized and disadvantaged will become trapped in a cycle of powerlessness, exclusion, and alienation if public schools insist on teaching in the native tongues and do not give them the chance to learn English. The majority of students from economically disadvantaged sections leave private schools because they are unable to communicate in English, according to studies, which substantiate this claim. Less scope will exist on the other hand-off high-quality English education accessible to those with limited financial resources. In India, class-based inequality will increase as those who can afford will do so.

The talent in the hinterland won't catch up to English education. It is crucial to give English the proper credit for the significant part it has played in India's economic development. Thus, it is essential that everyone has both a right to education and a right to education in the English language. This policy not only undermines the ideal of an equal education, which is essential for a flourishing, just, and equitable society, but it also contributes to gender inequality to some extent. Parents prefer sending their sons to a private school over sending their daughters because we live in a patriarchal society. of high-quality English education accessible to those with limited financial resources. In India, class-based inequality will increase as those who can afford will do so.

This approach not only undermines the idea of equal access to education, which is essential for a developing, prosperous, and just society, but it also encourages discrimination. To some extent, there is gender inequity. Given that we live in a patriarchal society, parents prefer to send their sons to a private school than their daughters. Due to the fact that males view women as their inferiors, this will widen the gender gap in society. Since the NEP and public schools lack the necessary resources to meet the requirements of the economy and the disadvantaged in particular, this problem arises.

1.3.Privatization: from affiliation to autonomy



The NEP has been under fire from numerous academics, educational authorities, and organizations since higher education could potentially be privatized, which brings about the rejection of social justice. The majority of universities in India operate under a system of affiliation with the government, which limits their operational autonomy. After fifty years, the NEP seeks to phase out the system of affiliation with any university. This will not only give institutions unlimited autonomy to decide how to operate and set fees, but it will also open the door to privatization (Agarwal, 2020). The access that students have to higher education institutions in India will be negatively impacted by this proposal to change the educational system.

Villages and other underdeveloped places would suffer the most from the effects of the same because they won't be able to attend education due to excessive costs.

Cost of tuition. This will resemble American colleges, which are largely privatized and have excessive tuition costs. Because of their inability to pay for college, the majority of American students are forced to take out student loans or even give up on their desire of attending. For Indians living in lower-income households, there is a definite parallel. In the long run, the NEP won't help the poor get better; instead, it will help widen the gap between them and the wealthy, which will hinder the growth and development of the country.

1.4.NEP financing: a utopian possibility

The implementation of the concept will necessitate enhanced and enlarged infrastructure to create room for vocational courses and choice-based mode.Pupils at school The promise of more in-depth hands-on instruction, AI integration, and coding instruction for students in the classroom will put a significant pressure on the nation's finances.The government has promised that 6% of India's GDP will be allocated to education as part of the NEP-2020. This claim appears to be incredibly utopian and unrealistic because the policy lacks a clear road map for how this financing would be obtained (Rozario,2020). As of right now, the government spends less than 1% of GDP on education. The pandemic, which has spread around the world, has added to the pandemonium, growing into a rut and stagnation. All of this demonstrates that the idea of NEP obtaining funding is extremely unrealisticreality. The policy does not outline a strategy to deal with corruption and offers neither a way to hold the government responsible for fulfilling its financing commitment. There is a promise at stake in this phrase.

1.5.Silence on the RTE Act

The fact that the NEP says nothing at all concerning the Right to Education Act also caught the attention of many people around the country. Although the act ex-talks extensively about the universalization of education but falls short of establishing primary and secondary education as a legal right. Hence, there is no requirement that the federal and state governments implement a system to make this a reality (Agarwal et al., 2020). In

other words, the lack of legal support brought on by the RTE's silence shows the slim likelihood of real educational system development. Due to its silence about the RTE Act, this policy falls short of addressing the issue of significant dropouts after the elementary school level, particularly among girls.



Implementation of New Education Policy In India: An Insight

Education policy implementation at the municipal, state, and federal levels has a lengthy and diverse history in India. With the goal of ensuring that all of its residents have access to high-quality education, the nation has experienced numerous adjustments and developments in its educational system throughout the years. One of every person's fundamental rights is access to education, which supports the development of accountable, useful citizens. As one contributes to the nation's economy and actively participates in civic life, it encourages critical thinking, develops skills and knowledge, and increases one's sense of social responsibility. It is extremely important for fostering both personal and social growth. It is beneficial for creating enduring communities and a robust democracy. The Indian government has put into effect a number of new educational policies in recent years with the goal of further enhancing the educational system. The following are a few of the important policies and programmes:

1. Every child between the ages of 6 and 14 has the legal right to free, obligatory education in a local school, according to the 2009-passed Right to Education (RTE) Act. Additionally, the Act requires that 25% of places in private schools be set aside for pupils from parts of society that are economically poorer.
2. The Sarva Shiksha Abhiyan (SSA) is a nationwide initiative that was started in 2001 to give all children, especially girls and those from underprivileged homes, access to a quality education. The programme aims to boost enrolment by enhancing the facilities and academic standards of schools.

3. A learner-centered and inclusive educational system is essential, according to the National Curriculum Framework (NCF), which was amended in 2005. It emphasizes the value of critical thinking, creativity, and problem-solving abilities and promotes the use of a variety of instructional strategies and local resources.
4. The National Education Policy (NEP) 2020 is an extensive policy framework with the goal of reforming and reviving the Indian educational system. No matter where they are located or their socioeconomic status, all students should have access to a high-quality education, according to the NEP, which highlights the value of equitable and inclusive education. Additionally, it encourages innovation, technology use, and educational research. Significant advancements in India's educational system have resulted from the implementation of these measures.

In India, therefore, the execution of educational programmes has changed significantly over the years, moving from being elite and exclusive to being more inclusive and equal. Even though there have been numerous successes and advancements, much work remains to be done before every child in India has one.

By making education more pertinent to and interesting for students, the NEP also seeks to raise the standard of instruction. To do this, the policy suggests a change in teaching and learning methods away from rote memorization and towards a more comprehensive, student-centered approach. Along with incorporating local knowledge and cultural practices into the curriculum, this also entails the use of experiential and inquiry-based teaching strategies. The NEP also aims to close the gender and socioeconomic gaps in education. In order to do this, it suggests a number of strategies, such as expanding access to education in regional languages, offering financial aid to underprivileged students, and putting in place measures to do so.

The NEP hopes to ensure that all children have the chance to obtain a high-quality education and realise their full potential by putting these suggestions into practice. The New Education Policy, which represents a fundamental change in how education is provided in India, might have a large positive impact on the educational system. Although many students, educators, and learners who are in the middle of the course that will no longer be regarded a degree have criticized it (like an M.Phil). Yet for it to be successful, it will need to be implemented well, given enough funding, and supported by the government, educators, and the larger community.

Conclusion and Policy Implications

Institutions and policy-makers must reevaluate the educational outcomes that are wanted and the learning methods that are actually relevant for the next generation of workers in light of the changing nature of the workforce.The education given should develop the digital and analytical abilities needed for innovation. In order to combat the multiple challenges linked with the ongoing and upcoming crises, universities must produce students who are resilient, inclined towards flexibility and adaptability, inter-

personal emotional intelligence, positive mindset, creative and critical thinking. For scalable, sustainable, and inclusive blended education, new engagement models, such as learning consortiums and coalitions, must be established. These models should include diverse stakeholders, including governments, institutions, publishers, alumni, technology providers, corporate professionals, and telecom operators. Training students and faculty in emerging digital abilities is urgently needed so they can use technology and become fluent in the digital world Responsibly.

For blended learning to work to its full potential, institutions must work diligently to create or acquire high-quality content, use resources wisely, and design concrete activities in a way that is consistent with their vision and principles.The traditional values of higher education can be strengthened through carefully planned systems. By optimizing rewards and reducing risks, it can aid institutions in enhancing teaching-learning outcomes. Higher education has a unique ability to create socially conscious global citizens, and COVID-19 has underlined the importance of inclusive and flexible education systems that can successfully address complex social issues

Requirements of a connected yet unstable society that are complicated and constantly changing. Many contradictions continue to exist even after the NEP was approved.

Contrasting the education systems of other nations with those in India. The flaws of the current policy are highlighted by various testing techniques, the lack of research projects, and the limited number of course possibilities, among other things. Exams are still the main form of assessment in India's educational programmes, which continue to place a greater emphasis on hypothetical training.

The curriculum in India uses a significant amount of outdated background and research. Most textbooks in India, including those offered by CBSE (the most important board in India), are not updated for years at a time. The implementation of changes, even when they are made, frequently occurs quite late in the Indian colleges' curriculums. Also, students have a very limited amount of flexibility to change their majors mid-course. Alternatively, foreign educational institutions and programmes typically adhere to new, updated, and studies that are relevant. Notwithstanding the assistance provided by the government, India has few research supports and facilities. Contrarily, business funding of research in universities from a number of developed nations leads to better procedures and outcomes. India has struggled to internationalize its education, making it difficult for students to choose Indian universities for their studies. Moreover, legislation must be passed mandating that the provincial and federal governments spend 6% of GDP on education in order to fulfil the utopian promise of finance. Furthermore, a firm decision must be taken to provide clarity about the Three Language Formula, including what constitutes the language of instruction in various states, how the requirement must be carried out, etc. Relevant and dynamic training programmes must be provided in a way that the teachers are aware of pedagogical demands in order to effectively implement the curriculum as promised. The NEP clearly represents a step in the right direction, but the

policy presents a perfect world. The government's biggest responsibility is cutting out the 2D plans onto the 3D world.

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A STUDY ON INNOVATION POLICIES AND PRACTICES IN TEACHING , LEARNING EVALUATION PROCESS FOR ARTS AND SCIENCE COLLEGE'S TOWARDS NATIONAL EDUCATION POLICY 2022

Dr.K.Ganeshkumar, M.Com., MBA., M.Phil., PGDCA., PGDCFA., PGDIB., P.hD
Associate Professor,
PG and Research Department of Commerce.

R. Pavithra BBA., MBA.
Assistant Professor, Department of Business Administration,
Kamalam College of Arts and Science, Anthiyur, Udumalpet.

Abstract

This article aims at analyzing the adoption patterns which apply on the market forhigher education when two types of learning organizations - namely, traditionallearning and e-learning organizations - provide educational programs. We focus onthe impact of public subsidies to e-learning providers in order to evaluate theconditions under which the learning gap is bridged. A welfare analysis isintroduced to estimate the relevance of such 'pro e-learning' public policies. Ourfirst results show that public subsidies enable the e-learning organization toprovide quality-based and pricing strategies that tend to be similar to those of thebrick and mortar organization. Besides, we find that such short-term policiespositively impact on the global level of quality which is provided by bothproviders. Nevertheless, our welfare analysis underlines contrasted results aboutthe relevance of such short-term public policies.

Objectives of the Study

The primary objective of this research is to study the impact of New Education Policy 2022 on higher education. The study also outlines the salient features of NEP and analyses how they affect the existing education system.

Introduction

National Educational Policy (NEP): Union cabinet paved the way for transformative reform in the college and higher education system by launching the New National Education Policy (NEP) on 29th July 2020. They also renamed MHRD as the Ministry of Education. After the old national education policy which was launched way back in 1986, this is the first education policy of the 21st century that has replaced the 34 years old education policy. The new NEP is based on four pillars which are Access, Equity, Quality, and Accountability. In this new policy, there will be a 5+3+3+4 structure which comprises 12 years of school and 3 years of Anganwadi/ preschool replacing the old 10+2 structure.

UGC Chairman said that the due to COVID-19 pandemic affected the implementation of NEP but they assure that once the condition normalizes then it will be implemented at a faster pace.

By 2030 the minimum education qualification for teaching will be a 4 year integrated B.Ed course.

Education Minister Ramesh Pokhriyal Nishank said that they have no plan to revise the reservation norms under NEP.

Meghalaya Chief Minister said that they will form a task force for the implementation of New education Policy and after the constitution of such force Meghalaya will become the first state in the country that will implement this NEP

Learner Agency :

Navigating through a complex and uncertain world Future-ready students need to exercise agency, in their own education and throughout life. Agency implies a sense of responsibility to participate in the world and, in so doing, to influence people, events and circumstances for the better. Agency requires the ability to frame a guiding purpose and identify actions to achieve a goal.

To help enable agency, educators must not only recognize learners' individuality, but also acknowledge the wider set of relationships – with their teachers, peers, families and communities – that influence their learning. A concept underlying

The learning framework is "co-agency" – the interactive, mutually supportive relationships that help learners to progress towards their valued goals. In this context, everyone should be considered a learner, not only students but also teachers, school managers, parents and communities. Two factors, in particular, help learners enable agency.

The first is a personalized learning environment that supports and motivates each student to nurture his or her passions, make connections between different learning experiences and opportunities, and design their own learning projects and processes in collaboration with others.

The second is building a solid foundation: literacy and numeracy remain crucial. In the era of digital transformation and with the advent of big data, digital literacy and data literacy are becoming increasingly essential, as are physical health and mental well-being.

Need for Broader Education Goals : Individual and Collective Well-being

Unless steered with a purpose, the rapid advance of science and technology may widen inequities, exacerbate social fragmentation and accelerate resource depletion. In the 21st century, that purpose has been increasingly defined in terms of well-being. But well-being involves more than access to material resources, such as income and wealth, jobs and earnings, and housing. It is also related to the quality of life, including health, civic engagement, social connections, education, security, life satisfaction and the environment. Equitable access to all of these underpins the concept of inclusive growth.

Education has a vital role to play in developing the knowledge, skills, attitudes and values that enable people to contribute to and benefit from an inclusive and sustainable future. Learning to form clear and purposeful goals, work with others with different perspectives, find untapped opportunities and identify multiple solutions to big problems will be essential in the coming years. Education needs to aim to do more than prepare

young people for the world of work; it needs to equip students with the skills they need to become active, responsible and engaged citizens.

Need for new solutions in a rapidly changing world societies are changing rapidly and profoundly.

A first challenge is environmental: e.g.

- Climate change and the depletion of natural resources require urgent action and adaptation.

A Second Challenge is Economic: e.g

- Scientific knowledge is creating new opportunities and solutions that can enrich our lives, while at the same time fuelling disruptive waves of change in every sector. Unprecedented innovation in science and technology, especially in bio-technology and artificial intelligence, is raising fundamental questions about what it is to be human. It is time to create new economic, social and institutional models that pursue better lives for all.
- Financial interdependence at local, national and regional levels has created global value chains and a shared economy, but also pervasive uncertainty and exposure to economic risk and crises. Data is being created, used and shared on a vast scale, holding out the promise of expansion, growth and improved efficiency while posing new problems of cyber security and privacy protection.

A Third Challenge is Social: e.g.

- As the global population continues to grow, migration, urbanization and increasing social and cultural diversity are reshaping countries and communities.
- In large parts of the world, inequalities in living standards and life chances are widening, while conflict, instability and inertia, often intertwined with populist politics, are eroding trust and confidence in government itself. At the same time, the threats of war and terrorism are escalating

Higher Education Under New National Education Policy

- Higher education plays an important role in improving human well-being and developing India and through this NEP they aim to increase their GER from 26.3% to 50% by 2035, and around 3.5 crore new seats will also be added to higher education institutions.
- Under this, UG education could be of 3 or 4 years with numbers of entry and exit options.
- Multidisciplinary education and Research University will be set up with global standards.
- HECI (Higher education commission of India) will be the only body for entire higher education (except medical and legal education)

- HECI will have 4 independent verticals such as NHERC (National higher education regulatory council) for a directive, GEC (General education council) for standard setting, HEGC (Higher education grants council) for sponsoring, and NAC (National accreditation council) for recognition.
- Globalization of higher education.
- An academic bank of credit will be established in which credit earned by the students

Innovative Ideas for Higher Education Right Now

In the months since the world has been embroiled in a global pandemic, there has been considerable dialogue and debate about how higher education should both cope with its immediate threat while also considering pivots toward new models and innovations for the future. And for as many quotes as there have been about "never letting a crisis go to waste," the reality is that most universities are indeed wasting it. Higher education leaders have been utterly consumed by the here and now. Somehow, they must create the time and intentionality for innovation.

Here are 8 Ideas Worth Implementing Immediately:

1. Focus on Producing 'Triple Threat' Graduates.

Arguably the single greatest critique of higher education is that its graduates are not work ready. At a time when the return on investment is being debated more seriously than ever before, universities that clearly articulate (and deliver on) the value proposition of work readiness for graduates will stand-out to both prospective students and to the employers hiring them on the other end. A triple threat graduate possesses an internship, a long-term project and an industry-recognized credential along with their degree.

2. Utilize Experiential Marketing as the New Enrollment Management Strategy.

Higher education marketing has long been an increasingly critical function for meeting enrollment goals. It will only get harder and more complicated in the years to come. One clear strategy for differentiating a university will be providing more prospective students with opportunities to experience the brand. Sure, some of this can be done through on-campus visits – but those are the days of old. Providing high school students with engaging online short-courses as a way of experiencing the value of a university's education will become one of the highest yield strategies of all-time. If you look hard enough, the data is already there through examples such as summer enrichment programs (on campus and online).

3. Provide 24-48 Hour Admissions Decisions.

Why should students wait weeks or months to hear a decision on their admissions application? In the international student marketplace, many universities already turn-around admissions decisions in a matter of a couple of business days. It has become the

expectation among prospective students that they will hear right away. And no surprise, the university they hear from first is the one to which they are most likely to matriculate. It's only a matter of time before domestic admissions follow suit with this kind of speed and responsiveness. The universities doing so will take market share from those who don't.

4. Develop Online Education Worthy of Your Brand.

Online education is no longer a nice to have. It's not just reserved for a few online graduate programs for working adults. And it shouldn't just be thought of as a temporary contingency plan for this academic year. It's now core to the strategy of any 4-year residential institution that has ambitions to remain relevant, diversify revenue and grow. As a result, the online education your institution provides must achieve a quality worthy of your brand. World-class online instruction is out there; world-class online mentoring and advising is too. So far, too few institutions have strived to achieve it.

5. Offer Condensed and Less Expensive Bachelor's Degrees.

Why should a bachelor's degree take 4-years or more to complete? Why not condense the academic calendar into a year-round one and provide students with options to blend on-campus and online courses as part of a 3-year bachelor's degree plan? In fact, why not make it the only option – designed to be completed in three years? Prospective higher ed customers are increasingly seeking shorter, less expensive degree options. The only thing holding us back from doing so is our insistence that we hitch the academic calendar to an agrarian one. By the way, this would also make the U.S. more attractive to international students – who often chose between options in the U.K. where bachelor's degrees are commonly three years in length.

6. Launch Evergreen Degree Programs.

Higher education mission statements frequently refer to life-long learning as one of the most important outcomes of an education. Yet, few institutions have created thoughtful and intentionally-designed structures to support students and graduates as life-long learners. Why not leverage what higher education knows well (degrees) with an innovation that has long been needed - a curriculum that stays with you and keeps you relevant in the workplace long after "graduating." Why not offer a degree program in which students are always enrolled? It's not just a curriculum innovation; it will also be a higher ed financing innovation too.

7. Identify and Develop Every Shared Service Possible.

Universities love to reinvent the wheel. And they like to have their own wheels – even though they could just as easily (and perhaps more efficiently and effectively) share those same wheels among other institutions. As more resources have become available online, library services is a good example of a function where universities have

increasingly looked to shared services. With mental health services and career services moving rapidly to online and virtual models, these will be functions ripe for incredible shared services innovations among universities. Why build or own when you can borrow, especially if borrowing and sharing might mean better services in addition to lower costs.

8. Look to Non-Degree Education as One of the Fastest Revenue Growth and Mission-Driven Expansion Opportunities.

If universities think they're only in the business of offering degrees, they're in big trouble. As many know, the age demographic of traditional aged students will plummet between 2025 and 2030. And the market signals (such as the one coming from Google last week and from many other employers) clearly indicate hiring will increasingly tilt toward skills – not degrees. As employers struggle more and more to keep up with the constant re-skilling and up-skilling their employees require, universities have two choices: jump in the game and become a critical non-degree educational partner to employers or let others step in to do so.

Major Reform in New Education Policy

- School board examinations will continue in 10th and 12th classes and be redesigned to be more holistic and developmental.
- PARAKH is a new national assessment platform. It will assess students' learning and help them to analyze their strengths, weaknesses, gaps, and potentials.
- The new system will focus on strengthening the local or regional language and the mother tongue as a medium of education. It will be available for grades 1 to 5.
- This policy will also align with the Government's intent to focus on the local or regional language.
- Sanskrit will be available to all students as an option for their education, with three language formulas, at the high school and college levels.
- Vocational education will start in school, starting with grade 6, also known as middle school. Internships will be a part of that vocational education curriculum as well.
- There are plans to include Indian literature and other classical languages as options.
- Students who pursue those degrees will have the freedom to choose which language they wish to study and what they want to study within that language. The same goes for those pursuing degrees in other disciplines like science, technology, engineering, and mathematics.
- Higher education will receive flexibility in subjects. There will be multiple entry points and exit points for all students.
- UG-programmed courses can range in duration from three to four years. The minimum duration required to get a certificate is one year. However, students can opt for a different route if they want to, such as obtaining a two-year advanced Diploma or getting a B. Tech. degree.

- The new system will focus on the students and teach only the most important parts of each subject.

For education, they are looking at ways to make learning more meaningful and less rote. They focus on critical thinking, discovery, inquiry, discussion, and teaching. Moreover, they will also consider the needs of students who might have exceptional circumstances

Discussion And Conclusion

The findings of this study indicated that teachers employed a variety of approaches and activities in order to ensure students' understanding of literary text. Classroom observations indicated that the Information-Based Approach and Paraphrastic Approach were among the most favored by teachers in the teaching of the NEP Program. The incorporation of using translation of L1is considered as an option for teachers to help weaker students to understand the text, and thus, to guide them to analyze the literature element of the text. This can be seen as to support students who have limited proficiency in the language to learn literature. Nevertheless, teachers could not integrate the activities of Pre, While and Post-Reading due to their inability to use the language. Learning process could only be done in the classroom with teachers.

Further analysis revealed that teachers' communication was mainly on Q & A comprehension activities. Teachers were seen to use a list of questions provided in the text to ensure students understood the learning. Students were instructed to utilize all materials provided by teachers and to finish the task in time. Less exploration of thinking abilities is enhanced during the learning.

This is due to some reasons for different perceptions in the teaching of students' literature. Literature should be taught in an exam oriented way. Thus, students will have an opportunity to express their thinking abilities creatively and critically. According to Salina Mustakim & Othman Lebar (2012), often thinking is not given a prominent place in the teaching and learning process even though one of the objectives outlined by the NEP is to enhance students' thinking skills This is due to its main focus of implementation of intensive reading programs.

This study has indicated that the authentic learning from the evaluation of teachers' approaches and challenges in the classroom learning of NEP Program. It can be seen that the program provides great potential.

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CRITICAL ANALYSIS OF NEP 2020 : OPPORTUNITIES AND CHALLENGES

Saket Bihari
Assistant Professor,
School of Education(SOED), K R Mangalam University, Gurugram.

Abstract

The New Education Policy (NEP) 2020 has the onerous task of addressing multiple crises facing India's education system. This is a visionary education policy for the 21st century through which India is harnessing the capabilities of each student, teacher, universalizing education, building capacities, and transforming the learning landscape in the country. There is ample opportunities under this umbrella such as new curricular and pedagogical structure (5+3+3+4); emphasis on promoting multilingualism and Indian languages, equitable and inclusive education, Increasing GER in higher education to 50%; NTA to offer Common Entrance Exam for Admission to HEIs; setting up of National Research Foundation (NRF); establishment of Academic Bank of Credit; internationalization of Education. The sheer size and diversity of India's education sector makes implementation an uphill task. 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. Attitudinal changes amongst the teachers, students, and parents. Co-operation between the Centre and states is a vital task, at the same time; centre has to skillfully navigate the principles of cooperative federalism and decentralization while rolling out key initiatives. And this is not an easy act to perform given the sharpening of political polarization in the recent years and visible breakdown of trust between the Centre and states. The role of the private sector, particularly in dealing with the higher education system, is extremely critical for translating the inclusionary vision of the NEP. Availability of adequate financial resources for decades is a remarkable hurdle.

Key Words: NEP, GER, HEI, NTA, NRF, Pedagogical

Introduction

The NEP 2020 aims to address various gaps existing in the education system of India and through this policy. The Union Cabinet approved the policy paper designed by the Committee and National Educational Policy 2020 came into effect on 29th July 2020. NEP 2020 has bought a Paradigm shift starting from changes in the pedagogical structure to vocational training to higher education. It focuses on the quality rather than the quantity, more emphasis is given on creativity and understanding rather than Rote learning. The national education policy of 2020 covers a wide ambit of areas, therefore the implementation of all of it, all at once is a big challenge.(Soni, 2022)

Salient features of NEP 2020

- Renovation of 10 + 2 building to 5 + 3 + 3 + 4. A new teaching structure and curriculum to cover the pre-school years. It goes well as this has been ignored in the

education policy documents, and is being discussed in an informal manner. NCERT will focus on the development of a new ECCE curriculum and teaching structure.

- Board Exams for Grade 1o & 12 will be continued but they will be low stake.
- The focus will be on testing concepts and Knowledge applications
- Students will be given a second chance at Boards to improve their score
- Students will be able to choose many of subjects and the level in which they take Board Exam.
- The responsibility of preparing guidelines will now be given to NCERT in consultation with The State Council of Educational Research and Training (SCERTs), and Boards of Assessment (BoAs), and PARAKH.
- There will be no hard separation among Curricular, Extra- curricular or Co-Curricular among…Arts, Humanities, Science…Vocational…Academic…..
- National Curricular Framework for School (NCFSE) undertaken by the NCERT
- Gross Enrolment Ratio(GER) 100% till 2035
- Pupil Teacher Ratio(PTR) of under 30:1 (Current 25:1)
- The HRD ministry will now be called the Education ministry
- The UGC and AICTE will be merged to form a single regulator and will be called, Higher Education Commission of India (HECI)
- One common entrance exam for all higher education institutes to be conducted by NTA, it would be optional and would take place twice a year.
- Phasing out of the affiliation of colleges in 15 years
- Top 100 foreign colleges will be allowed to open branches in India
- The NRF is formulated, to make the pursuit of science, humanities, art & culture accessibility and availability
- 50,000 crores over five years is announced in Union Budget 2021-22 for National Research Foundation (NRF)
- An academic service mechanism as a digital/virtual/online entity established by University Grants Commission to facilitate students to become its academic accounts holder
- Students' academic data are held and academic awards are stored,59.65 lacks ID is created
- 1001 universities and Indian national institute registered
- An Master of Philosophy (M.Phil) is to be scrapped
- The existing M.Phil Programme run by various Departments of the University will be discontinued from the Academic Year 2022-2023 in line with the NEP 2020
- The system allows students to drop their course and resume it at a later stage as and when they desire or deem it worth pursuing
- Universities and colleges will now offer 4-year undergraduate degrees with multiple exit and entry options

- Several universities, including JNU and Delhi University, have already decided to adopt these programmes from this year
- The programme is divided into eight semesters and students will require 160-176 credits for a four-year degree with honours/research.
- Students will be awarded with a certificate after completing 1 year (2 semesters) of study in the chosen fields of study, a diploma after 2 years (4 semesters) of study, a bachelor's degree after a 3-year (6 semesters) programme of study, a bachelor's degree with honours or research after a 4-year programme
- The annual public investment on education in India over the last five years has been hovering around 03 percent of GDP
- Achieving the target of 6% of GDP, as per Economic Survey by the center and the state is as a proportion of Gross Domestic Product is around 3% between 2014-15 to 2018-19 ,4.6% till 2012-22
- **For class six Classical language**
  - ✓ In addition to Sanskrit, other classical languages and literature of India, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit
- **At Secondary Level Foreign Language**
  - ✓ Such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, will also be offered at the secondary level
- Encourages, and promotes "Barrier-free access to Education for all Children with Disabilities
- School and school premises would be helped by providing resources to include children with disability and to appoint special teachers who are trained to teach such students
- The Policy called for the complete abolition of the affiliation system and the conversion of affiliated institutions into either constituent colleges of the university under the direct management and control of the university or autonomous multidisciplinary degree conferring colleges, or for a few affiliated colleges to be bundled together through mergers and acquisitions and then converted into either autonomous institutions or universities, and affiliated colleges in phase manner will be converted into autonomous colleges(Mitraet al . 2022).

Use of IT in

- In teaching learning, assessment
- Educational Planning
- Digital India Campaign
- Administration and Management
- National Educational Technology Forum (NETF)
- MOOCs

- Divyang friendly Educational software
- E -content development
- Virtual labs
- Online assessment and Examination

Major Challenges

- 6 % GDP ..reality is 3.1%(as per Economic Survey 2019-2020)
- Untrained Aangwadi workers
- UGC, AICTE… Centralized….
- Research work …15 person/1 Lack
- Three Language Formula…diversity, unequal learning, class divide
- Opening weekly universities is a herculean activity
- The need to create a large number of qualified teachers
- Allocated Fund…
- Global Innovation
- College Admission Entrance Exam…not mandatory for all
- Lack of integration
- 50 % of Gross enrollment Ratio by 2035…..26.3%
- Doubling the Gross Enrolment Ratio in higher education by 2035 which is one of the stated goals of the policy will mean that we must open one new university every week, for the next 15 years.
- The NEP 2020 is silent on the RTE Act and universalisation of education
- Political opposition

Conclusion

National Education Policy have both positive and negative sides and many challenges and by the active participation from government and their employees along with public we can transform the country into educated - skilled developed country. Government should make National Education Policy practical by implementing it and giving legal status. India's National Education Policy 2020 is marching towards achieving that goal by creating new policies to improve quality, attractiveness, accessibility, and expand the provision of higher education in the private sector and at the same time with strict quality control controls. in all institutions of higher learning(Tiwari and Pandey, 2021)

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ROLE OF TEACHERS & STUDENTS IN NEP

S.Harshini B.Com (CA), MBA
Assistant Professor,
Kamalam College of Arts and Science Anthiyur, Udumalpet.

Abstract

In India, National Education Policy (NEP) 2020 is announced recently by the MHRD, with a tremendous transformation in the education system and in order to provide high quality education to all. NEP 2020 aims at making the education system holistic, flexible, multi disciplinary and also to meet the needs and demands of 21st century. The main objective of this study was to find out the opinion of teachers on National Education Policy 2020 in India. It also tries to find out the relationship between the opinion of teachers on the features of NEP 2020 with respect to Gender, Discipline of Teachers, Teaching Experience of Teachers. Descriptive research is adopted in this study. By using Purposive Stratified Sampling technique 342 samples were collected through online. Questionnaire with five-point rating scale was developed and standardized by the investigator based on the 8 features of NEP 2020. Reliability and validity were established. Statistical techniques such as Sum, Mean, Percentage and Chi-Square were calculated for this study. Results showed that the agreement level of teachers on NEP was high and disagreement level was low. It also found that the relationship between the agreement and disagreement (opinion) of teachers on the features of NEP 2020 with respect to Gender and Discipline of Teachers were found to be non-significant and Teaching Experience of Teachers were found to be significant. Implementing new educational policy in the Indian educational system will make a drastic change and provide a high-quality education to all. Then it will also produce an all-round development of the future citizens to the nation.

Keywords: *New Education Policy 2020, NEP, New Features of NEP*

Introduction

"Education is the most powerful weapon which you can use to change the world" – Nelson Mandela. Education is a backbone of every individual and it determines the destiny of a Nation. Education enhances one's knowledge, skills, attitude, personality, values, habits, etc. It prepares a person to face challenges in everyday life. Education plays a vital role in this modern and competitive world. National Education Policy (NEP) is a comprehensive framework to guide the development of education in the country. The need for a policy was first felt in 1964 and by the suggestions of Kothari Commission first education policy was passed in 1968. The second policy for education came in 1986 and it was revised in 1992.

Spotlight on School Education

The 10+2 organization of the school course is to be substituted by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years, respectively (Kalyani, 2020). The focus of NEP is to achieve "universal foundational literacy and numeracy" among students in primary schools by 2025 (Kauravet al., 2020). It is visualized that before age 5, every child will move to a "Preparatory Class" or "Balavatika," which has an ECCE-competent teacher. The whole purpose of ECCE is to accomplish ideal outcomes in

physical and motor progress, cognitive development, socio emotional-ethical development, cultural/artistic growth, and the development of communication and early language, literacy, and numeracy (Sungjemmenla Aier, 2021). NEP also considers the RPwD Act, 2016, to include particularly abled children in the conventional education system. The policy suggests that these children can be integrated by designing an appropriate curriculum and suitable supportive technology (Tyagi et al., 2022). It endorses bilingual education and textbooks for learning multiple languages at the middle and secondary levels. It proposes a multidisciplinary method and reduces content by aiming for core learning skills. New-age subjects such as coding and computational thinking are presented at a middle school level (Saxena, 2020). NCERT will advance a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) to support children up to eight. NEP 2020 advocates establishing a National Mission on Foundational Literacy and Numeracy by the Education Ministry. The Integrated Child development services (ICDS) Scheme is one of the flagship programs of the Indian government that focuses on early childhood care and growth (Achumi & Joseph, 2022). NEP-2020 targets to launch new virtual labs and train the schools digitally. It also proposes to set up a National Education Technology Forum, a stage for discussing concepts on the use of technology to stimulate learning (Anand, 2021).

Reforms in Higher Education

Indian higher education system is the third largest in the world regarding students. The nation lodges a significant position in the global educational scenario. HEIs in India include Universities, Colleges, institutes of national importance, polytechnics, etc., proposing several programs of studies leading to graduation, post-graduation, and doctoral degrees. Universities are of diverse sorts, such as central universities, state universities, deemed universities, and private universities.

Moreover, regulatory bodies such as the National Council for Teacher Education (NCTE), All India Council for Technical Education (AICTE), research councils like the Indian Council for Medical Research (ICMR), Indian Council for Agricultural Research (ICAR), and the National Board of Accreditation (NBA) and accrediting agencies like National Assessment and Accreditation Council (NAAC) are also functioning to cater to the needs of teaching and research innovation (Fatima, 2021).Professional Education will be a fundamental part of the higher education system.

Technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields will be transformed into multidisciplinary institutions (Saxena, 2020). The provision of dual-degree in NEP 2020 says that "the four-year integrated B. Ed. program of preservice teacher training for several disciplines are going to be presented at the university level as a dual-degree undergraduate program of study, and will consequently embrace each disciplinary in addition as teacher grounding courses may be a captivating side and will be notified not to result in drop-outs from the education sector within the context of the inflated rate of the state in India that results in inadequacy

of dedicated specialists within the education field. The New Education Policy 2020 (NEP, 2020) heartens foreign education institutions to institute an incidence in India and endorses the setting up of Indian institutions overseas (Varghese & Mathews, 2021).

A comprehensive understanding of the jolts and bolts faced by the education sector under lockdown puts forward critical considerations. The World Bank (2020) report on higher education in the South Asian Region points out insufficient guidance for teachers on how to systematically compact with teaching-learning during the crisis, including deficiency of exercise in the usage of digital pedagogy, student assessments, and initiatives to backing students distantly constrain teacher reactions occurred during the pandemic.

There was a significant modification in assessment methods during the pandemic. UGC recommended using open-book exams and presentation-based assessments (Rao and Brown, 2022). Explicit to the Indian perspective, the swiftness with which UGC retorted is noteworthy. It promptly hurled numerous initiatives for the sustenance of elearning.Several reforms have been proposed in higher education, including a multi-discretionary system offering choices to students from various subjects from different disciplines, integrated, i.e., undergraduate, postgraduate, and research level, and over-handling of the governance structure in higher education. It is envisioned in the NEP document that there will be one regulatory body for the entire sector in the Higher Education Commission of India (Subba Rao, 2022). Online faculty training is centered on a nano-MOOCs format to advance digital teaching competencies in professors of universities and seems to be a popular substitute for university faculty training. Contributors under study upgraded their level of digital aptitude. Therefore, effectual customizable training can be accomplished in a limited period and is accustomed to the necessities and features of the professors (Basantes-Andrade et al., 2022). This policy accentuates the humanities and liberal arts, thereby enabling careful entry of quality overseas universities, areas to escalate public investment in education to 6% of the GDP, and promise to provide higher education freely to about 50% of the students with scholarships and fee waivers. It targets to surge the gross enrolment ratio in higher education to 50% by 2035 (Subba Rao, 2022).

Teachers

Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed to pass on their knowledge, skills, and ethics optimally to students. The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.

Recruitment and Deployment

To ensure an adequate number of teachers across subjects - particularly in subjects such as art, physical education, vocational education, and languages - teachers could be recruited to a school or school complex and the sharing of teachers across schools could be considered in accordance with the grouping-of-schools adopted by State/UT governments.

A technology-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each State to assess expected subject-wise teacher vacancies over the next two decades. The above described initiatives in recruitment and deployment will be scaled as needed over time, to fill all vacancies with qualified teachers, including local teachers, with suitable incentives for career management and progression as described below. Teacher education programmes and offerings will also align with the vacancies thus projected.

Service Environment and Culture

The primary goal of overhauling the service environment and culture of schools will be to maximize the ability of teachers to do their jobs effectively, and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff, all of whom share a common goal: to ensure that our children are learning.

Professional Standards for Teachers:

A general guide set of NPST for teachers has already been prepared by the national council of teacher education, SCERT, in consultation with teachers of all levels and regions, institutions for teacher preparation and development, and institutions of higher learning as set up in its new form as a committee for professional standards setting under the general standards council in consultation with general standards setting up and institutions of higher learning.

NPST can only be adopted by the state government when it is informed of pre – teacher education programmes and teachers can be managed on the basis of these standards and would involve career management of teachers on the basis of tenure, professional development efforts, salary enhancement, post promotion and other identification.

Continuous Professional Development (CPD)

Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational

literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc.

Special Educators

There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/Divyang children at the Middle and Secondary school level, including teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children. Therefore, such areas could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre-service teacher preparation. They will be offered as certificate courses, in the pre-service as well as in-service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well. Approach to Teacher Education

Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education

National New Education Policy 2022-23:
Education

The National New Education Policy was released by the Ministry of Human Resource Development (MHRD) under the guidance of Prime Minister Narendra Modi. The National Education Policy 2020 was released on 29th July 2020, after it was approved by the Union Cabinet.

India is about to make significant changes to its education system in order to become a global power. The recent changes were implemented to end 34 years of educational policies. The new system, which is still being implemented, emphasizes online learning, more school hours, and a move away from rote learning.

The New Education Policy replaces the 34-year-old National Education Policy (NEP) that was formulated in 1986. The National Education Policy (NEP) was first formulated in 1986, and subsequently revised in 1992 and 1998.

New National Education Policy (NEP) 2022

New Education Policy 2022-23: The New National Education Policy in India

The New Education Policy is a comprehensive policy issued by the Government of India in July 2020. It is India's first major change to its education system in more than 30 years. It replaces the National Education Policy of 1986.

The New Educational Policy 2022–23 (NEP 2022-23) focuses on 5 pillars: Access, Equity, Quality, Affordability and Accountability. The New Education Policy aims to make education more inclusive, equitable, and accessible to all, with a special emphasis on marginalized communities.

It emphasizes the development of skills for the 21st century, such as creativity, critical thinking, and problem-solving. The policy also proposed the establishment of new institutions, such as digital universities, as well as the use of technology to support students in learning.

One of the most significant changes introduced by the New Education Policy is the transition from the traditional 10+2 education structure to a new 5+3+3+4 education system. The goal of the new system is to make education more flexible and all-encompassing, with a focus on basic skills, critical thinking, and life skills.

Another key goal of the new education policy is to transform India into a global knowledge superpower by promoting research and innovation, improving education quality, and expanding access to education for all. The NEP 2020 also aims to increase the GER in higher education to 50% by 2035, up from around 26% in 2019.

The new education policy represents a significant shift in India's approach to education, with a greater emphasis on flexibility, critical thinking, and skill development. These changes, hopefully, will help prepare the next generation of Indians for the challenges and opportunities of the 21st century.

Conclusion

The national education policy is laid down with several initiatives that are really the need of the present scenario. The policy is concerned with attention on skill development along with the study curriculum. Merely dreaming of anything will not make it work, as proper planning and working according to that will only help in fulfilling the objective. No sooner the objectives of NEP are achieved, will propel our nation towards progress.

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IMPORTANCE OF ICT ON NEW EDUCATION POLICY 2020 IN INDIA

Imtiaz Begum.I
Assistant Professor, Department of Commerce,
GFGC Chickballapur, Bangalore, Karnataka.

Abstract

New Education Policy was approved in the Union Cabinet in the year 2020. The policy emphasis on the integration of technology in NEP. ICT is one of the important aspect of New education policy, As quality education is the back bone of every country. Information communication technologies (ICT) at present are influencing every aspect of human life. They are playing dominant roles in work places, business, education, and entertainment. Moreover, many people recognize ICTs as base for change; change in working conditions, exchanging information, teaching techniques, learning methods, scientific research, and in accessing information. Therefore, this review article discusses the importance of ICTs in New Education policy ,Difference between traditional and Digital Education and the limitations of ITC in New Education Policy.

Keywords.

ITC(Information Communication Technology), NEP(New Education Policy).

Introduction

NEP 2020 is considered as a revolutionary step towards the uplifment of Education. In modern society ICT plays a important role in New Education Policy. ICT in education provide lots of opportunities to teachers to transform their practices by providing the learners with improved educational content and more effective teaching and learning methods. ICT improves the learning process through the provision of more interactive educational materials that increase learner's motivation and facilitate the easy acquisition of basic skills. Education uses multimedia devices such as computer application, OHP, videos, television, smart classes etc. offer more challenging and engaging learning environment for students. In twenty first century teaching learning skills underscore the need to shift from traditional teacher centered pedagogy to more learner-centered method. Active collaborative and cooperative learning environment is facilitated by ICT and its gadgets. Not only teaching learning system but administrative system also can be improved by the use of ICT.

New Education Policy(NEP) 2020

NEP 2020 is based on this five pillars, Affordability, Acceptability, Quality, Equity and Accountability,NEP 2020 ensures not only continuous learning but an overall holistic development of students. Choice based Education will make learning flexible for students and they will be able to study their areas of interest. Bank of credit is another brilliant idea which facilitate the transfer of information between the institution, which will help the students to keep their academic credit stored. Apart from this emphasis.

What is ICT - Information Communication Technology

Information: The nature of information (the ''I'' in ICT) covers topics such as the meaning and value of information; how information is controlled; the limitations of ICT; legal consideration. Management of information covers how data is captured, verified and stored for effective use; the manipulation processing and distribution of information; keeping information secure; designing networks to share information.

Communication: The C part of ICT refers to the communication of data by electronic means, usually over a distance. This is often achieved via networks of sending and receiving equipment, wires and satellite software applications and data.

The type of network is invaluable in the office environment where colleagues need to have access to common data or program. External Networks- Often you need to communicate with someone outside your internal network; in this case you will need to be part of a Wide Area Network (WAN). The internet is the ultimate WAN – it is a vast network of networks. Internal Networks- Usually referred to as a Local Area Network (LAN), this involves linking a number of hardware items together within an office, institute or building. The aim of a LAN is to be able to share hardware facilities such as printers or scanners

Technology: Technologies the making, modification, usages, and knowledge of tools, machines, techniques, crafts, systems, and methods of organization in order to solve a problem, improve a pre-existing solution to a problem, achieve a goal, handle an applied input/output relation of perform a specific function. It can also refer to the collection of such tools, including machinery, modifications, arrangements and procedures. Technologies significantly affect human as well as other animal species' ability to control and adapt to their natural environments. The term can either be applied generally or to specific areas.

Objective of the Study:

1. To ascertain the Benefits of ICT in New Education Policy.
2. To analyse the difference between Traditional education and ITC in New Education Policy
3. To find out the barriers of ICT on New Education Policy

Role of ICT Education of India-Like India, all developing countries in the world, are using ICTs largely to increase access to and improve the relevance and quality of education. ICTs have demonstrated potential to increase the options, access, participation, and achievement for all students. the education system has largely not been influenced by the potential for pervasive change intrinsic to ICTs.

Motivating to Learner: ICT such as videos, television, and multimedia computer software that combine text, sound, and colorful, moving image can be used to provide challenging and authentic content that will engage the student in learning process. Interactive radio likewise makes use of sound effect, songs, comic skits and other

performances convention to compel the student to listen and become involved in lesson being delivered. More so than any other type of ICT, networked computer with Internet connection can make the learner more motivate to his\her learning. One type of ICT combines the media richness and interactive to other ICT with the opportunity to connect with real people and to participate to real world events.

Benefit of ICT in New Education Policy: Like other developing countries, India uses ICT as a teaching tool. Its potential for improving the quality and standards of pupils' education is significant.There is a lot of emphasis given on the integration of technology, a special emphasis is also given on the regional languages as E-courses and various platforms are being proposed in NEP 2020.

General benefit:

1. Enable grater learning in the education system,
2. Enable tasks to be tailored to suit individual skills,
3. Enable students to demonstrate achievement in ways which might not be possible with traditional methods,
4. Unlocks hidden potential for those with communication difficulties.

ICT benefits for students:

1. Students using voice communication aids gain confidence and social credibility at school in their communities,
2. Increased ICT confidence among students motivates them to use the Internet at home to complete work given by the education system,
3. Computer can improve independent access for students to education,
4. Students with profound and multiple learning disabilities can easily communicate more,
5. Visually impaired students using the Internet can access information along their sighted peers.

ICT benefits for teachers and non-teaching staff:

1. Using the ICT gadgets teachers can easily represent their lecture,
2. Teachers make interesting and fruitful their teaching by using ICT.
3. Non-teaching staff easily store the re codes in computers,
4. Reduces isolation of teachers working in special Educational needs by enabling them to communicate electronically with colleagues,
5. Enhances professional development and the effectiveness of the use of ICT with students through collaboration with peers,
6. Improving the skills of staff a greater understanding of access technology used by students.

ICT benefits for parents:

Not only learners, teachers, non-teaching staffs but also parents to have higher expectations of children's sociability and potential level participation may occur by ICT, Parents also have updated themselves by using ICT.

Difference between Traditional Education and ITC Education

1. Traditional education is a classroom experience where students have access to only the resources their teachers provide. ITC education, on the other hand, is about using online resources in addition to traditional materials.
2. Traditional education includes chalk and Talk. ITC education includes use of Technology
3. In Traditional education learning is fixed time and place where as ITC education is anywhere , anytime and anyplace education
4. Assessment is done by the teachers in traditional education, in ITC Assessment is done through the system automatically

Barriers:

1. Lack of teacher's competency to handle ICT tools, is one of the biggest barrier in NEP system for making it ICT based,
2. Lack of infrastructure and ICT tools is another problem in NEP system than other countries,
3. Lack of interest in teachers and learners,

Conclusion:

Quality in NEP through ICT and its awareness among stakeholders will have positive impact on the society. ICT can be helpful in improving quality and standards of NEP by implementing it in various phases of education. ICT can be employed in formal and Non-formal types of education and would eventually make the learners employable and socially useful part of the society. By employing ICT in teacher training, a lot of money of the Government can be saved. Moreover, a lot of qualitative improvement can be seen as resource persons for the training can be best of the world, by employing ICT in administration, it can help in solving the problem of Absenteeism of students and teachers. Good quality content is one of the major issues and directly affects the standards of education and quality. For overcoming certain challenges involved in the process of education,ICT can help a lot. Conclusively,a lot of quality improvement is possible after careful and planned implementation of ICT in school education by various stakeholders.

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EMPOWERING EMERGING INDIA THROUGH NEP 2020

Dr.Ahila.D
Assistant Professor, Department of Commerce,
Nallamuthu Gounder Mahalingam College, Pollachi.

Dr.N.Bagyalakshmi
Associate Professor & Head, Department of Commerce,
Nallamuthu Gounder Mahalingam College,Pollachi.

Ms.P.Kowshalya
Department of Commerce,
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

A New Education Policy has been sanctioned by Government of India in July 2020; after a gap of 34 years, for bringing the changes in the National Education System. The New Education Policy aims to improve the learning process by developing students' critical thinking and creative abilities. The New Education Policy includes several changes in the school level as well as higher education. It is upgrading India's schools to the level of international standards of academics.NEP is helps to transform the education system in India and equip students with the necessary skills and knowledge to succeed in the 21st century.It is developed in collaboration with the central and state governments. This paper attempts to highlight National Education Policy 2020, Merits and Demerits of NEP 2020.

Keywords: *National Education Policy 2020, Higher Education, Merits and Demerits of NEP.*

Introduction

The National Policy on Education, 1986 and the Programme of Action, 1992 envisaged free and compulsory education of satisfactory quality to all children below 14 years. While the act has ensured education to all, the prevailing challenges of the education system remained thereby hindering the growth of Indian education system to the global level. The recent education policy by the Government of India is the first in 34 years replacing the National Policy of Education of 1986. The new policy introduced many reforms in the Indian education system beginning with central reformation and renaming the Ministry of Human Resource and Development to Ministry of Education. The decision to make mother tongue or regional language the medium of instruction up to Class 5 is one of the NEP 2020's main highlights.By establishing a National Assessment Centre and creating a system like Performance Assessment Review and Analysis of Knowledge for Holistic Development for monitoring the achievement of learning outcomes, the policy also emphasises the need for formative assessments and encourages peer review systems of assessment. It also provides guidance to education boards to help make learning more modern and appropriate for the needs of the future.NEP-2020 is an innovative and futuristic proposal with both positive and negative aspects, framed with the objective to

provide a quality school education and higher education to everyone with an expectation of holistic & research-oriented progress.

The NEP 2020's main highlights include the creation of a single regulating body for higher education institutions, the Higher Education Commission of India, which will eventually replace existing regulatory bodies such as the UGC or AICTE. The policy's long-term goal is to eliminate the current system of colleges affiliated with universities, and numerous small schools that are pedagogically unviable and financially costly will be merged with larger HEIs. The NEP 2020 attempts to solve several gaps in India's education system, and with this policy, India is projected to fulfil the 2030 Sustainable Development Goal of inclusive and equitable quality education.

Review of Literature

Govinda, (2020)[1]shows that the vision of transforming India into a global knowledge power the document promises to multi - lingualism and the power of language, impart foundational literacy and numeracy, achieve universal access to all levels of learning, honour teachers - treating them as the heart of the learning process, build synergy in curriculum and guarantee autonomy, good governance and empowerment.Kumar, (2021)[2] reveals that the National Education Policy 2020 (NEP 2020) is formulated to revamp education system and lay down road map for new India. The main objective of the NEP 2020 is to increase student's enrollment in all educational institutions such as elementary school, professional and higher education by 2030. 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.

National Education Policy 2020

The **Union Cabinet of India approved the National Education Policy (NEP) on July 28th, 2020.** After a 34-year gap, the Indian government collected feedback from 2.5 lakh village-level stakeholders for two national legislative level committees during more than 50 months of consultations and workshops.In India, the new National Education Policy (NEP) 2020 proposes to replace the country's 10+2 schooling system with a new 5+3+3+4 structure. The 5+3+3+4 system does not imply additional school years. The actual number of years spent in a school system is unaffected. **The new system incorporates playschools within the realm of "formal education," combining nursery and kindergarten classes with classes 1 and 2**. The method is designed to blur the lines between occupational and academic pursuits, as well as curricular and extracurricular pursuits.

The NEP 2020 considers how to organise the entire school education period so that there is more access, affordability, accountability, and universalization at the Early Childhood Care and Education (ECCE) or pre-school level, all while providing better

quality education, as it also expands the scope of the Right to Education Act to include ages 3 to 18.According to the current urban education system, children initially enroll in playschools, then transfer to schools, where they complete two years of kindergarten courses (KG classes), followed by 12 years of school education.**This switch from the 10+2 to the 5+3+3+4 system would allow for a more uniform and inclusive transition from pre-school to higher education (9 to 12).**

Merits of New Education Policy

The National Education Policy (NEP) 2020 aims to transform the education system in India. The policy has several merits, including:

- **Holistic and Integrated Education:**

NEP 2020 aims to provide a holistic and integrated approach to education, focusing on the development of students' cognitive, social, emotional, and physical abilities. It aims to promote creativity, critical thinking, and problem-solving skills, and provides students with the flexibility to choose their courses and subjects.

- **Emphasis on Skill Development:**

The policy focuses on skill development, including vocational training, to equip students with the necessary skills and knowledge to succeed in the changing global economy. It also aims to bridge the gap between education and employment and promote entrepreneurship.

- **Technology-Enabled Learning:**

NEP 2020 recognizes the importance of technology in education and aims to leverage it to improve learning outcomes. It promotes the use of online learning resources, digital classrooms, and educational apps to enhance students' learning experiences.

- **Multilingualism:**

The policy recognizes the importance of multilingualism and aims to promote the learning of regional and local languages. It also emphasizes the use of technology to preserve and promote indigenous languages.

- **Flexibility in Higher Education:**

The policy promotes flexibility in higher education by allowing students to choose their subjects and courses based on their interests and aptitude. It also aims to promote inter-disciplinary studies and collaboration between universities and industry.

Demerits of New Education Policy

The National Education Policy (NEP) 2020 has several demerits, that need to be considered:

- **Implementation Challenges:**

The implementation of NEP 2020 poses a significant challenge, given the diverse educational landscape and varying levels of resources across India. The policy's success depends on the effective implementation at all levels, which can be challenging.

❖ **Funding:**

The policy envisages an increase in public spending on education, which may not be feasible given the current economic situation. The implementation of the policy may require significant financial resources, which may not be readily available.

❖ **Standardization:**

The policy's emphasis on standardization and centralization of education may lead to a loss of diversity and regional identity in the education system. It may also lead to a reduction in the quality of education in some areas.

❖ **Privatization:**

The policy's emphasis on privatization may lead to the exclusion of marginalized sections of society who cannot afford private education. It may also lead to the commercialization of education, where profit takes precedence over quality.

❖ **Language Barrier:**

While the policy promotes multilingualism, it may also create a language barrier for students who do not have access to quality education in their mother tongue or regional language.

Conclusion

The National Education Policy 2020 is a comprehensive policy that aims to transform the education system in India. The policy's emphasis on equity, inclusivity, and innovation is a positive step towards ensuring access to quality education for all children in the country. The NEP 2020's emphasis on multi-disciplinary education, vocational training, and technology-enabled learning has the potential to bridge the gap between education and employment and prepare students for the future workforce. However, effective implementation strategies, infrastructure development, and adequate funding are essential for the policy's success.

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INTEGRATING TECHNOLOGY IN CURRICULUM : CHALLENGES

Ms.D.Saranya
PG Department of Commerce(CA),
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

Technology is everywhere, touching almost every part of our lives, our communities, our homes. Yet most schools lag far behind when it comes to integrating technology into classroom learning. So it is quite important to conduct a review on different type of technology integration in schools. With this intension the present study is conducted to review the literature related to various technologies integrated in learning process of students, reasons behind the integration of technology, outcomes of students learning based on technology integration. Different studies supports that technology helps change the student/teacher roles and relationships: students take responsibility for their learning outcomes, while teachers become guides and facilitators. Technology lends itself as the multidimensional tool that assists the process of learning.

Keywords: *Technology integration, ubiquitous, learning process, multidimensional, student centered learning.*

Introduction

There is a growing agreement among education reformers that civilizing the preparation of students for the 21st century, including postsecondary education and careers, requires basic and universal changes in how middle and high school education is planned. Many are just launch to look at the true possible technology offers for teaching and learning. Properly used, technology will help students acquire the skills they need to carry on complex, highly technological knowledge-based economy.

Integrating technology in teaching is that learning should be effective by a focus on students and their ability with specific competencies, and provide them aid of technology, not by old school structures and arbitrary, age-based benchmarks. Technology use and digital media have basically changed all aspects of our lives, and many education reformers agree that it can be an important part of present hard work to personalize education. Use of technology can help to advance and develop the attainment of knowledge and skills, and learning.

Concept of Technology Integration:

Seamless incorporation is when students are not only using technology daily, but have access to a variety of tools that match the assignment at hand and provide them the prospect to build a deeper kind of content. Willingness to embrace alter is also a major requirement for winning technology integration. Technology is endlessly, and speedily, developing. It is an ongoing procedure and difficulty frequent learning. Definition of technology tools encompass a wide variety of digital devices such as computers, tablets, multi-touch screens, interactive whiteboards, mobile devices, cameras, DVD and music

players, audio recorders, electronic toys, games, e-book readers, and older analog devices still being used such as tape recorders, VCRs, VHS tapes, record and cassette players, light tables, projectors, and microscopes etc. Technology when it fits contentedly with the curriculum or instructional plans of teaching is an analytic of integrated technology. Thus, technology slightly than an extra layer in the classroom is entrenched within the design of the teacher's lesson plan and the pedagogy. Thus, in this approach, the teacher designs education activities and students use technology to build their individual learning. For example, the students use technology for seeking information, construct and organize their learning and represent it through computer applications. Thus, the teacher plays a role of a launch pad and student as a constructionist of his or her own learning. Such an approach considers technology as a tool rather than an end itself, defines the teachers' role as a launch pad and fashionable of the education environment, and emphasizes the student's use of technology, and authentic assessments and activities using technology in the classroom .

"*Valuable integration of technology is achieved when students are able to select technology tools to help them get information in a timely manner, analyze and create the information, and present it professionally. The technology should become an integral part of how the classroom functions -- as accessible as all other classroom tools.*" (**National educational technology standards for students, international society for technology in education**).

When technology is efficiently integrated into the curriculum, technology tools can extend learning in powerful ways. These tools can provide students and teachers with access to up-to-date, primary source material, Methods of collecting/recording data, Ways to collaborate with students, teachers, and experts around the world, opportunity for express accepting via multimedia, education that is related and assessment that is real guidance for publish and present their new knowledge. When technology integration is at its best, a child or a teacher doesn't stop to think that he or she is using a technology tool, it is second nature. Students are often more actively engaged in academics when technology tools are a seamless part of the learning process.

Types of Technology Integration:

There are several way of technology can become a primary part of the education process. Just a few of these ways are listed below but new technology tools and ideas emerge daily.

1. Online Learning and Blended Classrooms

While K-12 online education gain grip around the world, many teachers are also exploring blended learning as a mixture of both online and face-to-face education. Dixon (2009) reported that online video sharing sites such as YouTube.com enable students to make and share thoughtful video journals focus on both their official and casual learning experiences.

2.Project-Based Activities Incorporating Technology

Many of the most exact projects are infused with technology from start to end with a one-to-one laptop program. **(http://bie.org)**

The Buck Institute for Education (BIE) defines Project based learning (PBL) as "a systematic teaching method that engage students in education knowledge and skills through an unlimited investigation procedure prepared around multifaceted real questions and carefully designed products and tasks."

Benefits of project-based instruction include:

- Preparing learners for the workplace by exposing them to competencies such as collaboration, project planning, decision making, and time management
- Teachers often see increased motivation through higher levels of attendance, participation, and homework
- Learners have greater collaborative opportunities to construct knowledge
- Increases in social and communication skills
- Learners are able to see connections between disciplines
- Increased problem-solving skills
- Increased learner self-esteem
- Learners use individual learning strengths and diverse approaches to learning
- Provide real-world experience to learn and use technology. **(http://educationnorthwest.org/)**

3. Learning with Mobile and Handheld Devices

Once broadly dismiss as distraction, devices like cell phones, mp3 players, and tablet computers are now being used as learning tools in forward-thinking schools. The speed of change is so fast that society is experience a trouble almost as significant as when there was a shift from oral language to print literacy, and again when the printing press expanded access to books and the printed word. The shift to new media literacy and the need for *digital literacy* that encompasses both technology and media literacy will continue to shape the world in which young children are developing.

4. Instructional Tools like Interactive Whiteboards and Student Response Systems

In many schools, the days of green chalkboards are over. Nowadays these whiteboards are more efficient in intimating the messages of tutors to students.

To helps educators weigh the benefits of using interactive whiteboards in the classroom. It includes findings from the longest running interactive whiteboard education .The interactive whiteboard has been incorporated into learning environments for over a decade, and an increasing flow of research into its impact is emerging from the United States, the United Kingdom and Australia. From the available body of research, several themes and patterns have emerged, including the positive effect interactive whiteboards have on student engagement, motivation, the ability to accommodate a variety of learning

styles (including special needs students) and the capacity to enhance student understanding and review processes. Observations also indicate that designing lessons around interactive whiteboards can help educators streamline their preparations and be more efficient in ICT integration, thereby enhancing their overall productivity.

5. Web-Based Projects, Explorations, and Research

One of the first, and most basic, ways that teachers encouraged kids to use technology was with online research, virtual field trips, and web quests.

Web adventure format containing virtual lab experiments and computer games within an engaging story line can impact student learning. An episodic adventure series, Med Myst focuses on infectious diseases and the microbes that cause them. In the online adventure, the player (student) enters a futuristic world in which he or she becomes a "reconstructed," a member of an elite team charged with preventing the spread of infectious disease. The series consists of three "missions," each lasting approximately 30 to 40 minutes and designed to address a limited set of learning objectives. Middle school students, classroom teachers, scientists, and clinicians assisted the game development process. A field test involving over 700 students from nine schools assessed the knowledge gains attributable to playing Med Myst. Gain scores from pretest to posttest indicate that middle school students retain main information by interacting with the online material for as little as 30 minutes per adventure; however, gains for high school students were less persuasive, perhaps indicating a different learning tool or content is required for this age audience.

6. Student-Created Media like Podcasts, Videos, or Slideshows

One of the central ideas of digital or media literacy is that students should be come creators and critics, not just consumers, of media. A large body of research indicates that the type of television content children watch is a truer determinant of students' future academic success than the amount of time they spend watching. The report argues, "Children's viewing of educational television has been shown to support significant and lasting learning gains, while too much viewing of other types of programming may be associated with a lack of academic achievement." The report describes examples drawn from the research literature of educational video use across academic disciplines, including: science shows news and drama shows with scientific themes; fictional and factual historical representations (e.g., BBC-produced *Teacher' Notes*, PBS-produced *Renaissance*); documentaries for geography; films, news stories, soap operas for writing and foreign language learning activities; and math learning shows (e.g., *Sesame Street*, *Square One TV*, *Cyberchase*). To enhance the educational effectiveness of video in the schools, educators are urged to promote active viewing and critical analysis of media texts, assign video as homework, use segments of no more than ten to 15 minutes, and use television programming as a bridge to public television, museums, community groups, cultural organizations, and professional and industry associations. Broadcasters are urged

to use accompanying websites for teacher materials and to consider aligning with core curricula. The report concludes that a long history of research clearly shows that "video is now and will continue to be an effective, engaging, and essential tool in our nation's classrooms." Center for Children and Technology (2004).

7. Collaborative Online Tools like Wikis or Google Docs

Connecting with others online can be a powerful experience, both for teachers and for students.

Under that particular study twenty-two schools were observed and over 30 educators were interviewed and observed, to document Web 2.0 and social networking technology use in classrooms across the United States. As the paper is descriptive, only hypotheses are offered. The paper provides a trove of Web resources, while describing how teachers use them in K-12 classrooms. In general, interactive and asynchronous features of Web 2.0 tools seem to extend and deepen the educational environment when they facilitate meaningful communication among teachers, students, parents, and larger communities toward authentic goals.

8. Using Social Media to Engage Students

Though social media tools are still blocked in many schools, students around the world spend vast amounts of time on social networks outside of school.

Most common social media sites, Facebook and Twitter, offer several tools for interacting with students on a college campus. Professionals can take advantage of the tools that seem to work best for the situation in which they find themselves. Using Facebook groups and Pages allows the reach of the campus activity to extend beyond the time spent together and can enhance the level of student engagement and the learning that takes place as a result of these activities. Twitter offers the opportunity to interact with other users and specific content through the use of hash tags, mentions, replies, and re-tweets.

Technology integration based outcomes for students

Despite the ready availability of technology in schools and compelling reasons to use it to enhance teaching and learning, research indicates that it is not widely integrated into classrooms. According to a recent survey of more than 1,000 high school teachers, IT staff members, and students conducted by CDW Government LLC *(2010)*, only 8 percent of the teachers surveyed fully integrate technology into the classroom. Further, the survey found that teachers use the technology primarily to teach (e.g., to give presentations), while students lack opportunities to use technology hands-on. Sixty percent of teachers reported that they use technology in the classroom, but just 26 percent of the students indicated they are encouraged to use technology themselves. Both teachers and students reported that they use handheld technology (iPods, MP3 players, and smart phones) and social media (e.g., online text or video chat, blogs, podcasts) in their private lives, but only about 12

percent or fewer of teachers reported that they use these technologies in the classroom. Not surprisingly, 43 percent of students reported that they felt unprepared or unsure of their level of preparation to use technology in higher education or the workforce. Project RED *(Greaves, Hayes, Wilson, & Gielniak, 2010)* conducted a survey of nearly 1,000 school principals and technology coordinators. The survey found that 80 percent of the schools surveyed under utilize technology they have already purchased. Few schools employ practices that their study found to be correlated with improved student performance, such as a 1:1 student computer ratio, daily use of technology in core classes, daily electronic formative assessments, and weekly teacher collaboration in professional learning communities (a professional development practice that has been found to be effective in supporting teachers' technology integration).

Conclusion:

Integrating technology into classroom instruction means more than teaching basic computer skills and software programs in a separate computer class. Effective technology integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts." Technology helps change the student/teacher roles and relationships: students take responsibility for their learning outcomes, while teachers become guides and facilitators. Technology lends itself as the multidimensional tool that assists that process. For economically disadvantaged students, the school may be the only place where they will have the opportunity to use a computer and integrate technology into their learning. There is a growing body of evidence that technology integration positively affects student achievement and academic performance. However, while technology can support student centered learning, technology alone it is not likely to transform traditional learning environments into student-centered ones.

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INTEGRATING TECHNOLOGY IN CURRICULUM – CHALLENGES & STRATEGIES

Dr. G. Akilandeswari
Associate Professor& Head
Department of Commerce(Finance),
Nallamuthu Gounder Mahalingam College, Pollachi.

Dr. E. Renuga
Assistant Professor
Department of Commerce(Finance),
Nallamuthu Gounder Mahalingam College, Pollachi.

Dr. K. Priyadharshini
Assistant Professor,
Sakthi Institute of Information & Management Studies, Pollachi.

Abstract

Technology provides instant accessibility to information, which is why its presence in the classroom is so vital. Smart phones, computers, and tablets are already an omnipresent element of everyday life for students and teachers alike. It's only natural that the use of technological devices in the classroom are explored to create meaningful learning experiences for students of all ages.Utilizing different types of technology in the classroom, including a virtual classroom, creates learners who are actively engaged with learning objectives. The implementation of technology also creates pathways for differentiated instruction to meet the unique needs of students as individual learners within a broader classroom climate. This study aims to understand the Challenges and Strategies of Integrating technology in curriculam.

Keywords: Technology, Classroom, learning, Students

Introduction

Technology is a ubiquitous part of children's lives. It is transparent. Most homes have connected computers or Internet-enabled devices. As prices of technology drop, computers and digital devices may replace television as we know it. When pioneering educational technology advocate Jan Hawkins wrote an essay for Edutopia in 1997, "The World at Your Fingertips: Education Technology Opens Doors," about how technology brings the tools of empowerment into the hands and minds of those who use them, she couldn't have known her words would be even more relevant today.

More and more studies show that technology integration in the curriculum improves students' learning processes and outcomes. Teachers who recognize computers as problem-solving tools change the way they teach. They move from a behavioral approach to a more constructivist approach. Technology and interactive multimedia are more conducive to project-based learning. Students are engaged in their learning using these powerful tools, and can become creators and critics instead of just consumers.

TechnoKids has a comprehensive library of technology projects. These instructional materials support the integration of technology into curriculum. Students complete real-world tasks to master essential skills and knowledge.Technology integration is the seamless blend of digital tools and technology skills into learning. The emphasis is on achieving curriculum objectives using thoughtfully selected hardware and software. Technology integration in its broadest form includes devices, social media platforms, networks, applications, the Internet, classroom practices, and school management systems. However, at TechnoKids, when it comes to technology integration our focus is upon the practical application of digital literacy tools.

TechnoKids technology projects include a teacher guide, workbook, and resources. Our teacher guides include integration ideas, teaching strategies, detailed assignments, and assessment tools. Teachers do not need to be programmers or digital literacy experts to use these resources. Instead, they can follow the detailed illustrated instructions to create meaningful learning experiences.

Technology integration should be fun! Whether the task is using Google Docs to publish a biography, Microsoft PowerPoint to create an interactive map, or Scratch to code a game, TechnoKids activities fit into curriculum. We make it easy for teachers to include the lessons as an introductory task to develop essential technology skills, culminating project to showcase learning, or as a cross-curriculum unit.

Integrate Technology in the Classroom

There is a common misconception that the integration of technology in the classroom can be a financial burden for school districts, but students do not necessarily need their own tablets or laptops to succeed with technology. The use of technology during whole-class instruction can foster student engagement for auditory and visual learners. Integrating simple technologies Power Points, games, internet homework assignments, or online grading systems can be difference makers in students' growth in the classroom.

Power Points and Games

Powerpoint presentations can be used to introduce a classroom concept while providing the opportunity for engagement. Along with the use of graphics and bulleted information, links to videos that accompany the ideas presented in the Powerpoint can be embedded within the slides.

Educational apps in the classroom like Kahoot can be used to review information after a lesson or unit. Teachers can create and share Kahoots with one another while students can create anonymous user names to participate in the game. This allows for whole-class participation from students who may usually be reluctant to participate in class. Kahoot is accessible to play on phones or computers and teachers can determine if they want students to work independently or be assigned to teams.

Internet Homework Assignments

Posting homework assignments online (via learning platforms like Blackboard, Brightspace, and Moodle) is one way many teachers can begin to integrate technology in the classroom. Assignments are easily accessible, which can increase student engagement and help students become more organized.

Online grading Systems

Communication is a key element in education that helps teachers, administrators, parents, and students recognize a student's strengths and areas for improvement. Online grading systems such as PowerSchool open and facilitate lines of communication where teachers can post grades, analyze student attendance patterns, and manage transcript data.

Classroom Tablets

For classrooms that are fortunate enough to have tablets for students, technology can allow teachers to implement differentiation throughout instruction. Students can work at their own pace during assignments and teachers have the opportunity for one-on-one instruction.

Listserv

Software such as Listserv allows parents to manage and organize their emails. Parents can receive updates from teachers about important announcements, newsletters, and discussions that keep frequent lines of communication open.

Important to Integrate Technology in the Classroom

Teachers often find success when they present the opportunity to use technology in the classroom. There are various benefits and effects when technology is used for educational instruction and some may argue that not all of the effects are positive. Having an infinite flow of information and entertainment available at any given time could be seen as a distraction, but if technology is integrated into the classroom with routines in place that are monitored or assessed, the pros of using technology in the classroom outweigh the cons.

Keeping students engaged

Active engagement is a key part of any lesson plan. Whether students are working independently or collaboratively, technology engages students because it is interactive.

Helps students with different learning styles

Not all students learn and retain information in the same way or at the same speed. Technology is an opportunity for teachers to differentiate instruction to modify information for the appropriate learning capabilities of their students. The use of technology can also allow students to work at their own paces.

Prepare students with life skills

Technology has become its own form of literacy because of how often it is used in everyday life. Many careers use at least one aspect of Microsoft Office or Google Drive on a daily basis: balancing budgets on spreadsheets, creating decks or slide shows to be presented, or attaching documents to emails to communicate important information. Allowing students to learn and refine these skills prepares them for life beyond the classroom.

Technology Integration Goals

The primary goal of technology integration is to enrich learning. At TechnoKids, we design fun theme-based activities that forge cross-curricular connections. Each lesson applies digital tools helping students to develop a deeper understanding of content. At the same time, they gain technical competency which is transferrable to new situations.

Without a doubt, technology integration empowers students. It helps them become responsible digital citizens. Furthermore, it enables learners to confidently use digital tools to construct knowledge, produce creative artifacts, solve problems, communicate, and collaborate - all essential 21st Century skills.

Technology integration helps students to thrive. They are able to...

- demonstrate competency when applying digital tools to achieve a goal
- practice safe, ethical, and responsible use of technology
- research information to explore real world issues and produce original works
- solve problems by creating imaginative solutions
- calculate, manipulate, and analyze data
- apply computational thinking to develop and test solutions
- communicate information effectively to an audience by creating digital objects
- collaborate with others to share ideas, enrich learning, and broaden perspectives
- transfer knowledge to new technologies

Reasons to Integrate Technology into Curriculum:

- **Creates Meaningful Learning Experiences**

Since children are growing up in a digital world, it is important that technology integration is part of education. Students need learning experiences to be relevant. For this to occur, activities need to include the use of technology to acquire, demonstrate, apply, and communicate information.

- **Prepares Students for the Future**

In addition, educators have an obligation to prepare children adequately with the skills they need to be successful. It is important to realize that the workplace has dramatically transformed since the invention of the computer. Today, workers rely on computers to complete their job duties. Computers are needed to communicate with clients and

coworkers, calculate data, analyze information, generate reports, and create publications. With the Internet, people are no longer tied to a physical location to complete their work.

Instead, wireless technology can be used to check email, research information, and access files from a mobile device such as a laptop or cell phone. Children need the skills to thrive in this type of workplace.

❖ **Develops Essential Skills**

Although many children are competent users of technology, often their knowledge and skills are limited. They tend to use technology to play games, communicate with friends, and watch videos on the Internet. But not many spend their spare time discovering how to use a spreadsheet program to analyze graphs or master Python to code a game. Yet the critical career and life skills they will need are often the digital skills that they do not use or practice. Educators need to provide learning opportunities that have students expand their knowledge and skills to broaden their understanding of how technology can be used.

❖ **Provides Fair and Equal Opportunities**

As well, it is important to acknowledge that although many children have technology skills, many do not. For example, not all children have a computer, Internet, and software at home. For this reason, education must provide equal access to technology resources and provide instruction to make sure ALL children have the skills they need to become productive members of society.

❖ **Promotes Digital Citizenship**

Moreover, it is essential to recognize that just because children possess some technology skills this does not mean they have a clear understanding of their ethical or safe use. Education plays an important role in having children become responsible participants in the digital world. To this end, educators must teach ethics and safety in relation to technology use.

Challenges in Integrating Education Technology in India

1. **Digital Divide:-** Only 14% of schools in 2016-17 reported having a computer in working condition, and 40% reported having no electricity. Access to digital infrastructure at School or Home through a stable internet and the smart device is still a distant reality in many rural and remote parts (especially in dense forest areas) of India. Due to this, many children living in remote hamlets of Jarkhand, Chattisgarh, Bihar, and many other states are left out. It's observed that children from poor, low-income families are most affected due to this digital divide.
2. **Resistance to change among teachers:-** During my field visits at part of the Gandhi fellowship in Katihar District, Bihar; It is observed that many of the teachers don't possess a smartphone or a laptop with a stable internet connection. Some of the senior faculty at the Government schools and even the Block Resource Persons are

resistant and are **not willing to change** their decades-old traditional teaching methodology at once, to the new digital teaching-learning platforms. This resistance to change has majorly contributed to the learning loss among children during the ongoing COVID-19 pandemic crisis in many parts of rural India.

3. **Low digital literacy among rural parents:** It is to be noted that the majority of children who are attending government schools belong to poor and low-income families. Most of the time, it is observed that the parents of these poor and low-income families are not digitally literate. The parents of this class, who might have lost their livelihood due to the pandemic; at times, may not even afford to buy a laptop or a smartphone for their child to log on to online classes.
4. **Lack of content in regional languages:** It is observed that most of the academic content available on various Ed-Tech platforms is in English and is not available in the regional languages of the students like Tamil, Telugu, Malayalam, Odiya, Bengali, Assamese, etc.
5. **Lack of inclusivity for Divyang students on EdTech platforms:** It is noticed that most of the content on popular Ed-Tech platforms is not available for Divyang students in the country.
6. **Unaffordability of online courses:** Popular Ed-Tech platforms are offering various professional courses online and are charging fees to acquire certification which is, perhaps, unaffordable to most of the students belonging to poor and low-income groups in the country.
7. **Data Privacy and Cybersecurity:** India has a long way to go in terms of protecting the data of citizens and promoting cybersecurity. Recent data breaches, increase in the number of cyberbullying cases on various platforms demand a thorough and rigorous look into this space from the government.
8. **Students Misusing Technology:** With the introduction of technology in your classroom, you are sure to encounter students attempting to misuse it, largely for entertainment purposes instead of educational ones. Admin is designed with some of the most intuitive and comprehensive tools to protect against students misusing their devices, including the ability to block VPNs and students attempting to access incognito browser modes via USB, both of which are popular ways in which students attempt to bypass web filters to access gaming sites or social media, search for inappropriate content, or use their devices at inappropriate times. Additionally, with Teacher, teachers are able to lock student devices at times they aren't needed to avoid students using them during videos, presentations, or when guest speakers are visiting.
9. **Teacher Knowledge and Professional Development:** Another common struggle of teachers attempting to integrate technology into their classrooms is a lack of knowledge and understanding of how to use technology, or discomfort with using it. Teachers who have these concerns also struggle with being provided with professional development resources to help them gain the knowledge and

familiarity to introduce technology reliably and effectively. GoGuardian's Teacher program comes with thorough training on how teachers can best use the program to support digital learning in their classrooms. Teachers can connect with members of the GoGuardian team for ongoing support and assistance with using Teacher, as well as access a large selection of teacher resources containing ideas on how to integrate technology into the classroom and how to get the most from Teacher.

10. **Keeping Students Safe Online:** The increasing popularity of education technology in schools is also leading to increased concern regarding how to keep students safe while using it. Increased access to technology can leave students vulnerable to either intentionally or otherwise being exposed to graphic content (including violent media and pornography), online predators, scammers and hackers, and cyberbullying. Features of GoGuardian Admin and Teacher software, like keyword blocking and smart alerts, have been shown to be very effective in mitigating these risks and helping teach students to be responsible digital citizens.
11. **Cost of New Technology :** Another problem with technology in the classroom is the cost of bringing new technology into your classroom. Not all classroom budgets are able to sustain this addition. Fortunately, many strategies for incorporating technology into your curriculum can be implemented without breaking the bank. Some impactful ways to integrate technology at no additional cost to you include:
    - ❖ Creating a classroom blog through a free wiki site
    - ❖ Providing students with a selection of technology-based projects to showcase learning (a podcast, essay, video, slide show, etc.)
    - ❖ Designing an online classroom calendar with due dates, testing dates, and events that students can sync to their phones/school devices to remain aware of important dates
    - ❖ Bundling services together through one vendor and platform to save money
12. **Keeping Up with Changes:** Technology is a constantly evolving industry, and education technology can quickly become obsolete as new technology is introduced. A major barrier many teachers struggle with when introducing technology into their classrooms is keeping up with these many changes and trends. The team at GoGuardian is dedicated to staying on top of these trends and improving products with the most up-to-date solutions for schools, as they understand the importance of integrating technology in the classroom.

    Take a peek at the GoGuardian Teacher for a classroom management solution that helps teachers be comfortable teaching in a classroom full of devices. The program allows teachers to walk the room and engage with students, while still receiving the info they need to keep students focused and on task.

Strategies

1) Use of Multimedia

Vivid images, videos, instantaneous information, all of this capture attention from students easily. Use of various multimedia resources adds zing to your classroom sessions. Students enjoy distinctive resources and variety of these resources keeps students engaged and interested in the classrooms throughout. Multimedia can stimulate more than one sense at a time, and in doing so, educators reach all different types of learners and hold student's attention longer. Giving students the ability to create and utilize different types of multimedia creates a more collaborative classroom and allows students communicate and actually apply what they are learning, enhancing the overall educational experience.

Also Read: Why and How Should Educators Embrace Media Literacy in Classrooms

2) Utilization of Social Media

Every kid, every teacher in fact everybody uses and enjoys social media. So when this social media is used for teaching purposes, it turns out to be of great use. Students love being social, collaborating, sharing and exchanging ideas. Various important aspects that are integral part of teaching like collaboration and interaction can happen seamlessly via social media. Not just that it is being used by all but it also enables you to keep things all checked up and helps you in assigning tasks, assignment and other class related activities effortlessly. Social media also plays an important role when you talk about keeping guardians updated about the students' performance and other school activities. Various platforms like Facebook and Twitter are being used by educators worldwide and are enjoyed by the masses.

Also Read: Social Media Tips Every Educational Leader Must Follow

3) Using Variety of Resources

Mix things up and add some engagement. The source of the information is not just limited to books in 21st century instead you can use podcasts, videos, OERs, blogs and other resources to deliver knowledge. Kids enjoy exploring various resources and widening their horizons. A mix of various resources is enjoyed by students and is refreshing. It even caters to the different learning needs of the students, as one same resource may not be apt for all.

4) Making Most of Games and Perks of Gamification

Maybe this is the best part about tech integration. The thing that students get to learn while gaming is the best thing. No doubts about the thing that how much love kids have for the games and here educational games are there to help kids learn their important lessons while playing amazing games. Students can get motivated by challenging each other and if done on a mobile device, students are more likely to continue learning outside of the classroom. Using educational games is one of the best ways to use technology in the classroom to make students eager for learning. And gamification can be used as

a framework for education that can be used anywhere and in any level of complexity. It can be directly applied to contents, to the pedagogical framework (usually constructivism), or even to other complementary frameworks.

You can also watch these 9 videos to know more about gamification in education.

5) Use Technology to Empower Students and Reach Out

Technology nurtures artistic expression. Engaged students are those who actively express opinions, and don't just passively 'receive wisdom'. Technology can give them a platform to explain their ideas, not just regurgitate facts. Apart from this you can help students reach out and learn more. Social media helps you connect to people around the world and you can get in touch with experts.

Modern technology-based art forms have encourage artistic expression among our diverse student population. These tools provide forms of artistic communication for those students who have been constrained by the traditional options of verbal and written communication. You should also help students to have a 'voice'. One way to do this, for example, is to get them to each set up a blog or participate in other ways to demonstrate their learning. But remember that not everyone's the same: introvert students might find Twitter intimidating, for instance. Instead, offer multiple choices: podcasting, YouTube etc. To make this work, students need to be aware of ethics of online world and the principles of digital citizenship. You should help with this on priority before starting up!

Conclusion

Integration of technology in education has been the goal for many educators for many years. This integration has made great strides in the past two decades, but at the same time it faces many significant challenges for the future. There is no doubt that technology is an integral part of our current society, it is the best strategy we can fellow as an instructors to match with era, and to achieve our goals. It is relatively new, but like many innovation, it is here to stay. It may be necessary to implement more than one level of instructional technology. Each student will be able to receive individual attention specific to their own needs and will accordingly achieve success based on the new knowledge they attain in the course.

To be successful, a teacher attempting to integrate technology into a curriculum environment must consider factors such as: administration, teacher, student, the educator's teaching style and philosophy; the subject and concepts taught; and the learning styles of the students. utilize this strategy also will improve student's critical thinking, study and analytical skills, self-reliance, share in their learning, be more responsibility, and prepare them for working world. Finally, reflective evaluation of current and future practices, as well as staying abreast of current research will help provide the best education for all students.

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AZADI KA AMRIT MAHOTSAV SKILL INDIA

Dr.P. Archanaa
Assistant Professor, PG Department of Commerce with Computer Applications
Nallamuthu Gounder Mahalingam College, Pollachi.

D. Soundharika
Research Assistant, Minor Project,
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract:
Skill development (Skill India) initiated by the Indian government is considered to be as a major policyagenda in the past few years. Countries having higher & better skilled people can easily face challenges and grab opportunities in their work. The demographic status of India consists 54% of population below the age of 25 years, their aspirations and industry demand had led to focus on skill development. Skill India plays a most important role in the upcoming generation and knowledgeable person are required to make things easier and flexible. The objective of the study is preparing Indians to take on the world manpower/resources market, building actual competencies rather than giving people more qualifications.
Keywords*: Skill India, Skill Development, Employment, Empowerment.*

Introduction

Today all economies need skilled workforce so as to meet global standards of quality, to increase their foreign trade, to bring advanced technologies to their domestic industries and to boost their industrial and economic development. Thus, skills and knowledge becomes the major driving force of socio-economic growth and development for any country. As it has been observed that countries with highly skilled human capital tend to have higher GDP and per capita income levels and they adjust more effectively to the challenges and opportunities of the world of work.Today, youth across the world face serious challenges regarding skills and jobs, challenges fundamentally different from those their parents faced. In the globalized economy, competition has become intensified among firms and industries in developing and developed countries alike, requiring their workers to have higher levels of skills to enable them to engage in innovation, improve the quality of products/services, and increase efficiency in their production processes or even to the point of improving the whole value chain process. Rapid technological change demands a greater intensity of knowledge and skills in producing, applying and diffusing technologies. In turn, all these have changed the nature, contents, and types of skills that industry demands. As a result, most countries recently moved to reform their education systems, to upgrade the skills of their workforces. The challenges are greater for developing countries like India, which have long suffered from a shortage of skilled labour. But today, developing-country firms and producers have become increasingly involved in the global value chains, requiring them to meet global standards of quality and efficiency. This, in turn, requires higher levels of skills in the workforce. Moreover, many countries today need more skilled workers to compete in attracting foreign direct

investment (FDI), as it is a viable strategy for bringing advanced technologies to their domestic industries, expanding their foreign trade, and thereby boosting industrial and economic development; the availability of, and even the stock of, skilled workforce in a country is a key determinant for multinational firms considering investments. Over the last two decades, however, developing countries have primarily focused on basic education, particularly primary education, since the 1990 World Conference on Education for All (WCEFA) held in Jomtien, Thailand, and its follow up at the 2000 World Education Forum in Dakar, Senegal. But today they are well aware that expanding basic education is hardly sufficient in this globalized era if their firms and industries are to compete in the global economy, and if they are to promote sustainable economic growth, unless they work harder to upgrade their workers' skills. Moreover, though basic education has expanded considerably in recent decades, graduates of basic education who are entering the labourmarket have increasingly found themselves inadequately equipped with the skills that industry demands. Thus, developing countries, and all major international organizations concerned with education, have recently shifted their focus, away from basic education and back to technical and vocational education and training (TVET) and higher education (Asian Development Bank 2008; World Bank 2012; UNESCO 2012). In considering skills development for youth, India is particularly interesting for several reasons. First, it is expected to have the world's largest population in the next several years, as it outgrows China. Unlike China's population, which is aging, India enjoys a large "demographic dividend": the majority of its population is young. Secondly, India's labour market has traditionally been characterized as highly hierarchical and segmented, with 86% of total employment in the informal sector, including self-employment (World Bank 2012). Third, India has recently experienced rapid economic growth, largely led by the service sector. Yet, despite its rapid economic growth since the introduction of economic reforms in 1991, employment has grown slowly, particularly in the private sector, making the 1990s and 2000s a period of "jobless growth." This has had serious implications for youth, as most new entrants in the labour markets, including the majority of youth, have ended up working in the informal sector, often for low wages without social security benefits and long-term job security. Fourth, though education opportunities in primary and lower secondary education have expanded rapidly, the majority of Indian youth, particularly in rural areas, still have very limited education and training opportunities. Finally, the Indian government has recently made drastic changes in its policy and institutional setups for promoting skills development. It is of interest to understand how India's system of skills development has changed, with different dynamics among the government, the private sector, and training institutions.

Skill development in India

The Government of India introduced 'Skill India' to open various schemes and training courses for the unemployed youth. The mission is to cater to the skill development of the youth in the country through a result-oriented framework. The latter is designed so that it

corresponds to the needs of the industry. The best part about Skill India is that it is digitised and allows the youth to enrol either as a trainer or as a candidate.

Features of Skill India

There are many features to the Skill India Mission that make it different from the previous skill development missions.

- The focus is on improving the employability of the youth so that they get employment and also enhances entrepreneurship among them.
- The mission offers training, guidance, and support for all traditional types of employment like weavers, cobblers, carpenters, welders, masons, blacksmiths, nurses, etc.
- New domains will also be emphasised on such as real estate, transportation, construction, gem industry, textiles, banking, jewellery designing, tourism, and other sectors where the level of skill is inadequate.
- Training imparted would be of international standards so that India's youth get jobs not only in India but also abroad where there is demand.
- An important feature is the creation of a new hallmark 'Rural India Skill'.
- Customised need-based programmes would be started for specific age groups in communication, life, and positive thinking skills, language skills, behavioural skills, management skills, etc.
- The course methodology would also not be unconventional and would be innovative. It would involve games, brainstorming sessions, group discussions, case studies, and so on.

Objective of the study

- Closing the gap between skill required by the industry and skills people possess for employment generation.
- Reducing poverty in the country.
- Preparing Indians to take on the world manpower/resources market.
- Building actual competencies rather than giving people more qualifications.
- Offering opportunities for lifelong learning for developing skills.

How is it different from the previous skill development policies?

It's not that we do not have any skill development programme already. The Government of India has always considered skill development a national priority. It is just that since the ministry was new, the approach taken for skill development was also new. Earlier, the emphasis was only on traditional jobs. But this time, all kinds of jobs are given equal emphasis. Earlier, the responsibility was divided among various ministries, but this time, these are being clubbed together. The ministry of skill development and entrepreneurship will be the principal ministry that is going to coordinate with other ministries and organisations.

According to Skill India won't be just a programme but a movement. Here, youth who are jobless, college and school dropouts, along with the educated ones, from rural and urban areas, all of them will be given value addition. The new ministry will be the certifying agency. Certificates will be issued to those who complete a particular skill or programme. This certificate has to be recognized by all public and private agencies and entities, including overseas organisations. Skill India is a programme for the entire nation.

Advantages of Skill India

The Skill India programme was launched with the idea to raise confidence, improve productivity and give direction through proper skill development. Skill development will enable the youths to get blue-collar jobs. Development of skills, at a young age, right at the school level, is very essential to channelise them for proper job opportunities. There should be a balanced growth in all the sectors and all jobs should be given equal importance. Every job aspirant would be given training in soft skills to lead a proper and decent life. Skill development would reach the rural and remote areas also. Corporate educational institutions, non-government organizations, Government, academic institutions, and society would help in the development of skills of the youths so that better results are achieved in the shortest time possible.

Conclusion

The government of India has considered skill development one of the most critical aspects of the country's overall development. Despite the various challenges of skill development in India, the government has worked towards restructuring the policies and initiatives. This is to ensure that the targeted youth are trained with all the necessary skills to get employment in various industries. India's huge demographic dividend enables a high scope for a skilled workforce in the labour market.

However, it needs a coordinated effort from the government, stakeholders, industries, educational institutes, students, trainees, jobseekers, etc. In short, Skill India needs encouragement from every sector to fulfil the aim that it was introduced.

BLENDED MODE OF TEACHING AND LEARNING

Ms.M.Shanmugapriya
Assistant Professor,
B.Com-Banking and Insurance

V. Keerthana
1st B.Com – Banking and Insurance
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

It is an instructional methodology, a teaching and learning approach that combines face-to-face classroom methods with computer mediated activities to deliver instruction. Thispedagogical approach means a mixture of face-to-face and online activities and theintegration of synchronous and asynchronous learning tools, thus providing an optimalpossibility for the arrangement of effective learning processes. Blended learning is theterm given to the educational practice of combining digital learning tools with moretraditional classroom face to face teaching. In a true blended learning environment, boththe student and the teacher should be physically located in the same space.

Keywords : *synchronous, asynchronous,traditional*

Introduction

The world is changing constantly and the various domains are also influenced by thechange. There is no exemption even in the education domain. The evolution of the digitallearning platforms has a huge impact in educational institutions and has eventually putthe traditional methods in the back seat. However, there are demands for boththechnology and traditional learning methods. As a result of this, the art ofcombining digital learning tools with more traditional classroom face to face teachinggave birth to the term "Blended Learning". This chapter deals about the educationaltransformations and the prerequisite for Blended Learning.BL is not a mere mix of online and face-to-face mode, but it refers to a well-plannedcombination of meaningful activities in both the modes. The blend demandsconsideration of several factors, mainly focussing on learning outcomes and the learner-centred instructional environment.Given the emergence of digital technologies and the emerging importance of leveragingtechnology for teaching-learning at all levels from school to higher education, the NEP2020 recommends for use of blended models of learning. The NEP-2020 states that whilepromoting digital learning and education, the importance of face-to-face in-personlearning is fully recognized. Accordingly, different effective models of blended learningwill be identified for appropriate replication for different subjects.

The important features of Blended Learning (hereafter referred to as BL) environment are:

1. Increased student engagement in learning.
2. Enhanced teacher and student interaction.
3. Responsibility for learning.
4. Time management and flexibility
5. Improved student learning outcomes
6. Enhanced institutional reputation.
7. More flexible teaching and learning environment
8. More amenable for self and continuous learning
9. Better opportunities for experiential learning

The advantages of BL for students include increased learning skills, greater access to information, improved satisfaction and learning outcomes, and opportunities both to learn with others and to teach others.

Recent research identifies the following key benefits of BL:

- Opportunity for collaboration at a distance: Individual students work together virtually in an intellectual endeavour as a learning practice.
- Increased flexibility: Technology-enabled learning allows for learning anytime and anywhere, letting students learn without the barriers of time and location but with the possible support of in-person engagement. (Any speed, any mode, any language)
- Increased interaction: BL offers a platform to facilitate greater interactivity between students, as well as between students and teachers.
- Enhanced learning: Additional types of learning activities improve engagement and can help students achieve higher and more meaningful levels of learning.
- Learning to be virtual citizens: Learners practice the ability to project themselves socially and academically in an online community of inquiry. Digital learning skills are becoming essential to be a lifelong learner, and blended courses help learners master the skills for using a variety of technologies.
- Making BL Work Technology integration in itself is not necessarily BL.
- BL provides making learning resources and experiences repeatable, reliable and reproducible.

Role of Teachers in BL Environment

BL shifts the teacher's role from knowledge provider to coach and mentor. This shift doesnot mean that teachers play a passive or less important role in students' education.Quite the contrary with BL, teachers can have an even more profound influence andeffect on students' learning. Traditionally, classroom instruction has largely beenteacher-directed, top-down, and one-size-fits-all, with a bit of differentiation thrown

in,but with BL, it now becomes more student-driven, bottom-up, and customized, withdifferentiation as a main feature. Much of this new learning dynamic is due to theenhanced role technology plays in instruction. BL provides an appropriate balancebetween online instructions, which offers the interactive, tech-based learning,individualized pacing, and privacy that keep students continuously engaged andmotivated, and teacher-led instruction, which personalizes the learning experience andadds the human elements of encouragement, compassion, and caring guidance that onlyteachers can give.

This new learning dynamic benefits students and teachers alike. Giving studentspermission and space to become active learners who gain knowledge directly lets themassume some control over their learning and helps them develop self-reliance. As morestudents are working independently, time opens up for teachers to provide face-to-facesupport and individualized instruction more frequently for more students, effectivelyimproving differentiation. BL provides teachers with a fuller, more accurate picture ofhow each student is doing. BL yields more frequent and more personal teacherinteraction with individual students, teachers have the opportunity to deepen andstrengthen student/teacher relationships. The trust that comes with close relationshipscan give teachers insights into students' personal struggles and needs - insights whichempower teachers to comfort and coach students through challenges that often serve asobstacles to learning. In summary, BL combines the best aspects of online learning withthe best aspects of direct instruction, helping teachers easily manage to do much moreto meet student needs without adding to an already weighty workload.

Role of a Learner in the BL Environment

Increase student interest:

When technology is integrated into school lessons, learners are more likely to beinterested in, focused on, and excited about the subjects they are studying.

Keep students focused for longer:

The use of computers to look up information & data is a tremendous lifesaver, combined with access to resources such as the internet to conduct research. This engagement and interaction with the resources keeps students focused for longer periods then they would be with books or paper resources, this engagement also helps develop learning through exploration and research.

Provides student autonomy:

The use of eLearning materials increases a student's ability to set appropriate learning goals and take charge of his or her own learning, which develops an ability that will be translatable across all subjects.

Instill a disposition of self-advocacy:

Students become self-driven and responsible, tracking their individual achievements, which helps develop the ability to find the resources or get the help they need, self-advocating so they can reach their goals.

Promote student ownership:

BL instills a sense of 'student ownership over learning' which can be a powerful force propelling the learning, It's this feeling of responsibility that helps the feeling of ownership.

Allow instant diagnostic information and student feedback:

The ability to rapidly analyze, review and give feedback to student work, gives the teacher the ability to tailor his teaching methods and feedback for each student while improving time efficiency.

Enables students to learn at their own pace:

Due to the flexibility of BL and the ability to access internet resources allows students to learn at their own pace, meaning a teacher can help speed up the learning process or give more advanced resources if necessary.

Prepares students for the future:

BL offers a multitude of real-world skills, that directly translate into life skills, from:

- Research skills
- Self-learning
- Self-engagement
- Helps to develop a 'self-driving force'
- Better decision making
- Offers a larger sense of responsibility
- Computer literacy

Conclusion

Learning without burden, education for all, free elementary education for all children in India - these concepts and providing quality education to every child can be possible with the implementation of Blended learning. It is a strategy in which full use of limited resources can be possible to set the highest learning outcomes. Blended learning can be useful to increase joy in studying, increasing positive attitude, increase satisfaction level of students.

Implementation of blended learning requires preformed learning sometimes learning management system through which it can be easily executed to any educational institution.

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TIME MANAGEMENT AND LEARNING FLEXBILITY

Dr.M.Jeeva
Associate Prof. and Head
Dept of B.Com - Banking and Insurance
Nallamuthu Gounder Mahalingam College, Pollachi.

Time management is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity. Time management is the process of organizing and planning how to divide your time between different activities. Get it right, and you'll end up working smarter, not harder, to get more done in less time – even when time is tight and pressures are high.Time management is the process of organising and managing your time. Good time management helps you schedule your time between your most important activities. Effective time management means you take control of your time and energy. Taking control of your time enables you to achieve bigger and better results in less time, without the stress. The objective of time management is to maximise the time you spend on specific activities that help you achieve your goals faster. The benefits of managing time allow you to reduce time on unimportant work and increase time on important work.

Creating a Manageable Schedule

The best way to manage a schedule, and which tool or system you choose to help you do so, is going to look different for everyone. There are some overall guidelines, however, that will help anyone build a successful foundation.

1. Polish Your Planning Skills

Good time management begins with good planning skills. It's tough to manage your day or week if you don't have a handle on which tasks should get completed. The first step is to create a to-do list for each day, including any deadlines that you need to meet. Be sure to leave some flexibility in your schedule, as unexpected tasks or delays can always arise.

Depending on your personality and job environment, it's worth it to research and adopt a planning technique that fits your style. Which one is best? The one that gets you excited to use it. Take some time to explore, and then try one on for size.

2. Acknowledge Your Priorities

To excel at time management, you must control your time. That often means handling your most urgent task first to ensure that it's out of the way before any schedule disruptions.

It would be best if you also worked to maintain transparent communication and understand your manager's priorities. If you're working on one task that you feel is a

priority only to discover that they consider something else more urgent, you'll be scrambling to adjust your work schedule.

3. Learn the Art of Saying No

There will always be people and tasks that want your time and energy, but you have to be selective about who and where you focus it. Otherwise, you will quickly become overwhelmed and stressed out.

At times, it's a simple matter of letting your manager know that you could take on another task but communicating what will have to slide down your list of priorities if you do. Perhaps that's alright with them. Just ensure that you're actively choosing what to bump rather than simply adding more to your task load than you can manage.

4. Eliminate Distractions

Do you find that your attention is quickly pulled away from standard tasks because of email notifications or social media updates? What about coworkers in an office or kids in your home office? If you're being honest, do you have regular distractions routinely eating into your productivity? Take some time to honestly determine what they are and then create a solid plan of attack.

Can you schedule your break when your kids get home from school so that they can have your undivided attention before you hit work mode again for the rest of the afternoon? Can you put regular "do not disturb" notifications on your emails for several hours in the morning and afternoon? There are many ways that you can address distractions. It's simply a matter of determining when and why they routinely occur. Then, set some healthy boundaries for yourself and others.

5. Avoid Multitasking

Many people believe that multitasking is the key to good time management. However, research has shown that multitasking can actually lead to just the opposite.

When people try to focus on multiple tasks at once, they often feel scattered and overwhelmed, leading to mistakes and missed deadlines. In addition, multitasking can also interfere with memory and cognitive functioning. For these reasons, it's best to focus on one task at a time to stay on track and get things done efficiently.

6. Embrace Your Breaks

Stepping away from your desk for regular breaks is an important factor in achieving the highest level of work productivity. Studies show that taking a breather can actually help you be more productive.

The most effective break will get your blood flowing and take your mind completely off of work. Head to the kitchen for a glass of water and then take a short walk or do a few yoga poses. Nothing is better to help you regain focus and alertness than a quality break. This includes longer intervals, such as lunches and days off. Downtime is essential to recharge so you can perform your best.

Mastering Your Time Management Skills

Anyone who's ever tried to stick to a New Year's resolution knows that change is hard! Remember, it takes practice to create healthy habits, so don't be discouraged if you slip up now and then. Keep working at it, and eventually, your new skill will become second nature. You'll discover that you have more energy and less stress when running your schedule instead of letting it run you.

Perhaps the issue is actually that you need a less demanding job that doesn't create an unrealistic workload. If that sounds like the ideal solution, take the tour and discover everything that a FlexJobs membership has to offer.

Benefits of Time Management

Given the limited amount of time you have in a day, you want to make the most of it. It's easy to get caught up in a frenzy of activities and achieve less. Here are more reasons why managing your time in school is essential:

1. It helps you achieve your goals faster

Proper time management makes you more effective. Instead of getting caught up in multitasking, you focus on one activity at a time for a specified duration. This way, you give it your best, which results in you achieving your goals faster. For instance, if you want to improve your grades in a specific subject, at the Global Indian International School slotting in some extra time to work on it will help you raise your grades faster.

2. It Helps you prioritize your work

When creating a time table, you prioritize essential tasks that require immediate action. For instance, getting your assignments done comes before a study session or study group. With proper time management, you can slot in time to work on your projects before going for a study group. This means that you can complete essential tasks on time because you can plan and set aside time to work on them.

3. You get more done in less time

Allocating a specific task at its own time helps you focus on it more. By sticking to this time plan, you have a better chance of tackling the task than getting to it with no predefined time allocated to it. Take doing assignments or working on a project. If you don't dedicate time to work on them, you will likely forget to complete them. Having a proper schedule allows you to allocate enough time to each task to hit your deadlines in time.

4. Reduces stress

You can quickly become stressed if you have a long list of things to do and not enough time to get them done. Proper time management enables you to prioritize tasks and tackle them first. This way, you know exactly what you need to do and how much time you have

to complete each task. This decreases your anxiety and overall stress because you have enough time to get everything done.

5. Prevents procrastination

Procrastination is a slippery slope that leads to stress, frustration, and low grades. Setting aside a specified time for a task gives you the motivation you need to get it done. It helps you overcome laziness that often contributes to procrastination. Proper time management also allows you to allocate enough time to research or get help to tackle the task. Not knowing how to tackle a job is among the most common reasons why many students procrastinate.

6. It boosts your confidence and offers Improved career opportunities

Managing your time well allows you to get your work done on time. This elicits a sense of confidence and accomplishment in your capabilities. Getting through a long to-do list can also evoke these feelings, and it can serve as a motivator to improve your time management skills. Learning proper time management skills can help you outside school, as well. When you get employed, it can help you become a reliable employee who turns in dedicated, high-quality work on time. This improves your value as an employee raising your professional reputation, opening up more opportunities to further your career.

Flexible Learning

Flexible learning, as the name suggests, can be defined as the ability for students to customize how, what, when and where they learn. Generally speaking, flexible learning can be delivered across a variety of settings, including classroom, at home, blended approach or even a work based study program.

It is often used interchangeably with other terms such as open learning, distance learning, as well as e-learning which are all forms of flexible learning.

Importance of Flexibility Learning

In the fast-paced world that we live in, the need for flexibility has come from the advancement in technology as these developments has created new and exciting opportunities for both personal and professional development.

With flexible forms of learning, students are able to learn and take classes wherever and whenever they want to. This added freedom is important, providing the ideal opportunity to learn at a time or place that suits without the constraints of physical location. This also enables students to fit their learning around family life or work commitments and schedules.

Flexible learning can provide access to a high-quality education and learning experience to students who might not otherwise have had the chance to do so. With this kind of learning approach, students are able to refer to materials and resources as needed,

are able to advance through content at their own pace, and choose a course suitable to their existing knowledge and capabilities.

Greater choice in how they learn enables individuals to take personal responsibility for their own study, and a more flexible environment ensures students don't feel overwhelmed and pressured when it comes to learning. This ensures an integrated learning environment where the needs of all kinds of different people and abilities can be catered for.

Advantages of a Flexible Learning Environment

Perhaps for obvious reasons, flexibility itself is often the most appealing factor to this approach to learning. This has led to many choosing to opt for this route over more conventional forms of learning.

Within a flexible learning environment, individuals are able to gain important life skills that they can later implement within the workplace. Furthermore, being able to demonstrate acquired skills through flexible learning courses and other structured forms of professional learning can often play a later role in career development within an organisation.

There are also several clear advantages to a more flexible and adaptable style of learning.

- Advantages of a flexible learning environment may include:
- Ability to retain greater knowledge and produce better results
- Able to suit the preferred learning styles and pace of different people
- More choice in types of learning: online, face-to-face, blended
- Lower cost than full-time classroom based learning
- More learner interaction and greater ability to concentrate
- Variety of learning programs and courses available

Modes Flexible Learning

1. Modular Distance Learning

In this mode, students are given the option to use self-learning modules (SLMs) in physical form which could be delivered by school personnel to their stakeholders' homes.

This allows those without ready access to the Internet to continue learning even without having to go to school.

2. Online Distance Learning

In online distance learning, teachers will be responsible for facilitating synchronous sessions to students with a stable Internet connection through the use of video communication channels.

Here, students are expected to dedicate time for doing, completing and submitting assignments through their assigned learning management system (LMS), as if they are attending traditional classes, but without leaving the comfort of their homes.

3. TV/Radio Based Learning

This deals with the use of SLMs which are transformed into multimedia materials which could be transmitted over the television and radio networks.

The advantage of this mode is that it is more accessible to those who already have the basic entertainment appliances at home, while schools may also provide CDs, USBs and DVDs to serve additional learning materials.

Students may then ask assistance from their teachers via phone call or text message, and where permitted, teachers can also conduct periodic visitations among students' homes.

4. Blended Learning

The word "blended" is already a give-away when defining this learning mode. Here, a combination of face-to-face and online distance learning is being implemented, where most of the learning activities may be done by students using online platforms, while class discussions may be held during periodic physical interactions in school.

This is only currently possible in areas without community-wide restrictions on the movement of people, and when allowed, the strict implementation of social distancing and personal hygiene protocols is observed.

5. Homeschooling

As an alternative to regular schooling, the practice of parents serving as educational facilitators to their children is seen to have been widely accepted over the recent years.

Parents choosing this flexible learning option may partner with a regular school and have the knowledge of their children credited using the standards of that school for the issuance of a certificate of completion or diploma.

Platforms that will be used but not limited to: modules, worksheets, activity sheets and the use of gadgets.

CerebroLMS allows schools to jumpstart learning for the new normal through the use of ready-made instructional content, auto-graded assessments, and interactive simulations with the least preparation needed to get your school running during the pandemic.

Starting with a free plan, teachers may already enjoy access to a vast collection of teaching resources which could help them practice their profession anytime and anywhere. Visit www.cerebrolms.com for more information.

Conclusion

Good time management helps us maintain control in life. When you have control of your time, you feel more in control of your life — having control of your life gives you power and freedom, and time management helps you maintain this control.

Flexiable Learning provides an innovative answer for young people lacking the opportunity, intrinsic motivation or financial means to master academic content and skills, and ultimately to attain a diploma.

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INNOVATIVE TEACHING METHODOLOGY TO STUDY GEOGRAPHY FOR THE STUDENT OF UG & PG LEVEL

Madhumita Ghosh
Assistant Professor, Department of Geography,
Kalinga University, Raipur.

Abstract

The purpose of the study is to examine views of geography teachers on innovative geography teaching. The study group consists of 15 geography teachers (8 Females, 7 Males). The study is designed in keeping with phenomenological research. Semi-structured interview form is used as a data collection tool in the study. The collected data are analyzed through content analysis based on inductive analysis technique. Themes are derived from codes. The content analysis results reveal that the geography teachers are satisfied with their professions, the teachers who can keep up with technological and methodological developments in their field, are regarded as innovativeteachers, innovative geography teachers are the ones who integrate new technologies into their lessons, the internet resources are the most significant application form in following the innovations, the participants consider making innovation in geography teaching as a part of their profession and proficiency in the use of computers plays a crucial role in becoming innovative. The research findings have been discussed in relation to the literature and some recommendationshave been given.

Keywords: *Innovation, Phenomenology, Geography Teacher, Innovative Teaching, ContentAnalysis*

Introduction

Today, there are many innovations and changes in the field of education in India in order to catchup with the pace of developments in the field of science and technology as in the other countries of the world. In this context, it is noteworthy that the curriculum contents are organized for student- centered and questioning during the curriculum renovations.

In 2004, U.S.A. Business Secretary Elaine Chao argued that one of the three major decision- making areas of the 21st century was spatial technology. In today's world, digital maps and the number of jobs that work with GIS are increasing day by day. For this reason, it is hoped that high school and college graduates should have spatial technology skills in line with the business worldexpectations (Womac, 2015). Four basic pillars of spatial technologies consist of geographical information systems, remote sensing, spherical coordinate system and digital spheres. Through the use of spatial technologies, students have the opportunity to improve themselves by becoming active, avoiding passive listeners in the classroom. The more we learn, spatial technologies play acentral and critical role in the learning of the 21st Century (Baker, Battersby, Bednarz, Bodzin, Kolvoord, Moore, Sinton and Uttal, 2015, Kocalar and Demirkaya, 2014). Johansson (2003) emphasized that the main problem of using GIS applications in high school is the existence of GISsoftware and data. Many high schools in Finland have stated that they have modern computers on the internet for thematic map display and acquisition of GIS data. In their lessons, teachers who use internet habits have naturally claimed that they can also use

basic internet-based GIS applications. But only a few teachers have been able to access the GIS over the Internet. The greatest obstacle in front of geography education is that geography teachers move very slowly rather than accept GIS. However, this innovation offers many opportunities for geography education. The most important issues that teachers see as obstacles in front of GIS applications are unequal access to hardware and software, lack of pre-prepared needs (basic maps and databases) and lack of technical support (Bednarz and van der Schee, 2006). In some schools, although a certain level of achievement is achieved at the school by the efforts of idealistic and innovative teachers, the administration that holds the initiative of change may be indifferent to it. However, some students may have a positive influence on school management in terms of success, development, and change (Carter, 2011). Demir Başaran and Keles (2015) have reached the conclusion that teachers have an average level of innovation in their studies that aim to determine the innovation levels of teachers. They also examined the effects of gender, seniority year, institution and residence place variables on the teachers' innovation levels and determined that there is a significant difference according to the residence location variable. Tüzün, Yılmaz-Soylu, Karakuş, İnal and Kızılkaya (2009) have suggested that the interest in geography in our 21st century is decreasing day by day as it needs to increase day by day. To increase the dissemination of innovative geography lessons in schools, researchers must ensure that their practical work is published in various journals to reach teachers. These activities will encourage the emergence of new relationships between the geography education community and scientists in literacy, mathematics and science education (Womac, 2015). Alım and Altas (2005) suggested that the achievement of the objectives of geography education in high school geography course investigates teachers' views on contents and teaching process depends on the effective application of geography teaching methods and efficient use of necessary tools and materials in geography technology classes. Bilgi (2008) argues that the use of technological materials for instructional purposes in geography lessons does not mean that active learning is practiced, and what is important is how technology is being used. Akbulut (2004) emphasized the importance of learning geography in an environment that supports free and creative thinking and creating students in the student-centered learning environment by being active in the lessons in her research on the place of creative thinking in geography teaching.

Informal education in geography is not to be seen as tricky information. This knowledge is one of the most critical ways for teachers to acquire geographical knowledge and plays an important role in motivating them to teach geography. Geography teachers do not only travel for tourist purposes when they are on vacation but as a geographer and geography teacher, they aim to improve themselves. Teachers bring their stories and cultural backgrounds together in class. A researcher working on geography teachers should be aware of the importance of travel for a geography teacher. Besides, informal education (travel, reading, watching TV, etc.) and the experience of many geography teachers constitute the main sources of content knowledge (Mohan, 2009).

Akdemir and Yaşaroğlu (2013) claimed that the blackboard-chalk-teacher trilogy, which continues to exist today but is decreasing day by day, is now an important place in the geography teachingbecause some of the geographies covers the perception of some of the facts. Tüzün et al. (2009) have found that the use of smartboards in the lessons has significantly increased the success of geography lessons compared to non-smart board environments. In traditional school systems,information is seen as unchangeable facts that are passed on to learners. While many teachers focus on knowledge and concepts, they avoid generalizations and relationships. Modern education, onthe other hand, brings the meaning to the foreground by activating students. This epistemological change deepens and broadens the subject areas of the teachers and fosters the use of newpedagogical strategies. Teachers teaching GIS and GIS have to go beyond traditional ways of thinking and establish a remarkable balance when making strong connections to real practice (Stone Wiske, Sick, and Wirsig, 2001). GIS requires having and using high-level thinking skills.Teachers and students have to work on new ways to improve these skills, such as inquiry-basedmethods and problem-based learning (Audet and Ludwig, 2000).

Kerski (2003) stated that geography teachers need to be trained effectively during teacher education when teaching with GIS, which will enable students to establish experiences about real- world problems, and if this cannot be done, teachers should be trained through in-service training.Teachers are the key to change at school. The interaction of teachers with their students constitutesthe basis of the school experience of the students. No curriculum has a magic power. The magical power in educational settings is teachers and students' (De Mitchell and Fossey). Understanding what teachers' intentions are will provide an important clue for a successful school exchange. In this context, it can be said that geography-based tech enthusiast teachers are needed to support the students in acquiring knowledge, skills, and tools to make the world a more livable place. The above-mentioned reasons have made it necessary for geography teachers to demonstrate how they describe innovative education and its components. For this purpose, it is important from the perspective of the geography teachers who are responsible for carrying out the geography courses in high schools to understand how to teach innovative geography suitable for today's conditions and to reach the aim of geography education.

Purpose of this Study

The purpose of this research is to examine the geography teachers' views on the opportunities andobstacles in front of an innovative geography teacher. For this purpose, the following questions were asked:

1. What is the perception of geography teachers about "innovative geography teacher"?
2. What is the perception of the "innovative geography education" of geography teachers?
3. What are the practices that geography teachers have conducted in their courses regarding"innovative geography education"?

4. What are the opportunities and challenges that geography teachers encounter in "innovativegeography training"?

Method

This research has been designed in accordance with the fact-scientific pattern of qualitative research methods. In case-awareness, but not in-depth knowledge, the fact-scientific statement that allows access to detailed explanations the identified phenomena need to be elaborated on in detailthe experiences of the different persons in order to be able to understand the case studied (Patton, 2002). Qualitative research aims to reveal the internal causes of unobserved human actions. Qualitative researchers are interested in how people make sense of their own worldand their experiences in their own world. The main aim of qualitative researchers is to understand facts, events, and events from the perspective of the participant (Merriam, 2009: 5-14). For this purpose, in case-scientific researches, it is preferred that the data sources be selected from the persons or groups who are experienced in the phenomenon focused on the research and who can explain this phenomenon (Yıldırım and Şimşek, 2005). The case studied in this study is the innovative geography teacher. The individuals selected in this direction are the secondary schoolgeography teachers who have this experience directly.

Working Group

The study group of this research constitutes 15 geography teachers working in high schools in Eskişehir province center during Spring semester of the 2015-2016 academic year. For the interviews carried out within the scope of the research, 15 teachers were selected by the Purpose Unbiased Sampling method explained by Patton (2002) taking into account the number of geography teachers working at the secondary education institutions in Ludhiana city center. Eightof the geography teachers who participated in the research are female and 7 are male. 2 of participants have 0–5-year experience, two of them have (6–10) year experience, four of them have (11-15) year experience, two of them have 16-20 years' experience and five of them have more than 20 years' experience in teaching geography. Eight of the geography teachers graduatedfrom geography department of the literature faculty or science-literate faculty and 7 graduated from the geography teaching program in the faculty of education. Among the participants, 9 said they were "very satisfied" to geography teaching, while 6 said they were "satisfied" with geography teaching.

Data Collection

In the design of Phenomenology, the main data collection tool is the interview. The data of this study were collected through a semi-structured interview. Interviewing is the most commonly useddata collection tool in qualitative research. One of the strong features of the interview is that it provides information about the unobserved and allows for alternative explanations on what is observed. Semi-structured interviews are between

structured and unstructured interviews. In the semi-structured interview, the interviewer generally has a road map but tries to reveal the differentdimensions of the subject by asking different questions in the general framework of the research according to the interest and knowledge of the interview. The interviewer has the opportunity to get enough information about the topic and to take the interview in a certain way. In addition, the interview will also be able to highlight points that are important to him/herself.

Data Analysis

The collected data during the research process were transformed into categories based on the questions asked to the participants. Primarily, content analysis-oriented research question and a scaffold with the questions that explore this research question were created. In this context, data were organized under these categories. In the second stage by gathering data in a significant and rational way quotations to be chosen were decided. Thus, the quotations chosen from the participants to be clear, understandable and consistent, relevant to experiences, credible, important and related directly to the research were taken into consideration. In the third stage, the organized data were identified and directly quoted at the findings part of the research. While giving place to quotations, numbers were given to each participant and coding from K1 to K15 was used. In the fourth stage, the predefined findings were interpreted.

Internal and External Validity

In order to make this research, the research permission from the Indian Republic Ministry of National Education was obtained. With the receipt of permission, the researcher went to the high schools randomly, and performed the interview in empty classes, teacher's room and on a bench in school's garden with geography teachers. During the interview, the researcher did not interfere with the participants' gestures and did not manipulate them. Throughout the research, all the expressions from the face-to-face interviews, were written down by the researcher instantly and reached to detailed and in-depth data. In every interview, expressions to be written were ensured to be approved by the interviewers in a stage which is determined to be appropriate to the process flow. The interviewing process has lasted approximately 3 weeks. The categories obtained from the data were also made accessible and approved by another domain expert. Thus, the internal validity of the research was tried to be ensured. The data obtained from the research findings that provide internal validity and are one of the most important variables, are appropriate to the research and significant. The data obtained in accordance with the sub-problems to be categorized by being described, makes the research findings consistent and significant. It was ensured that the research findings to be consistent with the conceptual framework. Conclusion and suggestion's part to be consistent with the research data were taken into consideration.

External Validity: The working group of the research, interviewing places and process features were defined in detail to enable comparison by different research methods. The

information of theworking group created in accordance with the conceptual framework of the research, the data obtained and the findings reached are limited to the nature of this research, takes part in the conclusion and suggestions part.

Findings

Findings and comments are stated regarding sub research questions. The categories obtained as aresult of the content analysis, were expressed with direct quotations by taking into consideration of the sub-problems. The research data was obtained considering the seniorities of the geographyteachers and faculties they graduated.

What is the Perception of Geography Teachers of an 'Innovative Geography Teacher'?

In this research, it is aimed at determining the perception of geography teachers of an innovative geography teacher, and their opinions concerning the education of geography, in order to learn how they define the innovative geography teacher, some questions asked such as; "How do you define an innovative geography teacher?", "How do you explain the characteristics of an innovative geography teacher?"(Can you explain it on an example), Is there any innovative geography teacher in your neighborhood? Can you please explain?" and "Can you tell your experiences related to being an innovative geography teacher? How did this experience affect you?How it made you think and feel?". The first three questions were analyzed together since they aimed at finding out what geography teachers ascribe meaning to an innovative geography teacher. The three answers given by geography teachers are below.

A. How you define an innovative geography teacher?

Answer 1: The person who follows the developments in his or her field and transfers it to his or her students

B. How would you describe the properties of an innovative geography teacher? (Could you give an example?) Do you know any innovative geography teachers? Could you please tell a little bit about it?

Answer 1: Able to use technology for the class and to keep an eye out for technological advancesis the one who learns and teaches geographical events by integrating technology.

Uses technology during class. 7-8 years ago, for the first time, a friend of mine who worked at a private institution showed me a presentation that explained how it was possible to easily teach geography on the smart board installed in their classrooms. Afterward, when similar technological hardware was installed in the institutions we worked at, I started using this system at the school by doing some back-and-forth. There are several fellow innovative geography teachers at the schools with a good student and education profile

C. Could you tell us about an experience of yours on being an innovative teacher? How did this experience affect you?
What did you think of it and how did it make you feel?

Keeping informed about the students' fields of interest (sports, arts, etc.).

What is the Geography Teachers' Understanding of "Innovative Geography"?

In order to learn how the geography teachers who participated in the research perceive innovativegeography teaching, we asked them, "Who or what inspired you the most about becoming innovative (teacher, administrator, conference, TV program, etc.)? How did this inspire you?" "What do you think can be done to become an innovative geography teacher?

Can you tell us about one of your experiences as an example? (Collaboration with various persons, institutions, and organizations, etc.)," "Do you see innovating geography teaching as part of your profession?" "What kinds of benefits do you think innovative teaching offers you or your students?," "Which additional expertise does an innovative geography teacher require (computer, foreign language, GIS, etc.)?," and "How does it contribute innovation to use technology for teaching (projection, tablet, interactive board, short film, slide show, documentaries, animation, etc.). Could you share your thoughts on this?" Because these six questions asked during the interview aims to reveal what innovative geography teaching means to the geography teachers, they were analyzed together. Below are the answers of the geography teachers to these six questions.

A. Who or what inspired you the most about becoming innovative (teacher, administrator, conference, TV program, etc.)? How did this inspire you?

The motivation to lifelong learning and being more helpful to my students in the current context

B. Do you consider making innovation in teaching geography as a part of your job?
Answer 1: **Yes, it is part of my job to innovate**

Conclusion, Discussion, and Recommendations

When the findings of the research are examined in a holistic approach, it is seen that the geography teachers are open and willing to use current education technologies in their classes, but with someobstacles. This is an important result of the fact that these preferences of the teachers are consistentwith the goals of developed countries and geography teaching programs in India. Thus, it is envisaged that possible teacher education programs, geography teaching programs, graduate / non- thesis graduate education, in-service training programs and teaching practice processes which are considered to be developed can be structured by making use of the findings obtained from thisstudy. Despite the fact that nearly half of the survey participants say that they need to retrain tokeep up with innovations in geography education, it has been understood that geography teachersneed to retrain in their lessons in order to be able to function using current technologies

when analyzing answers to the explanatory questions directed to them. Thus, it can be said that geography teachers have to take an education other than undergraduate education and that there is a close relationship between the use of current technologies in their lessons and the yield in their courses. Korevaar and van der Schee (2004) In a survey in which geographical teachers participating in an in-service training seminar in Delhi evaluated GIS-related thoughts, it was found that 12% of the teachers used GIS in their geography courses, 81% of them used GIS more in geography teaching, 'In GIS should be mandatory in geography teaching and 87% in case of organizing, the result that they want to participate in in-service GIS training related to geography teaching has been reached.

It is understood that the innovative geography teacher is defined as teachers who can continuously analyze the society and the world in which they live, in the context of human-environment relation, follow the developments in geography education and use these methods and technologies effectively in their lessons. Boshuizen and Wopereis (2003) emphasize the rapidly changing role and structure of information and communication technologies in education and point out that the technology integration in today's educational applications is at a low level and that multilevel approaches to integration of knowledge and practice in educational settings are needed. Bednarz and van der Schee (2006) argued that the GIS software and materials used in the study period were not designed to meet the needs of the geography teachers, in addition to the technical skills, to improve student learning. Today, no need to teach GIS-oriented software such as Google Earth and so on. The programs are designed to be easily used in a student and teacher-friendly manner in the educational environment. Teachers who are willing to do this have the chance to implement these applications in their classrooms through the manuals of the videos and software they can watch on the internet. Participants of the study were able to use technology in the course of an innovative geography teacher and follow technological developments, utilize different materials while studying, and investigate the questioner who keeps open to new information and criticism. They should have features. It is understood that the participants of the research are based on the use of technology in their lessons, in the course of their innovative geography teaching experiences, in general, in their lessons, or on the use of methods such as trips and observation.

It is expected that students will be beneficial to the students in the context of lifelong learning and in the contemporary context and that they will be able to benefit from the activities of university students during their university education on the Internet, watching TV programs and watching periodicals, participating conferences and seminars, TÜBİTAK project competitions and innovative geography education using new teaching systems and technologies It is understood that there are factors that are effective on. It is understood that the geography teachers who are seen as innovative by the geographical teachers participating in the research use more of the trip- observation method, participate in the social projects, attend the conferences and seminars, receive post-graduate education and use educational technologies effectively. It is understood that all of the geography teachers who participated in the research regard innovation as an integral

part of their lessons, active use of teaching methods and technologies. Technology-savvy teachers have innovative teaching methods and better innovative performance in their strategies, with the abilityto find the information they are looking for from a large amount of information available on the internet where information from multiple sources is integrated. These teachers effectively use thisknowledge to solve teaching problems and apply them to educational technology in teachingpractice. Geography teachers say that if the innovations are used effectively in lessons, the students will be more equipped, the teacher will be able to renew himself, the permanent learning will takeplace and the lessons will become more fun. It is understood that the participants of the researchuse computer technology skills and the level of foreign language use are important because theeffect of a geography teacher on innovation is important. It is seen that the participants of the research used technology in education to inform the students that they will increase their attentionand interest, provide visual learning and contribute to permanent learning.

It is understood that the participants of the research had access to the internet, scientific books and magazines, symposiums and seminars on innovations related to geography education. Theinnovative use of Chen (2009) teaching resources is directly proportional to the teacher's ability to transfer library, the internet, school and social resources to instructional sources with an innovativeapproach. It is understood that the participants of the research demonstrate their role as innovativegeography teacher by taking advantage of the highest level of information-communication technologies in their best courses. Teachers must attract the attention and attention of studentsusing appropriate innovative approaches. The objectives of innovative education can be achieved through the employment of information and communication technologies necessary for thestudents to reach their potential (Ferrari, Cachia and Punie, 2009). Hannon (2008) suggests that a number of studies reveal the change in the concept of innovation in education through the use ofeducational technologies. It can be predicted that the students who are educated by the teachers with high technology ability who can use the desired information effective access and up-to-date technology will play an important role in the development of the societies. Thus, it can be said thatthe innovative geography teachers who demonstrate these skills have also been leading the socialdevelopment. Participants of the study found that innovative educational practices positively influenced the school and classroom atmosphere, especially when the students reported that their attendance and desire for classes increased. Kocalar and Demirkaya (2014) argued that geography teachers could exhibit a negative attitude towards geography because of the fact that geographyteachers do not use the technological tools and tools effectively in their studies in high school geography study. It is understood that the participants of the research are the most important opportunities for being innovative geography teachers as they have easy access to information, academic career opportunities and in-service seminar facilities in today's conditions. There are many publications suggesting that doing post-graduate education positively contributes to the professional development of teachers and responds to expectations It is understood that the survey participants said that the biggest obstacle

they faced in becoming an innovative geography teacher is the traditional education system, the financing problem, the regulation of the trips, and the limitations of in-service training opportunities. Lunde and Wilhite (1996) have found that innovative teachers have a passion for teaching and are aware of their role in the learning-teachingenvironment they are at risk, needing freedom, in their work on the improvement of innovative teacher and teaching. It is understood that the researchers say that the school administration.supports them by providing them with internet, smart boards and tablets in order to make the participants innovative. The responsibility of high school geography teachers should not be to just tell their lessons in the textbook. Geography teachers should bravely adopt innovative educational understanding and engage them in innovative educational systems and technologies that will make their students active in their lessons. Thus, both teachers and students will gain mental competence and will be able to evaluate opportunities to gain current learning skills expected of 21st-century people. In order for these expectations to be realized, necessary infrastructure has been established in the secondary education geography curriculum updated in 2016.

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ROLE OF TEACHERS AND STUDENTS IN NEP

Dr.R.Ramya
Assistant Professor, PG Department of Commerce-CA,
Nallamuthu Gounder Mahalingam College, Pollachi, Tamil Nadu, India.

P.Divyabharathi
Assistant Professor, PG Department of Commerce-CA,
Nallamuthu Gounder Mahalingam College, Pollachi, Tamil Nadu, India.

Abstract

Education is the key for development of any nation and it depends on the quality of teachers. Knowledge, dedication, quality, professional commitment and motivation of teachers are the factors responsible for quality education and learner achievement. Teachers understand every student's potential, learning speed, interests, etc., guide them, and provide feedback to improve themselves. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in all levels of education. The present paper focuses on changing role of teacher educators in view of NEP2020. It also highlights the various roles which teachers should played in classrooms given by NEP2020. ."Education begins at home", there is no truer sentence, but the education a child acquires at school is just as important to mold the lifestyle of the child. NEP 2020 aims at making the education system holistic, flexible, and multidisciplinary and also to meet the needs and demands of 21st century. ***Keywords:*** *New Education Policy 2020, Teacher's Role, Student, School Education.*

Introduction

The National Policy in Education was prepared to improve the quality of education in the country and was focused on providing education facilities to all the citizen of the nation. The new education policy must be help recruit the very best and brightest to entire the teaching profession at all levels. Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher prepare is an activity that requires multidisciplinary perspective and knowledge. Education is a dynamic process. Teacher performance is the most crucial input in the field of education. The education gives a new shape to the individual and the nation as well.

Recruitment of additional teachers in some areas of school education should be easy, some examples of these special needs include teaching the subjects for the students with disabilities in middle and secondary levels and students who have difficulty in learning. Teachers have the knowledge as well as skills. National residential summer programmers for secondary school students must include in various disciplines. National Education Policy (NEP) is a comprehensive framework to guide the development of education in the country. The need for a policy was first felt in 1964 and by the suggestions of Kothari Commission first education policy was passed in 1968. The second policy for education came in 1986 and it was revised in 1992.

Review of literature

Boylu and Kardas (2020) carried out a research entitled that, teachers and students on slang in teaching turkish as a foreign language. Based on the findings of the study, the majority of teachers and students generally had a positive opinion about the learning.

Argawati and Suryani (2020) It found that, Project-based learning in teaching writing: the implementation and student opinion. The results of the study were found that the implementations of project-based learning in teaching writing were worked well. It could be seen from the student's responses during the implementation of this method as they gave positive opinion toward the method used; they actively involved in learning process meaning of some words may cause problems in their social environment.

Saloviita (2020) in their articles entitled that, attitudes of teachers towards inclusive education in Finland. The results illustrate the attitudinal climate of teachers towards inclusion and indicate the existing potential for policy change.

Objectives of the study:

- To understand the basic elements of NEP .
- To study role of teachers and students in NEP.
- To study the relevance of NEP in teachers.

Role of students

Attending classes on time and regularly. Being prepared for classes with all necessary supplies. Taking good care of school property. Completing all homework assignments.

Roles of a Teacher

The primary role of a teacher hasn't changed over time. Today, a teacher's responsibility goes beyond expecting students to follow as they lead a strategy that's been used for centuries. Now, teachers are expected to offer rich, unique and tailored learning experiences to their students. The major role of a teacher is to support learners in their quest for new knowledge on a specified set of subjects. This applies to students of all ages, from preschool to post-graduate learners.

- Providing mentorship.
- Inspiring learners.
- Nurturing healthy curiosity in learners.
- Creating meaningful learning experiences.
- Leveraging technology to support learning.
- Mediating and liaising.
- Researching learning strategies.

Impact on Students

NEP 2020 will open up new learning opportunities to the students. Its biggest impact would be the change in the learning environment and the learning process for the students. The new education policy will

- Increase focus on the skill improvement and competency development of the students.
- Make the students future-ready by building 21st-century skills.
- Make students focus on both academic and non-academic pursuits.
- Provide various learning opportunities for pre-primary, open, and distance-learning students.
- Give access to counseling and other services for students.

Impact on Teachers

Therefore, the Government of India has decided to make their teachers more skilled and equipped with futuristic teaching skills. See what teachers will get from the new education policy

- Introduction of professional teaching standards.
- Clearer outlined roles and responsibilities.
- Training to monitor and improve their capabilities.
- More focus on 21st-century teaching skills.
- A transparent recruitment and selection process for teachers to motivate them and improve their performance.

Student activity and participation

- Plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc.
- In every education institution, there shall be counseling systems for handling stress and emotional adjustments.
- Increasing hostel facilities as needed.
- All HEIs will ensure quality medical facilities for all students in their institutions.

Financial support for students

- Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs.
- Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

Classroom challenges

Are one of the adequate problems faced by teachers and a good teacher has the courage to overcome all these challenges bravely. Some of the common classroom challenges faced by teachers include lack of teamwork, minimal personal time, working towards long term goals, arguments and student excuses, etc.

- Lack of Time for Planning
- Lot of Paperwork
- Balancing Diverse Learning Needs

- Changing Educational Trends
- Lack of Self-Time

Need for the study

In India, National Education Policy (NEP) 2020 is announced recently by the MHRD, with a tremendoustransformation in the education system and in order to provide high quality education to all. NEP 2020 aims at making the education system holistic, flexible, and multidisciplinary and also to meet the needs and demands of 21st century. The NEP 2020 is based on the foundation pillars such as access, affordability, equity, quality and accountability.

Conclusion

Teachers are best known for the role of educating the students that are placed in their care. The role of teachers is to shape the minds of the younger generation.teachers must be passionate, motivated and well qualified, and well trained in content, pedagaory, and practice. Creating classroom environment well qualified, well content, and monitoring and facilitator.

Role of Teacher Passionate and motivated Pedagogy, and Practice. Creating Classroom Environment Well q passionate, motivated, and well qualified, and well trained in content, pedagogy, and practice.

Teachers play very important roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Role of Teacher Passionate and motivated Pedagogy, and Practice. Creating Classroom Environment Well qualified, well trained in content, monitoring and facilitat

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TIME MANAGEMENT AND FLEXIBILITY LEARNING

Shabana Anjum
Assistant Professor, Department of Commerce,
GFGC Chickballapur, Bangalore, Karnataka.

Abstract

Time is the precious gift that is been given by the god to each and every one. The usage of this gift depends on the living beings how they utilize it. If the time is being used for the positive and constructive activities, then the life and time both is going to be considered as a boon if not both the human being and the time does not carry any weightage in that sense the human being is going to be considered as an utter waste in addition to this time will also lose its significance And more over both human being and the time will become bane on this earth. In the past days the people were just aware of the time but they were ignorant of the aspect management of time and this ignorance was also being excusable as long as the life was simple, short and sweet but now we are living in a contemporary world where the change is the order of the day so here we can say that survival of the fittest theory given by Charles Darwin holds good. The one who can manage the time and get adjusted to the changed time only can survive because the daily life has become very complicated because of the increase in population, increased consumer demands, changes in likes and dislikes of the growing population and the changed complicated methods of running the society and business for this he should know how to manage the little time with which he is blessed it if he doesn't pay importance to time and its management then he will land up nowhere in this world and his life is going to become miserable and one fine day he may have to vanish from this society. Moreover, people are running shortage of time to go to schools and colleges or to any fixed place to go and acquire education so the people are thinking that some miracle should happen with the help of which they can acquire educated in their respective existing place because of which the flexibility learning has come into existence because of which many of the learner's problems are been solved. The purpose of the study is to discuss the importance advantages and disadvantages of time management and flexibility learning for the living beings.

Introduction

A human being may be beautiful or ugly, rich or poor, educated or uneducated, Muslim or non-muslim. So we can differ from one another only with respect to this many matters but though we differ we are all the same with respect to one aspect and which is considered to be the most important aspect of every human being's life and that aspect in none other than time. Time is a very important gift which is been given by god to each and everyone. But how this gift is going to be utilized by the people depends on themselves. To say the fact Time once gone will never come back. If we have used this time for a very constructive work, then we have made the correct usage of time. But if the same time is been misused then the gone time will never come back other than that the consequences of the gone time has to be facedforever as long as the human being is alive. For instance, every human being has got certain age to acquire the basic education and to get qualified to the highest extent but if that age time is not been utilized if the education is not acquired at that time then that particular person has to regret for his whole remaining life. In the same way a human being also has a certain age where in he has to earn for his livelihood and out of which he has to keep some amount aside as savings for his future life but when

he had time and energy to earn at that time but if has wasted his time without earning then he will not be able to generate savings for his future life and in his older age where he has become physically and mentally week and where his energy level has declined that time he has to face lot of difficulties to maintain and run his life and in such a situation his own blood related family members will also step off back to help him to lead a normal life and to help him to satisfy his basic requirements. Time also play a very important role in the maintenance of health if a human being has taken care of his health right from his teenage then he will be healthy for ever but in case if a human being has not taken care of his health at the right time then he may have to invite many of the diseases. So we should take care of his health at the right time. Time is a period of minutes, hours, days etc, it is a moment in which something happened or should happen

Flexibility learning ---- learning means it is the change what we bring in our self and that change must and should be permanent and as much as possible that should be a positive change. Every human being must and should be a wanting animal that means the more he grows the more he should learn he should keep his life as an open book and wherein he can learn many things and implement the learned aspects in his life. Gone are the days where learning was done in a traditional way that is a student had to go to school, college, or university to learn this was the trend for a quiet long period of time wherein the people were less occupied because of which they used to go personally to schools to learn and they were able to concentrate on their studies as it was one activity at one time but due to the time passage and due to the week financial power of the people they were running with more shortage of time to go to a fixed place and learn due to which the cases of drop outs from schools and colleges were many and the literacy rate started coming down. So to overcome this problem a new technic was been adopted that is people were provided flexibility learning via virtual learning. Flexibility learning is a learning wherein the learner is given the liberty to decide the schedule of learning like time, place or quality. Flexibility learning played a very important role at the time of corona where in the students were provided with the flexible learning because of which the students were able to cope up with their studies if the flexibility learning was not their then the students had to remain without studies for at least 2 years. Flexibility learning can be considered as a boon to our society.

Objectives of study

1. To study the management of time
2. To analyze the importance and value of time
3. To determine the scope of time management

Research Methodology

The data was collected from the secondary sources

Limitations of the study

1. Due to time constraint much exposure to the study couldn't be done
2. Data was collected from secondary sources

Essentials of time management

1 Effective planning

A human being will have many commitments and as we know all cannot be completed atonce in one shot first we have to divide the commitments in to important and less important category and then we have to allot the time accordingly. The commitments which are very important are to be attended first and should be allotted more time and then less important commitments are to be attended with less time. In this way time management help us to manage the time allotted efficiently

2 Setting up goals and objectives

Goals can be divided into three that is long term goals, medium term goals and short term goals so depending on the duration time management will help us to achieve the short term goals which can be achieved in the less time and then concentrate on the achievement of the other goals

3 Setting up deadline

Goals can be achieved any time but it will not have any value if it is achieved through out the life time so time management will help us to fix the time limit within which the set goal has to be achieved so that a human being can judge himself how well he has used his time

4 Delegation of responsibilities

As we are human beings our capacity of doing works will be limited so we cannot do all the work on our own particularly in working places and in businesses so with the help of time management the higher officials in the working places will try to delegate the authority and the responsibility for their lower levels at the right time

5 Spending the right time on right activity

If we don't follow the time management then much of our time we may waste on unnecessary activities than on the required one so if we follow time management then we can plan our necessary activities and then devote much of our time to this activates and utilize our time effectively

Importance of time management

1. Time management will help in the effective utilization of resources in all the spheres of With the proper management of time all the activities in our personal lifes, in the working place and in the business sector can be efficiently managed

2. Time management will help us to take the right decisions at the right time and at the right place If the time is managed properly all the works will go on systematically and this will make the people to live their lives stress free and maintain their health's If we understand the importance of time and its management then each and every one will try to lead a disciplined life in all the places
3. Proper usage of time will give the people in all the sectors to learn new things and to utilize the new opportunities effectively
4. Time management will help us to complete our respective tasks without much distractions
5. Proper management of time will make the people lead a happy and peaceful life forever
6. Time management will help the people to forecast their future
7. Time management will help people to avoid or overcome the failures

Advantages of study

1. Reduces stress level
2. Helps to remain focused on the task
3. Minimizes procrastination
4. Creates greater self confidence
5. Helps achieve goals
6. Gives sense of achievement

Disadvantages of study

1 Non clear objectives

When the objectives are not clear then an human being will stuck in between because of which he will not be able to manage the time properly

2 Mismanagement

If a human being has less retention power that time he may forget the things very often because of which he may not be able to manage the time properly

3 Can't say no

The shy nature of people and the habit of being kind and helpful to others may sometimes create a problem to complete their own task because much of their time is been wasted only in helping others

4 Obstacles

If a person is clear of what he has to do then he can plan accordingly and use his time properly but he himself doesn't know what he has to do then he may not be able to manage the time properly

5 A load of different works at one time

If a person tries to do many works at a time then he may not be able to complete even a single work

6 Fatigue and stress become part of life

If the time is not been properly managed then a human being get piled up with of fatigue stess and health issues

7 No time for recreation

The person who is very much bothered about time management may not find the time to enjoy

Conclusion

Time management is a part and parcel of every human being's life. If we want to lead a normal, happy and a beautiful life then we must manage the time properly and we should see to that we will lead our according to the time planned let it be a personal life or an official life .if we value our todays time then time will also value us so each and every minute of our life what we leave should be worth living memorable and set an example of ourselves to others. It is the time which brings happiness and sorrow in our life. Time is not only been followed by human beings instead it is also been followed by our nature as well so only we have summer season, rainy season, winter season, autumn season

BLENDED LEARNING: AN INNOVATIVE APPROACH

Ms.G.Nithya
Assistant Professor, Department of Commerce,
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract:

The advantages of both traditional classroom instruction and ICT-supported learning, including both offline and online learning, are combined in the novel idea of blended learning. It offers opportunities for computer-assisted learning, constructive learning, and collaborative learning (CAI). For blended learning to be successfully implemented, there must be diligent efforts, the proper attitude, a sizable budget, and highly motivated teachers and students. It is complex and difficult to organise because it combines several modes. The concept of blended learning, its key components, and the requirements for its implementation are covered in the current study. Furthermore covered is the application of blended learning in the Indian educational system. The current research also seeks to illustrate why blended learning is a necessary method.

Keywords: *Blended Learning, Traditional Teaching, Learning Process, Online Learning.*

Introduction

The educational system is currently going through a transformation. It is attempting to adopt new technologies and explore new paths to achieve the goal of providing high-quality educational opportunities for everyone, but due to various factors like inadequate budgets, a lack of facilities, and the benefits of face-to-face interaction, it is not entirely prepared to abandon the conventional modes of knowledge transfer. Even the students are experiencing a double personality. When asked which type of instruction they would prefer—traditional classroom instruction or ICT-supported instruction—a group of teacher candidates were almost evenly split between both options.

The conventional approach to education in Despite its minor flaws, it adds a crucial personal touch to the teaching and learning process. The way teachers act and think has a direct impact on how pupils' personalities develop. The affective aims, together with the cognitive and psychomotor goals, are only met via face-to-face interaction. The conventional face-to-face approach aids in the formation of a solid value system. Traditional methods of instruction make it easier for students to develop social skills like cooperation, sharing, expression, and respecting others' opinions. Kids pick up knowledge not only from books or from teachers in the classroom, but also from their peers. Through interactions with their peer groups, students gain a variety of skills on the playground and in small-group settings such as canteens and lounges. This is all required for healthy personality development.

As was already said, the conventional technique offers advantages of its own but also has drawbacks. The following are its flaws:

- It is mostly failing to address each student's unique needs as a result of the inappropriate pupil teacher ratio.

- In order to handle the task of instructing physically challenged kids, it is not adjusting.
- There is no integrated classroom training for teachers.
- Since that attendance is required and that the evaluation system is based on the annual examination, it is unfit to handle the issues presented by the irregular students. Due to rigidity, irregular students are essentially eliminated from the main stream of the educational system if they don't show up for the exam, which wastes their entire school year.
- Children who stop attending school for any reason do not have the opportunity to re-enter the formal educational system since there are no professional counsellors, no teachers with the proper attitude, and few follow-up activities in the schools.
- education is not able to reach every child, making universal education still a distant objective.
- Youngsters from underprivileged groups, from physically remote regions, and children who are medically unfit are unable to benefit from this formal, traditional style of teaching.
- Students suffer concurrently from a lack of teachers, and their learning is complicated by ineffective teachers.
- Our students are not adequately equipped to meet the needs of the modern market and professions since courses are not routinely refreshed, books are not updated, and teachers are not interested in expanding their knowledge and professional abilities.

Blended Learning

The idea of blended learning entails framing the learning process to integrate both in-person instruction and instruction facilitated by ICT. Direct instruction, indirect instruction, collaborative teaching, and individualised computer-assisted learning are all included in blended learning. According to the figure, it includes:

Face to face teaching:

Traditional classroom instruction is fully supported by blended learning, where students have plenty of time to connect with their instructors and are consequently influenced by their personalities, behaviours, and value systems. Synchronous communication is aided by face-to-face interaction. Instant feedback is available to both teachers and students, which benefits the teaching and learning process. Face-to-face connection adds a personal touch to the process and is immensely motivating for both teachers and pupils.

Student interaction with course content

ICT-mediated learning gives students indirect connection with their course content in a flexible and varied fascinating way, while traditional modes of instruction and the school

campus give students opportunity to interact directly with their course subject through printed materials. Videos give the topic the necessary level of realism, and posting on blogs and browsing e-books give the content fresh, contemporary viewpoints.

Peer group interaction

Within the walls of the school, children learn formally as well as informally through interactions with their peer groups. Through informal interactions with their peer groups, students practise many important social ideals and life skills. There are numerous opportunities for this on school grounds during recess and social interaction after school.

Group discussion and exchange of ideas

Well-designed teaching methods allow students to engage in discussions with their classmates about various course topics and share ideas, in addition to interacting with teachers in the classroom. This helps pupils gain confidence, get over their shyness, learn how to communicate effectively, and also improves their listening skills.

Accessing e-library

This is a component of blended learning's ICT-supported teaching and learning. Students have restricted access to the school library in the traditional form, but a digital library allows them access to a variety of books on a variety of topics that are pertinent to their topic. This broadens their horizons and deepens their understanding, which aids in achieving the cognitive objectives.

Virtual classroom

This gives students the choice to study from anybody, anywhere, and at any time. Regardless of distance, a student can participate in a virtual classroom meeting with his or her classmates and teacher online. Students who are unable to attend class regularly may benefit from this style of instruction if the school makes provisions for it. The learner can also connect with other professionals and broaden his knowledge. Due to the fact that the globe has become a global village, kids who use this method will be on level with their counterparts anywhere in the world and will also gain multicultural experience.

Online assessment

Immediate feedback is essential to learning because it inspires the learner and is built on readiness principles. Online evaluation aids in improving the formative, transparent, and speed of the evaluation process. It gets more trustworthy and unbiased.

Characteristics of Blended Learning:

Students have the option of the two modes

Students who participate in blended learning have the option of choosing between the traditional classroom teaching method, which allows them to interact personally with their teachers and peers, or ICT-supported teaching and learning. This is heavily influenced by

the type of content and goals being pursued. Sometimes the course creator or teachers themselves choose the style that is appropriate for the subject being covered.

Teachers are well versed with both the modes

The fact that teachers are highly energetic, technologically aware, and thoroughly prepared to function effectively in both the traditional classroom format and ICT enabled format is a crucial component of blended learning. They will be capable of utilising both conventional techniques and other cutting-edge technologies.

Students get face to face interaction as well they interact in virtual space

The time given to students allows them to interact with other students taking the same course. Both on the campus of the university and in virtual space, they can communicate with them. The students' knowledge expands as a result of the size and diversity of their group, and they also grow to appreciate, love, and get along with pupils from other nations and cultures.

Students get full experience in using new technology

ICT is king in the current century. Today, being illiterate includes not just not being able to read and write, but also not being familiar with current technologies. ICT proficiency is now required for all vocations, therefore blended learning helps students have richer ICT experiences. Students that participate in blended learning develop the ability to fully utilise existing technologies for their benefit.

Advantage of Blended Learning:

The following benefits of blended learning are: • Teachers and students have more time in the classroom for cooperative and creative activities because some of the learning is conducted online or in an offline setting using ICT.

- Without sacrificing the human element and social contact component of traditional education, students benefit from online learning and CAI.
- It expands the possibilities for communication. Blended learning allows for the completion of the communication cycle, which would not be feasible if we simply used a traditional approach. Students also receive increased digital fluency and become more computer aware, while also developing self-motivation, self-responsibility, and discipline.
- By updating course material, it breathes fresh vitality into already-established courses.

Implementation of Blended Learning in Indian Education System

The management of educational institutions and educational authorities must commit fully to implementing blended learning. It requires a carefully thought-out design that takes into account everyone from the top to the bottom of the educational hierarchy. We

will need to raise educational budgets to prepare educational institutions for blended learning. This can be done by working with NGOs and the business and industrial sector. These industries might be encouraged to contribute financially to the implementation of blended learning because they stand to gain the most if the graduates from these educational institutions are better prepared for the global market. The other crucial matter that must be taken into account is the formation of the proper attitudes towards this revolutionary idea in everybody who is interested in the educational system. It is necessary to organise awareness programmes, seminars, and discussion forums to change the attitudes of parents, the community, instructors, and pupils. They can be used to spread awareness of the advantages of blended learning and foster the proper mindset for its adoption. The mass media can be used effectively for this. To prepare instructors for a blended learning approach, both in-service and pre-service teacher training programmes need to be reoriented. Our primary schools should focus their resources and efforts on implementing blended learning instead of other programmes that aim to provide education for everyone, as this will address several issues at once and be a more efficient use of resources.

Conclusion

To sum up, it can be claimed that blended learning is, in some ways, the answer to issues that are now plaguing our educational system. Our educational system's future can be assured if it is executed in a well-thought-out, systematic manner with the appropriate attitudes. We all stand to gain if the process of implementing blended learning is started promptly.

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TEACHING METHODOLOGIES AND ASSESSMENT

Dr.N.Giri
Assistant Professor, Department of Commerce,
Nallamuthu Gounder Mahalingam College, Pollachi.

B.Pavithra
Ph.D Research Scholar, P.G and Research Department of Commerce,
Nallamuthu Gounder Mahalingam College, Pollachi.

K.Gnanasundari
Ph.D Research Scholar, P.G and Research Department of Commerce,
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

A teaching methodology is a method by which a teacher chooses to explain or teach the material to students in order for them to learn the material. A teacher can use a variety of methodologies, and the methods used are frequently determined by the educational philosophy and preferences of the teacher.The combination of various teaching methods is something that every professional teacher should be aware of and put into practice. This may include lecturing, group or small group discussion activities, and involving students as teachers for their peers.There are many frameworks that a teacher could use to support students with different interests, abilities and learning styles.

Keywords: *Teaching, Methods, Learning, Teacher, Students*

Introduction

Teaching methods are the broader techniques used to help students achieve learning outcomes, while activities are the different ways of implementing these methods. Teaching methods help students:

- Master the content of the course
- Learn how to apply the content in particular contexts

Instructors should identify which teaching methods will properly support a particular learning outcome. Its effectiveness depends on this alignment. To make the most appropriate choice, an instructor should consider learning outcomes, student needs and the learning environment. Assessing and improving teaching is best accomplished when multiple sources of evidence — self-reflection, student feedback and peer observation — are well understood.

Teaching Methods

The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students' ratings of the "amount learned" in the course and their overall ratings of the teacher and the course.

Different Types of Teaching Methods

1. Teacher-centered methods,
2. Learner-centered methods,
3. Content-focused methods;
4. Interactive/participative methods.

Teacher Centered Methods

The teacher is looked upon by the learners as an expert or an authority. Learners, on the other hand, are presumed to be passive and copious recipients of knowledge from the teacher.

Examples of such methods are expository or lecture methods

Learner Centered Methods

In learner-centered methods, the teacher/instructor is both a teacher and a learner at the same time.The teacher also learns new things every day which he/she didn't know in the process of teaching. The teacher "becomes a resource rather than an authority". Examples of learner-centered methods are the discussion method.

Content-Focused Methods

In this category of methods, both the teacher and the learners have to fit into the content that is taught. A lot of emphasis is laid on the clarity and careful analyses of content. Both the teacher and the learners cannot alter or become critical of anything to do with the content.

Interactive/ Participative Methods

These methods are driven by the situational analysis of what is the most appropriate thing for us to learn/do now given the situation of learners and the teacher.

Effective Teaching Methods

Online Learning

Teaching online may not have been the norm for most teachers before the COVID-19 pandemic, but there have always been some teachers who prefer to work online. Online tutors often enjoy the freedom of working from home, choosing their working hours, and being their own boss**.**

Experiential Learning

Experiential learning is a great teaching method because it encourages creativity, helps students learn from mistakes, fosters reflective thinking, and prepares students for future experiences. It can be effective for several subjects, especially during science experiments, sports coaching, and group projects.

Blended Learning

Blended learning is a combination of traditional face-to-face learning and technology-based learning. Although blended learning did exist before the COVID-19 pandemic, it's become more popular with schools and universities in the two years.

Game-Based Learning

Game-based learning, also known as gamification, is a great way to engage students, particularly those in primary and secondary education.

Student-Centered Learning

In student-centred learning approaches, students are encouraged to take an active role in the classroom, rather than taking part in more passive activities like listening to a lecture or writing an essay. They will have lots of discussions with their peers and teachers, and they'll also be encouraged to ask questions, which is linked to inquiry-based learning.

Assessing and Improving Teaching

Self-Reflection on Teaching

Self-reflection is the cornerstone of a healthy, effective teaching practice. Keeping track of what's working (or not working) in the classroom can help you improve your ability to engage students.

Gathering Student Feedback

Gathering information from your students about their experience as learners in your class is a valuable way to assess your teaching. There are many ways of collecting feedback from your students: Small Group Instructional Diagnosis (SGIDs), surveys, webQ's and open-ended feedback forms.

Assessing Student Learning

Practices related to Grading – both as an assessment of student performance and as a mechanism through which students receive feedback on their work – vary widely across disciplines, course levels, departments, institutions and instructors.

Hybrid and Online Course Assessment

Developed by the UW Digital Learning Alliance, this rubric is a tool instructors can use to guide their evaluation of their own or a colleague's hybrid or online teaching. The rubric reflects practices that have been shown to increase learner engagement and success in online learning environments.

Types of Assessment

Formative Assessment

Formative assessment is used in the first attempt of developing instruction. The goal is to monitor student learning to provide feedback.

Summative Assessment

Summative assessment is aimed at assessing the extent to which the most important outcomes at the end of the instruction have been reached. But it measures more: the effectiveness of learning, reactions on the instruction and the benefits on a long-term base.

Criterion-Referenced Assessment

It measures student's performances against a fixed set of predetermined criteria or learning standards. It checks what students are expected to know and be able to do at a specific stage of their education. Criterion-referenced tests are used to evaluate a specific body of knowledge or skill set, it's a test to evaluate the curriculum taught in a course.

Conclusion

There is no "best" method of teaching. Teacher-centered approach leaves out many skills and learning opportunities for students. Yet, there may still be space for teacher-centered learning for some specific topics and learning objectives. However, teacher-centered learning shouldn't be the only strategy in your teacher toolbox. The bottom line is that each teacher needs to find a teaching style that fits his or her personality. An effective teacher is a passionate teacher who is confident in what they're doing!

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NEP, 2020: PERSPECTIVES AND FUTURE OF TECHNICAL EDUCATION IN INDIA

Dr.M.V.Sathiyabama
Associate Professor & Head Department of E commerce,
Nallamuthu Gounder Mahaligam College,Pollachi.

Ms.P.Shiney
Assitant Professor Department of Commerce,
Rathinam College of Arts & Science,Coimbatore.

Abstract:

The NEP, 2020 provides a framework for the transformation of the entire Technical Education (TE) in order to respond to the requirements of fast-changing and knowledge-based Indian society. This article provides comprehensive information on the fair and rational system of perspectives of NEP as well as other necessary information on the processes involved in qualitative changes in TE. Broadening the scope of TE by bringing in degree and diploma programmes ; bringing closer collaborations between industry and HEIs to drive innovation and research ; using the technology to overcome the separation between technical education and other disciplines; planning to offer technical education in multidisciplinary education institutions and programmes; and preparing professionals in areas of greatest importance are just a few indications of NEP, 2020 perspectives towards fostering a technical education system in India which is on par with the best institutions in the words.

Index Terms: *NEP-2020, Policy Perspectives, Technical Education, Technical and General Education, Industry-InstitutionCollaboration, TE-Current Status.*

Introduction

By and large teaching learning processes in professional education face specific challenges as these disciplines are neither entirely *knowledge based* nor are they *skill based*. They demand individual creativity and application of both knowledge and skill on the part of the teachers and students. Lack of adequate reference materials in many disciplines further aggravates the situation. Normally, the student performance to a greater extent depends on the quality of educational institutions and their teachers. Therefore, curricula in all disciplines shall be renewed, infused with a set of carefully selected material from other disciplines, connect theory and practice, collaboration with industry, and opportunities for a variety of internships. Curriculum delivery shall focus on giving students the opportunity and strength to apply their knowledge and skills in different settings, and inculcating in them the professional dispositions and ethics.

Therefore, engineering and technology programmes shall be revised to prepare the professionals who are well prepared for both current and future practices, and are able to exploit emerging science and technology while being responsive to changing socio-economic and environmental contexts. For example, the current solution-driven, utilitarian driven programmes in managerial practices shall be changed to an interdisciplinary approach involving urban planning, social sciences and economics, intended to prepare

futures managers who are able to resolve the gap between technological considerations and consonance of people's aspirations. The gap between education and the managerial practice shall be removed through a focus on preparing professionals capable of analysing society's problems.

Keeping this background, the NEP, 2020 proposes that technical education shall include degree and diploma programmes in engineering, technology, management, architecture, town planning, pharmacy, hotel management and catering technology, etc., which are critical to India's overall development. The document highlights that, not only will these sectors continue to demand well-qualified graduates for several decades, but there will be a greater need for closer collaboration between industry and institutions to drive innovation and research. Further, the document propagates that, as the influence of technology on all human endeavours develops the gap between technical education and other disciplines are expected to overcome.

Technical education shall also aimed to be offered within multidisciplinary educational institutions and programmes and shall have a renewed focus on opportunities to engage deeply with other disciplines. India must also take the lead in preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth. (para 20.6).

Current Status of Technical Education in India

The growth of Technical Education in the Country before independence was very slow. The number of Engineering Colleges and Polytechnics in 1947 was 44 and 43 respectively with an intake capacity of 3200 and 3400 respectively.

Due to the efforts and initiatives taken during successive Five-year Plans and particularly due to Policy changes in the eighties to allow participation of Private and Voluntary Organizations in the setting up of Technical Institutions on self-financing basis, the growth of Technical Education has been phenomenal. Technical Education at all levels in the Country is witnessing a consistent growth pattern marked by the setting up of new Technical Institutions, and the improvement of the existing ones in tune with the quality assurance norms set by the regulating and accreditation agencies.

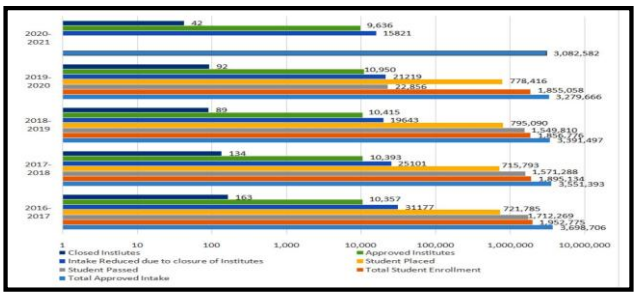


Figure – 1: Status of Technical Institutions in India

Policy Perspectives on Technical Education

The National Education Policy aims to facilitate an inclusive, participatory and holistic approach, which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices. It is a progressive shift towards a more scientific approach to education. The prescribed structure will help to cater the ability of the child-stages of cognitive development as well as social and physical awareness. If implemented in its true vision, the new structure can bring India at par with the leading countries of the world.

The All India Council for Technical Education (AICTE) has been in existence since 1945 as a National Level Apex Advisory Body and as a statutory body through an Act of Parliament in 1987 with its mission of developing and promoting quality Technical Education in the Country in a coordinated and integrated manner. The Council's constant endevour is to encourage a meaningful association between the Technical Education system and research and developmental activities in a concerted effort aimed at national building.

Technical Education at all Levels is witnessing a severe competition and only those Institutions who strive for excellence will survive. The Council believes in providing all kinds of support and encourage institutions to think beyond the Curriculum while imparting training for the advancement of knowledge.

The NEP, 2020 postulates that the year 2019-2020 and the period till date has been a year of great transformation in the educational scenario. The Council has undertaken major activities during this year. NEP, 2020 approved by the Union Cabinet is set to bring a bunch of major changes. One of the stated aims of the policy is to instill a 'deep-rooted pride' in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being.

Certain activities which AICTE is already focused towards the changes as proposed in the NEP, 2020 since last three years by means of various initiatives and activities such as preparation of 'Short and Medium Term' Perspective Plans for Engineering Education in India which focuses on the demand for courses on Artificial Intelligence (AI), Internet of Things (IoT), Machine Learning, Block Chain, Robotics, Quantum Computing, Data Sciences, Cyber Security, 3D Printing and Design and other emerging technological areas.

AICTE is for a transparent and a robust system of governance with portals for approval process, vocational programme, internship and other activities and initiatives. The vision of the organization is to see itself as a world class body in technological and socioeconomic development of the Country by enhancing the worldwide competitiveness of technical manpower.

AICTE is receptive to the technological changes happening across the scenario and believes in framing new policies and initiatives and augment the existing ones by scheduling workshops, conference, etc., providing a platform of discussion and inputs from stakeholders. It has been the endeavor of AICTE to bring the best educational system

for its students and be the epitome of developing bright, noble and humble brains in the light of the NEP, 2020.

NEP, 2020: Provisions of Technical Education

The National Education Policy, 2020 provides a framework for the transformation of the entire technical education system (para 20.6) in order to respond to the requirements of fast-changing and knowledge-based Indian society. These following principles should guide reforms in the contents and processes of technical education.

- Technical education includes degree and diploma programmes in engineering, technology, management architecture, town planning, pharmacy, hotel management, catering technology, etc., which are critical to India's overall development
- There will not only be a greater demand for well-qualified manpower in these sectors, it will also require closer collaborations between industry and HEIs to drive innovation and research in these fields.
- Furthermore, influence of technology on human endeavours is expected to overcome the separation between technical education and other disciplines too.
- Technical education will, thus, also aim to be offered within multidisciplinary education institutions and programmes and have a renewed focus on opportunities to engage deeply with other disciplines.
- India must also take the lead in preparing professionals in areas of greatest importance that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

Future Changes in Technical Education

Technical Education as a part of General Higher Education

A new National Education Policy finally approved in the Union Cabinet on July 29, 2020 is a 3rd education policy (1968 & 1986) after a gap of 34-years has recommended for major changes in School Education, Higher Education as well as in Technical Education. While for School Education, the 10+2 structure has been replaced by 5+3+3+4, multiple entry and exist system has been introduced in Higher Education. There are even major changes like elimination of stream concept like Science, Arts and Commerce, implementation of 4-years of undergraduate programs, termination of M.Phil. programs, etc., with regard to Technical Education, it will be merged into the General Higher Education.

Multiple entry and exist option will enable the students to get a good return of time. Every year of graduation will add an equivalent degree in their career. Only the first year will make the student eligible for a certificate course completion degree. Next year the

learner will be treated as an advanced diploma holder. At the completion of third year bachelor's degree will be confirmed and at the end of fourth and last year the candidate will be awarded with a research degree. With this degree the candidate will be able to complete Master's degree in only one year.

As technical education will be merged into the General Higher Education, Higher Education Commission of India (HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education. Norms are expected to be identical across the country. HEIs are supposed to enjoy academic, administrative, and financial autonomy under 'light and tight' regulation. Stage-wise mechanism is to be established for granting graded autonomy to colleges, affiliation of colleges will be phased out in other 15 years. The NEP aims at developing a higher education system consisting of large, multidisciplinary universities and colleges. Single stream concept from institutions will be terminated gradually and universities and colleges must aim to become multidisciplinary by 2040. The IITs are already moving in that direction. IIT-Delhi has a humanities department and set up a public policy department recently. IIT-Kharagpur has a School of Medical Science and Technology.

Encouraging Industry-Institution Collaborations

Interactions leading to innovation and research need to be strengthened between Industry and Institutions offering technical education. In order to encourage such interactions the following measures may be undertaken:

- Establishing industry Centres of Excellence and Incubation Cells with joint funding in institutions.
- Appointing faculty with research and industry experience, in addition to academic qualifications.
- Offering positions to selected industry experts on Boards of Studies and as adjunct faculty y.
- Creating internships opportunities for learners, especially in nearby industries to develop products for local needs. Industries shall report such collaborative activities.
- Using highly advanced resources for educational purposes, particularly by sharing expensive equipment with industries or by using virtual laboratories to access resources located elsewhere.

Conclusion

The National Education Policy aims to facilitate an inclusive, participatory and holistic approach which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices. It is a progressive shift towards a more scientific approach to education. The prescribed structure will help to cater the ability of the child-stages of cognitive development as well as social and physical awareness. If implemented in its true vision and spirit, the new structure can bring India at par with the

leading countries of the world.

Technical Education at all Levels is witnessing a severe competition and only those Institutions who strive for excellence will survive. The AICTE believes in providing all kinds of support and encouragement to students and Institutions to think beyond the Curriculum while imparting training for the advancement of knowledge. The AICTE has put in place several initiatives to bring about changes in the Approval Process too by introducing greater transparency and accountability through the e-governance.

This article is an attempt to provide comprehensive information on the fair and rational system of perspectives of NEP as well as other necessary information on the processes involved in qualitative changes in technical education under the guidance of AICTE.

Broadening the scope of technical education by bringing in degree and diploma programmes, bringing closer collaborations between industry and HEIs to drive innovation and research, using the technology to overcome the separation between technical education and other disciplines, planning to offer technical education in multidisciplinary education institutions and programmes, and preparing professionals in areas of greatest importance that are fast gaining prominence are just a few indications of NEP, 2020 perspectives towards fostering a technical education system in India which is on par with the best institutions in the world.

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A STUDY THE TEACHING LEARNING MODELS OF NEP-2022

Dr.R.Vidwakalyani
Assistant Professor,
Department of Commerce (E-Commerce),
Nallamuthu Gounder Mahalingam College, Pollachi.

Ms.V.Poornima
Assistant Professor,
Department of Commerce-Banking and Insurance,
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. 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. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved. The National Education Policy 2020 clearly recognizes that 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. The purpose of the education system according to NEP 2022, is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values.
Keywords *: Education, Teaching, Learning and Policy.*

Introduction

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world Reduce curriculum content to enhance essential learning and critical thinking. Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysisbased learning. The mandated content will focus on key concepts, ideas, applications, and problemsolving. Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative,

collaborative, and exploratory activities for students for deeper and more experiential learning.

Objectives of the Study

1. To study the Teacher Student roles in NEP 2022.
2. To know the Teaching Learning Models of NEP 2022.

Experiential Learning

In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment "as", "of", and "for" learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.

Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture. 4.8. Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. Sports-integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement. The need to integrate sports in education is well recognized as it serves to National Education Policy 2020 foster holistic development by promoting physical and psychological well-being while also enhancing cognitive abilities. Empower students through flexibility in course choices. Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. There will be no hard separation among 'curricular', 'extracurricular ', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams. Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age.

Each of the four stages of school education, in accordance with what may be possible in different regions, may consider moving towards a semester or any other system that allows the inclusion of shorter modules, or courses that are taught on alternate days, in order to allow an exposure to more subjects and enable greater flexibility. States may look into innovative methods to achieve these aims of greater flexibility and exposure to and enjoyment of a wider range of subjects, including across the arts, sciences, humanities, languages, sports, and vocational subjects.

Continuous Professional Development (CPD)

Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes, including in the form of local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD opportunities every year for their own professional development, driven by their own interests. CPD opportunities will, in particular, systematically cover the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies, such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc. 5.16. School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education.

Career Management And Progression (CMP)

Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage that incentivizes and recognizes outstanding teachers. A system of multiple parameters for proper assessment of performance will be developed for the same by State/UT Governments that is based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on NPST given in Para. In this Policy, in the context of careers, 'tenure' refers to confirmation for permanent employment, after due assessment of performance and contribution, while 'tenure track' refers to the period of probation preceding tenure. Further, it will be ensured that career growth (in terms of tenure, promotions, salary increases, etc.) is available to teachers within a single school stage (i.e., Foundational, Preparatory, Middle, or

Secondary), and that there is no career progression-related incentive to move from being teachers in early stages to later stages or vice versa (though such career moves across stages will be allowed, provided the teacher has the desire and qualifications for such a move). This is to support the fact that all stages of school education will require the highest-quality teachers, and no stage will be considered more important than any other. 5.19. Vertical mobility of teachers based on merit will also be paramount; outstanding teachers with demonstrated leadership and management skills would be trained over time to take on academic leadership positions in schools, school complexes, BRCs, CRCs, BITEs, DIETs as well as relevant government departments.

Professional Standards For Teachers

A common guiding set of National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education in its restructured new form as a Professional Standard Setting Body (PSSB) under the General Education Council (GEC), in consultation with NCERT, SCERTs, teachers from across levels and regions, expert organizations in teacher preparation and development, expert bodies in vocational education, and higher education institutions. The standards would cover expectations of the role of the teacher at different levels of expertise/stage, and the competencies required for that stage. It will also comprise standards for National Education Policy 2020 23 performance appraisal, for each stage, that would be carried out on a periodic basis. The NPST will also inform the design of pre-service teacher education programmes. This could be then adopted by States and determine all aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal. The professional standards will be reviewed and revised in 2030, and thereafter every ten years, on the basis of rigorous empirical analysis of the efficacy of the system.

Special Educators

There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/Divyang children at the Middle and Secondary school level, including teaching for specific learning disabilities. Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children. Therefore, such areas could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre-service teacher preparation. They will be offered as certificate courses, in the pre-service as well as in-service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities. Greater synergy will be enabled between the course curriculum of NCTE and RCI to

ensure adequate availability of qualified special educators who can handle subject teaching as well.

Approach to Teacher Education

Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula. National Education Policy 2020 Special shorter local teacher education programmes will also be available at BITEs, DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as 'master instructors', for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts. It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects; NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and make recommendations on what can be learnt and assimilated from these approaches into the pedagogies being practiced in India. By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020.

The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries/Departments of Central Government and various expert bodies, and will be made available in all regional languages. The NCFTE 2021 will also factor in the requirements of teacher education curricula for vocational education. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education. Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required.

Equitable And Inclusive Education:

Learning for All Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education

will continue to be one of the major goals of all education sector development programmes. While the Indian education system and successive government policies have made steady progress towards bridging gender and social category gaps in all levels of school education, large disparities still remain - especially at the secondary level - particularly for socio-economically disadvantaged groups that have been historically underrepresented in education. Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor). While overall enrolments in schools decline steadily from Grade 1 to Grade 12, this decline in enrolments is significantly more pronounced for many of these SEDGs, with even greater declines for female students within each of these SEDGs and often even steeper in higher education. A brief status overview of the SEDGs that come within socio-cultural identities is given in following subsections.

Student Activity And Participation

Students are the prime stakeholders in the education system. Vibrant campus life is essential for high-quality teaching-learning processes. Towards this end, students will be given plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. In every education institution, there shall be counseling systems for handling stress and emotional adjustments. Furthermore, a systematized arrangement shall be created to provide the requisite support to students from rural backgrounds, including increasing hostel facilities as needed. All HEIs will ensure quality medical facilities for all students in their institutions.

Financial Support For Students

Financial assistance to students shall be made available through various measures. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students. Motivated, Energized, and Capable Faculty. The most important factor in the success of higher education institutions is the quality and engagement of its faculty. Acknowledging the criticality of faculty in achieving the goals of higher education, various initiatives have been introduced in the past several years to systematize recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. Compensation levels of permanent faculty in public institutions have also been increased substantially. Various initiatives have also been taken towards providing faculty with professional development

opportunities. However, despite these various improvements in the status of the academic profession, faculty motivation in terms of teaching, research, and service in HEIs remains far lower than the desired level. 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. To this end, the policy recommends the following initiatives to achieve the best, motivated, and capable faculty in HEIs. As the most basic step, all HEIs will be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses. Every classroom shall have access to the latest educational technology that enables better learning experiences. Teaching duties also will not be excessive, and student-teacher ratios not too high, so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, and other university activities.

Conclusion

Faculty will be appointed to individual institutions and generally not be transferable across institutions so that they may feel truly invested in, connected to, and committed to their institution and community. Faculty will be given the freedom to design their own curricular and pedagogical approach within the approved framework, including textbook and reading material selections, assignments and assessments. Empowering 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

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NATIONAL EDUCATIONAL POLICY & BLENDED LEARNING

Dr.S.Kokilavizhi
Assistant Professor,
Department of Commerce Finance,
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

During the year 2020, educational institutions in many countries had to close down in response to the COVID-19 virus pandemic and switch over to online education. During this critical period, the Government of India has come up with National Educational Policy 2020 which addresses critical & innovative thinking along with encouraging Blended mode of learning as one of the major building blocks to make India the global powerhouse of education. Since blended learning was accepted as a mode of learning transaction by educational institutions all over the world during Pandemic, there is an urgent need to examine the readiness and willingness on part of stakeholders in implementing this technology aided blended learning.Blended learning is a sub-set of ICT in education, which is a sub-set of the national educational system and national education. Hence, the blended learning policy should be set in the larger canvas of national higher education policies and ICT in higher education policy inclusive of OER policy and repositories.

Keywords: *Blended learning, National education policy*

Blended Learning

Blended learning has been frequently defined as blending the face-to-face mode of learning with online education. Garrison and Vaughan (2008) clarified blended learning as a "thoughtful fusion of face-to-face and online learning experiences". During the online and the "technologymediated components of these learning experiences, students are not required to be physically together in one place but may be connected digitally through online communities" (Cleveland-Innes & Walton, 2018). These definitions assume face-to-face and online education as a single-mode delivery system. There is a large repertoire of more than 70 face-to-face and technology-mediated learning.

Essential elements for a blended course

- Course Design
- Course Content Development
- Course Delivery Platforms
- Course Transaction
- Course Assessment
- Discussion Forum

Benefits of Blended Learning

1. Blended learning is more effective than faceto-face and online learning.

2. Students enrolled in blended learning courses perform better than those learning through face-to-face or online methods.
3. Students find overall satisfaction in blended learning courses than in face-to-face lecture mode.
4. Students feel more independent and find opportunities to progress at their own pace.
5. Opportunities for collaborating at a distance.
6. Provides increased flexibility - allows students to learn anytime, anywhere, with the possible support of in-person engagement. This flexibility helps every student achieve mastery due to freedom from coping with common institutional time and pedagogical modalities. Students can decide to learn following their learning styles and speed and achieve their goals in a different time frame and learning mode.
7. Offers a better opportunity for increased synchronous and asynchronous interaction between students and teachers and among students.
8. Develops digital skills necessary for evolving as lifelong self-learners.
9. Helps learners become virtual global citizens.
10. Learn to collaborate with peers and experts across countries and cultures.

National Education Policy

Every country has an education policy or a framework. For example, the Indian NEP (2020) specifies flexible course choices leading to liberal graduation and the adoption of blended learning. The Indian UGC has provided guidelines for the implementation of a blended learning policy. Thus, Indian HEIs get policy support from NEP (2020), which obliges all HEIs to adopt blended learning

Role of NEP 2020 in promoting Blended Learning

India, in the present 21st century world of ever developing science and technology requires a robust and upgraded educational system to cope with the advancements & challenges, and to achieve sustainability (Kumar, Prakash and Singh, 2020). The NEP (2020) envisages the extensive use of educational technology at all levels in its education system. For ensuring this extensive use of educational technology and fulfilling the requirements of technology integration and implementation of e-education, for capacitybuilding at both school and higher education institutions across the country. And, the University Grants Commission (UGC) has directed all the Indian higher education institutions to implement the enhanced technological interventions in the educational transactions (Nandini, 2020).

Technology integration will also include the learning of different languages of India by preparing and disseminating the Online modules of the classical languages and literatures of India, B. Ed. And all other teacher training including the Continuous Professional Development (CPD) programmes for teachers, special education, Professional & Vocational, including Agriculture, Veterinary Science, Legal Education programmes, Adult

Education & Life-long Learning programmes will also be made available in new Instructional Online modules and those Online modules are to be guided to be mixed and integrate in the conventional programmes to offer new programmes/courses in Blended Learning format by all the Higher Education Institutions (HEIs) as well as Open & Distance Learning (ODL) institutions to appropriately amalgamate all the programmes with a multidisciplinary approach to integrate core disruptive technologies in undergraduate and Post-Graduate (PG) level. All such online modules through the experiential and innovative approaches, will be made available in blended format to offer it to the learners as an elective subject. The NEP (2020), suggests to carry out the research to ensure the implementation of new advancements of technology into educational process.

Various institutions/agencies like National Education TechnologyForum (NETF), Indira Gandhi National Open University (IGNOU), Central Institute of Educational Technology (CIET), National Council of Educational Research & Training (NCERT), National Institute of Open Schooling (NIOS), Indian Institute of Technology (IITs), National Institute of Technology (NITs) etc. are being directed to carry out the pilot studies for integrating online/digital education in the curriculum at various levels, to develop formats of e-contents and evaluate their benefits while mitigating their shortcomings. NEP (2020) has advised the States, Boards, Schools, Higher Education Institutions or the appropriate bodies like NETF (Baral, 2020) to formulate the guidelines to set up the standards for content, pedagogy and technology in the curriculum. And, it is in the coherence of the pedagogical point of view that supports for the integration of technology in education according to TPACK framework (Mishra & Koehler, 2006), which is commonly required/taken up by the educators to identify the three types of knowledge i.e., Technological, Pedagogical, and Content Knowledge for effective pedagogical practices in a technology-enhanced teaching-learning environment. The major recommendations of the NEP (2020) include and supports the idea to blend the various online course with the traditional learning courses.

Since, blended learning combines the online and the traditional learning and focusses on the social, affective and psychomotor dimensions of learning, it would be helpful in providing the experiential and activity-based learning. The NEP (2020) encourages the higher education institutions to identify the various models of Blended learning to offer various subjects in Blended mode to promote digital learning and education and the importance of face-to-face in-person learning. And, to provide suitable training to the teachers to become an effective online educator. Other areas that have been focussed in NEP (2020) includes the development of various educational software, a repository for e-contents in multiple languages, establishment of digital libraries and virtual labs (Baral, 2020) to enhance the access for all learners and to provide them equal opportunities for the hands-on practical and to experience the experiment-based learning environment.

As disruptive technologies are emerging in present scenario, spreading awareness of their potential and disruptive effects is a requirement. Therefore, suitable instructional materials will also be prepared for schooling as well as for continuing education. The new

education policy favours the advanced learning experiences through Learning games and Simulations etc. to provide the learning through Augmented and Virtual Reality in multiple languages. Thus, it is observed that NEP (2020) is pointing towards the rise of emerging technologies and encourages its integration at all levels of education in addition to all other basic infrastructural needs, NEP (2020) thrusts that every institution in India should be equipped with the latest digital tools for the implementation of educational technology at all levels that enables all the learners to have better opportunities for access and enhanced learning experiences. Also, it recommends to extensively and suitably integrate the technology to ensure efficiency in all spheres of teaching-learning, for which blended learning is the instructional modality which can caters all the technological and pedagogical requirements.

Conclusion

It is concluded that the technological interventions, NEP 2020 and the COVID-19 pandemic have a mixed impact in promoting and implementation of Blended learning in the Indian education institutions. NEP (2020) thrust to offer various courses in blended mode. Blended learning can help in leveraging teaching-learning process that can meet the learning needs of a learner, requirements of an instructor as well as the pedagogical factors. Conventional face-to-face programmes can be modified to fit a blended format. There is no single formula to make any programme to blended format. Since every programme is unique and so, it will require different attributes in varying proportions to make it blended. And, blended learning strategies will be a standard method of instructional delivery if designed and implemented through careful planning, time and practice.

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CHALLENGES OF INTEGRATING TECHNOLOGY IN EDUCATION

D.Divya
Assistant Professor
Department of Commerce (Finance)
Nallamuthu Gounder Mahalingam College, Pollachi.

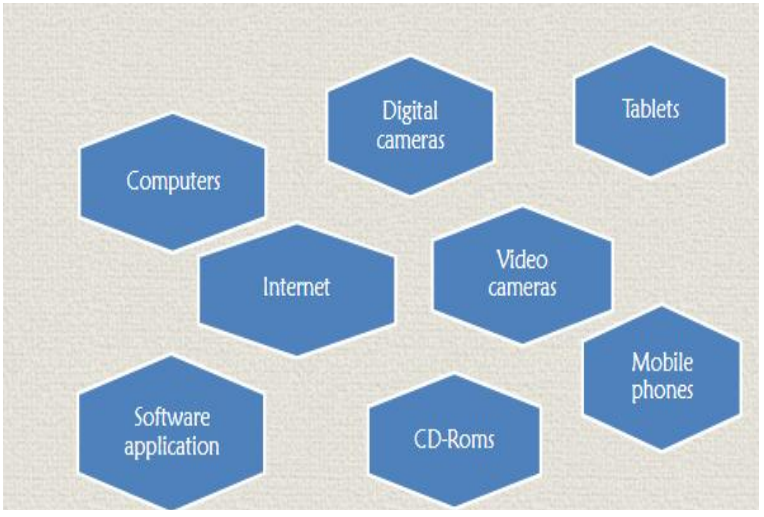
Abstract

The use of technology to improve a student's educational experience is referred to as technology integration in education. Learning objectives are actively engaged by students when various forms of technology, such as a virtual classroom, are used in the classroom. Technology integration also opens doors for individualized instruction to fulfill each student's specific needs as an individual learner within a larger classroom environment.This paper outline's challenges encounter when attempting to incorporate technology into the classroom and suggest possible solutions. The study of these problems ought to be helpful to educational technology as well as administrators and academic institutions.

Keywords: *Technology, Integration, Challenges, Education*

Introduction to Technology

Technology is evolving at a rapid pace. It requires continuous learning because it is a process. Digital devices like computers, tablets, multi-touch screens, interactive whiteboards, mobile devices, cameras, DVD and music players, audio recorders, electronic toys, games, and e-book readers. The students develop and arrange their learning, and then utilize computer applications to portray it. They also use technology to seek information.Technology tools can extend learning in significant ways when it is properly included in the curriculum. Access to current primary source information can be made available to students and teachers via these techniques.When technological resources are integrated seamlessly into the educational process, students are frequently more actively involved in their studies.



Objectives of this Paper

- To understand the types of technology integration in education
- To identifythe challenges associated withthe integration of technology.

Types of Technology Integration

- Online Learning and Blended Classrooms.
- Project-Based Activities Incorporating Technology.
- Game-Based Learning and Assessment.
- Learning with Mobile and Handheld Devices.
- Instructional Tools like Interactive Whiteboards and Student Response Systems.
- Web-Based Projects, Explorations, and Research.
- Media like Podcasts, Videos, or Slideshows.
- Collaborative Online Tools like Wikis or Google Docs.
- Using Social Media to Engage Students.

Challenges In Integrating Technology

Even though the use of technology in the classroom is increasing, many instructors still find it difficult to incorporate it into their lessons and wonder if doing so is the correct course of action for them. Cost, Convenience of use, and Continuous assistance for appropriate knowledge and usage are just a few of the variables we must all take into account when deciding how, when, and if we should implement new technology.While using technology and digital media in the classroom, instructors frequently face the following difficulties and worries:

- Misuse of Technology
- Differences in Device Capabilities
- Teacher knowledge and professional development
- Keeping students safe online
- Cost of new technology
- Keeping up with changes

Misuse of Technology

Digital technology can be a source of distraction during learning time.students trying to utilize it incorrectly, primarily for pleasure rather than knowledge. They keep looking on social networking sites like Facebook and LinkedIn. The use of technology for non-academic purposes during class time becomes a problem when it is introduced into the classroom.

Differences in Device Capabilities

If the students bring their own devices to class, there may be an equity issue. Different devices may have different capacities, and some students might not be able to buy the equipment. The operation of various technologies may require repeated instructions from the instructor.

❖ **Problems with Cheating**

The idea that technology makes it easier to cheat on exams and assignments has also been put up. A student only needs an internet connection these days to get professional writing assistance from an online custom paper writing service. As a result, institutions are being compelled to deploy techniques to detect plagiarism and other forms of academic dishonesty. This has presented educators with a new issue.

❖ **Technology Training & Support**

Lack of expertise and comprehension of how to utilize technology, as well as uneasiness with utilizing it, is another major challenge faced by instructors trying to integrate technology into their classrooms.

❖ **Online Safety Issues**

Cyberbullying, cheating, bullying, harassment, trolling, academic dishonesty, or even criminal acts like identity theft can happen in a partially or fully online blended learning course.To prevent creating an unsafe learning environment, instructional designers must consider all the potential pitfalls and should be planned, how to deal with them before they even begin.

❖ **Cost of New Technology**

The expense of introducing new technology into your school is yet another issue with using it in the classroom. Not every classroom's budget can support this expansion. Fortunately, it's not necessary to spend a fortune to adopt numerous technological integration initiatives into the curriculum.

❖ **Keeping Up with Changes**

Technology is a constantly evolving industry, and education technology can quickly become obsolete as new technology is introduced. A major barrier many teachers struggle with when introducing technology into their classrooms is keeping up with these changes and trends.

Suggestions to Overcome The Challenges

In order to overcome challenges to technology integration, it is suggested to (a) improve the quality of training, (b) allow teachers more time by simplifying and reducing the number of courses in the instructional programs, and (c) Make sure teachers have access to sufficient technical, administrative, and peer assistance during the adoption of newly adopted educational software by requesting training on it directly from software companies.

Conclusion

Despite the fact that educational institution and instructors face substantial challengesin integrating technology, there are a growing number of innovative new

educational technologies that gives instructor new methods to convey curriculum to their students. So the above challenges should be removed to adopt technology into the curriculum.To prevent students from using their devices when watching films, giving presentations, or when visiting speakers are present, teachers can lock student devices when they aren't needed.

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IMPACT OF NEW EDUCATION POLICY 2020 ON HIGHER EDUCATION

K.Sumithra
B.Com Banking and Insurance,
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract:

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

Introduction:

National Education Policy (NEP)

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

Overview of the policy

The new NEP has been introduced with an aim to formalize changes in the system from K-12 level to college/university level. Keeping in mind the developing scenario, education content henceforth, will focus on key-concepts, ideas, applications and problem-solving angles. Let's take a look at some of the innovative policies introduced for the primary and secondary level education.

- **National Curricular and Pedagogical Framework to be developed by National Council of Educational Research and Training (NCERT)**: A national Curricular and Pedagogical Framework for Early Childhood Care and Education for children up to the age of 8 will be developed by NCERT.
- **Coding to be introduced from class 6:** Mathematical thinking and scientific temper will be a part of school curriculum. Students will be allowed to take up coding from class 6.
- **Board exams:** Board exams will be conducted in two parts – Objective and Descriptive. These examinations should be designed to promote knowledge

application rather than rote learning. Going forward, boards may also develop viable models of the main exams such as annual/semester/modular.

- **No hard separation of streams for students:** There will be no hard separation of learning areas like science and humanities in terms of curricular. There will not be any separation between co-curricular and extra-curricular areas and all subjects, including arts, music, crafts, sports, yoga, etc. will be a part of the overall curriculum

The NEP 2020 is focused on creating a holistic, application-based education system with a special emphasis on skill development which will make the students future-ready.

NEP's focus on higher education

Similarly, there are a lot of reforms and new developments which have been introduced by NEP in the higher education sector.

Let's take a look at some of the important ones which are well-poised to create a positive difference in the sector.

- **Single regulatory body for higher education:** The NEP aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education.
- **Multiple entry and exit programme:** There will be multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits.
- **Tech- based option for adult learning through apps, TV channels:** Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed.
- **E-courses to be available in regional languages:** Technology will be part of education planning, teaching, learning, assessment, teacher, school, and student training. The e-content to be available in regional languages, starting with 8 major languages – Kannada, Odia, Bengali among others to join the e-courses available in Hindi and English.
- **Foreign universities to set-up campuses in India:** World's top 100 foreign universities will be facilitated to operate in India through a new law. According to the HRD Ministry document, "such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India."
- **Common entrance exam for all colleges:** The common Entrance exam for all higher education institutes to be held by National Testing Agency (NTA). The exam will be optional.

The National Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country. The fact that foreign universities will be

allowed to open campuses in India is a commendable initiative by the government. This will help the students experience the global quality of education in their very own country. The policy of introducing multi-disciplinary institutes will lead to a renewed focus on every field such as arts, humanities and this form of education will help students to learn and grow holistically. Thus, students will be equipped with stronger knowledge base.

The introduction of single common entrance test is another positive step which will reduce the stress of multiple competitive exams and ease off the pressure of preparing for so many of them. It will also ensure a level playing ground for all student applicants going forward. Establishing Academic Bank of Credit (ABC) is definitely a robust idea to store the academic credits that students earn by taking courses from various recognized higher education institutions. A student can earn scores by completing a course and these will be credited to the ABC account. One can then transfer these credits if he/she decides to switch colleges. If a student ever drops out for some reasons, these credits will remain intact which means he/she can come back years later and pick up from where the student had left.

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

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

Benefits of New Education Policy 2020

Some of the important benefits of the New Education Policy 2020 are as follows:

- The New Education Policy will give importance to students' 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.
- 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.

Conclusion:

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

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

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TIME MANAGEMENT AND LEARNING FLEXIBILITY

R.Jiju & R.Giridharan
B.com - Banking and Insurance,
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

The primary achievement of distance and regular students is managing time effectively. Mismanagement disturbs the academic achievements of learners. Time administration plays a significant role in improving learners' performance and accomplishments. It is a skill to manage time and every learner must familiar and command on this skill for the sake of better results. A student can only survive if he/she has ability of time utilization properly. The motive of this study was to establish path relationship of time management and academic achievement of students in distance learning institutions through structural equation modeling. The population of the study was consisted of distance learning students of Virtual and Allama Iqbal Open Universities. Four hundred participants belong to different departments were participated conveniently in this study. Self-developed questionnaires regarding time management and academic achievement on five point likert scale were used to collect data from respondents. Validity was ensured by field experts before using scales. Internal consistency was checked among items by applying Cronbach alpha, rho-a, and composite reliability for reliability confirmation of scales. All three techniques verified that instruments are valid and reliable. Data were analyzed by smartly for path analysis. There was strong positive relationship between time management and academic achievement r = .778 of distance learning students. It is concluded that both variables are associated with each other and time utilization skill affects students learning seriously. Students of web-based learning may mode ,focus on proper time managing ability for better academic success.

Introduction

In the advanced world, time is viewed as an inconclusively distinct and usable product. It helps the idea of time through the organization. Human resources and its functions controlled by associations can be improved over the span of time or be changed with the passage of time; however, the main resource that cannot be changed, controlled, obtained or put away is time itself. The key to making progress in life is efficiently dealing with this asset that everybody has equally and paying adequate accentuation to planning by properly time management. Despite the fact that successful and proficient utilization of time shifts concerning the assignments played out, the further addition in the knowledge, information and skills anticipated from present day representatives has additionally expanded the need of time design. The way to achievement in public activity goes through powerful and productive working which is just conceivable by managing time appropriately. The modest era energizes individuals from as right on time as their basic education to plan and oversee time successfully. To achieve the set goals and perform better, time management and its utilization according to needs is required (Alay &Kocak, 2003; Macan, Shahani, Dipboye, & Phillips, 2000). Under developing nations where learners face many academic and administrative problems during scholarly struggle have dramatic stories for the analyst to uncover significantly more intriguing outcomes. Different researchers conducted studies in which they sought out effect of time

management on academic achievements of students. In universities either related to regular or distance learning programs, properly schedule should be appropriately arranged, executed and controlled for better outcomes. Focusing time also facilitates to maintain financially efficient instructive arrangements and policies. Considering this reality, specific accentuation has been paid in the competitive academic world to time tackling problems by assessing learners' mentalities and practices identified with time and its administration (Sevari& Kandy, 2011).

The primary achievement of distance and regular students is managing time effectively. Mismanagement disturbs the academic achievements of learners. Therefore, the findings of this study may help out to manage time properly for the better achievements in academics of distance and web based learning. A time executive is significant and it might really influence person's academic and domestic performance and accomplishments. Though, these are connected by how students dealwith or manage their time to suit their daily life or to make it stream consistently with their schedules. Effective time administration is essential for students to gain high scores. Therefore, majority of students do not have good command on time management. They have insufficient time management skills and this thing has adversely influence their social and academic life. The use of time by students in advanced education organizations is identified with their everyday schedules and exercises. Time management does not influence only students' performance or their achievements, it also really affects their mental capabilities and create possibilities to increase stress level among them. They have to manage it for their healthy life and complete assignments And their own accomplishments. In web-based learning environment, Students need to be more efficient in time management skills because There is no formal structure and atmosphere for their guidance.

Following objectives were achieved in this study:

1. To explore path relationship of time management and academic achievement of students in distance learning institutions.
2. To explore the latent variable correlations between time management and academic achievement of distance learners.
3. To check the construct reliability and discriminant validity of time management and academic achievement scales.
4. To explore the bootstrapping path coefficients and histogram of time management and academic achievement.

Literature Review

Time managing is a massive distinction between formal and web-based education academically and administratively. In formal education, there was the sort of learning opportunities that incorporates a clarification of everything. Because in this system, teacher is front of students and they can ask anything without delay or any hesitation. But distance learning students have no this kind of academic environment as compare to formal

learners. Physical distance exists between student and teacher in online learning. Therefore, it is more difficult to manage time and gain high scores in distance education. Web-based students learn and discover online that just incorporates shallow data and the rest is their business to think about and investigate further (Britton &Tesser, 2001). It is a skill to manage time and every learner must familiar and commandon this skill for the sake of better results. A student can only survive if he/she has ability of time utilization properly. There are a lot of students, who have no this skill, they do not know how to manage their time or handle time. Due to this inability or weakness they suffer not just in academic world as well as in domestic life. Thus, mostly learners face issues like errand repugnance and vulnerability, so they begin to stall because they need time administrative abilities. Time controlling is very fundamental to any students and it is one of the keys to compete in the field and get achievements (Kelly, 2004). The studies uncovered that a group of students has time management ability at moderate level and very few individuals have command on managing time. They are expert in time management due to this they are high academic achievers (Yilmaz, Yoncalik, &Bektas, 2006). The related studies recommended that students need to become expert in time management from early age by developing reading habits independently. Childhood habits play a major role in scholastic performances. Parents should train their kids in time discipline from early years (Lisa & Robert, 2008). Web based learning is considered as one method for gathering this developing requirement because it makes education manageable to all. Research into web based learning is a developing field, and a few studies have found the variables fundamental the achievement or disappointment of web based learning. These incorporate issues of time management and involvement at a distance. Certainly, the primary causes given by learners when inquired as to why students fail or drop out of an online course were absence of time and delaying. Time management is the main problem in academic achievement successfully. Numerous students need to defeat an inclination to put off finishing projects and assignments. Thus, it is critical to distinguish which students are most in danger of procrastination, just as the procedures whereby this inclination may influence performance (Doherty, 2006; Elvers, Polzella, &Graetz, 2003; Romano, Wallace, Helmick, Carey, & Adkins, 2005; Tuckman, 2003, 2005, 2007; Wilkinson & Sherman, 1990). Time management is perceived as one of the central point of achievement in customary academic structure where marks are unequivocally affected by time organizing abilities. Definitely, the capacity to manage time effectively is emphatically identified with scholarly achievement, and alternately, a poor timing lead towards failure and achievement level is decreased. Time management abilities are most crucial in internet learning than formal structure which requires self-control so as to commit satisfactory time to course work. Though web learning gives flexibility to students to participate in and complete academic activities in such a time which suit them. But it demands a bank of inspiration, motivation, regularity, positive mind, and skills through which you can manage your time easily. So, each individual has different personality and nature, due to every single individual has different level of abilities to manage time properly. And this difference affects their web-

oriented learning progress and achievement (Balduf, 2009; Britton &Tesser, 1991; Kerr, Rynearson, & Kerr, 2006; Macan, Shahani, Dipboye, & Phillips, 1990; Trueman& Hartley, 1996). Igdem (2010) explored the correlation of time management and educational achievement at post graduate level. The study was quantitative and survey method used for data collection. The outcomes of the study demonstrated that there was a noteworthy positive connection between time organizing and student's achievements. He inferred that the aggressive and competitive environment in academic life has constrained individuals and they do as such numerous things at the same time by having management skills regarding time. Another study conducted by Davis (2000) and he analyzed the impact of time management on work and scholastic settings or environment. Adopting survey research approach, outcomes of study recommend a positive correlation between time managing skills, institutional work environment, and enhanced achievement and performance. Various specialists evaluated the need to fuse time in hypothetical models and research structures in associations. With the help of survey, their results showed that time management encourages improvement in exertion and motivation level is also enhanced (Gorge & Jonas, 2000; Wright, 2002).

Theoretical and Conceptual Framework

This study based on existentialism philosophy. This philosophy is learner centered which gives direction to students regarding their study. Learners are self-responsible of their academics because they just seek guidance from teachers but take decisions and manage all activates themselves. This study depends upon pickle jar theory which is the most relevant and modern theory of time management educated in administration course. Wright (2002) gave the idea of jar theory that focuses on time management (Olubor&Osunde, 2007). This theory expresses that human beings need to be create balance among things and activities while adopting time management techniques effectively. Time is around distributed for different activities and tasks fit well where they are relied upon to fit. People have numerous needs in lives, for example, academics, work burden, and family obligations. The important thing is that how a person manages all responsibilities and tackle problems on time. It is most vital for students to manage time and do all tasks related to studies. Effective utilization of time determines the success of students at each level not just in regular system as well as distance learning institutions. In distance education, students manage all things timely. The following is the figure of conceptual framework of the study.

Methodology

There are different methods to conduct study and different types of studies. Empirical studies demand clear methodology and this thing enhances its worth and validness. The effectiveness of any study depends upon its methodology, in which researcher describes detail method and procedure

Research Design

The research approach of this study was quantitative. The research design of the study was correlation. The study was descriptive and survey type in nature.

Population

The population of the study was consisted of students of distance learning universities (Virtual and Allama Iqbal Open University).

Sampling Technique

From population four hundred students selected as a sample of study conveniently. It was difficult to approach randomly students because nature of sample was distance learners. And those learners are not easily accessible and nearby.

Instrumentation

Instrumentation is considered a backbone of any study. Researchers are unable to conduct research without valid instrument. However, researchers realized their energy and time on instrument development. Questionnaires were developed regarding time management and academic achievement of distance learners on five point likert scale to collect relevant information from participants.

Validation and Reliability of Instruments

Tools are vague and unreliable without taking experts opinions on its. Thus, Scales were validated by field experts. And after that reliability was ensured by follow the process of pilot testing. Reliability was ensured to ensure the internal consistency among items by applying Cronbach's Alpha initially.

Data Collection

It was the hard task to collect data from distance learning participants. A big amount of physical and mental energy, time, as well as finance quantity spent on data collection from distance learners. Therefore, researchers drove a great effort to conduct this study especially in data collection procedure and made it successful. Data collection is not last step; to manage it is healthier and tough task.

Data Analysis

Data were analyzed by using Smartpls software for structural equation modeling. Path relationship established of time management and academic achievement of distance learners. Path relationship, latent variable correlation, constructs validity and reliability, r square, and boot strapping were calculated in this study. A detail of data analysis is under follow.

Conclusion

The Final Point about time management is the concept of balance. The most important thing that you can in still in your life is balance and moderation. By practicing the methods, ideas, and techniques in this book, you will become a master time manager, and have more time for your family and your personal life. Often, people take time management programs so that they can increase the number of things that they can do on a day-to-day basis. However, as the wise man said, "There is more to life than simply increasing its speed."The main purpose of learning and practicing time management skills is to enhance and improve the overall quality of your life. It is to increase the amount of pleasure and happiness you experience.

TIME MANAGEMENT & LEARNING FLEXIBILITY IN DIGITAL LEARNING

C. Pradeepa
B.Com
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

Online education or e-learning is a constantly evolving technology. Over the two decades since it was first introduced to the public, this wonder distance education technology, which has the potential to democratise and revolutionise teaching-learning, has experienced a dramatic metamorphosis. The first teaching-learning innovation of the IT (information technology) industry that flowered in the mid 1980s was computer based training (CBT) which enabled learners to use study materials stored on CD-ROMs. As internet penetration grew and broadband connectivity was invented at the turn of the century, web-based training (WBT) utilising digital content stored on CD-ROMs and giant servers facilitated interactive online learning. Online learning in higher education has reached an inflection point. There are now over 4.6 million students taking online classes and 1 in 4 higher education students now take at least one course onlinei. As we will explore in a subsequent paper, ***schools are increasingly moving to blended learning experiences****.*
Keywords\: *Online learning, education technology.*

Introduction

Time management is your ability to efficiently manage your time in a way that helps you finish required tasks by or before deadlines. It's one of the major factors that influences your success or failure in an online course. Even though online programs offer convenience and flexibility, it can become increasingly tough for you to catch up or recover after missing assignments because you're also juggling other responsibilities that can't be ignored**.**

Flexibility of time refers to **possibility of students to determine learning time and pace of learning in online courses**. Flexibility of teacher contact is related to the ease with which students can interact with the instructor through alternative ways of communication.

Flexible learning, also known as modular learning**, gives students some choice in their learning format**. They get to decide whether they want to approach lessons or even entire courses in face-to-face, online, or blended classrooms. And they can switch back and forth between the formats without penalty or disadvantage.

Objective of this Study

- Managing time in digital learning.
- Flexibility learning via e-learning modules allow the learners to grasp the concept at their own pace.

Tips to Manage Time

❖ **Avoid Multitasking**

Avoid multitasking-which can actually decrease your productivity. Focus on one assignment at a time and zero in on the specific task at hand, whether that's studying for an exam, reading a textbook, emailing a professor, or participating in an online forum. Arrange your tasks in order of importance, and pay attention to the three or four crucial tasks that require the most effort.

❖ **Stick To A Schedule**

Your hectic schedule, combined with daily distractions, can easily get in the way of finishing tasks. The best online students know how to set aside time to focus. This includes having a consistent time and workspace, tuning out those distractions, and avoiding surfing the internet.Despite the flexibility in being an online student, it's important to have frequent engagement with your studies throughout the week. Provide plenty of time to space out your required readings, assignments, and online discussions.

❖ **Avoid Distraction**

Make sure to avoid surfing the web excessively. It's easy to become distracted by the news or your favorite celebrity gossip site. Stay focused, and avoid Facebook, Twitter, and other social media tools when you need to concentrate on your studies. If you're struggling to stay focused, then consider the pomodoro method. This technique helps with productivity by arranging how you work to increase efficiency. The tool builds on 25-minute work sessions, optimizing your time to focus on your online studies.

❖ **Get a good night's sleep.**

Sleep is essential to rest your body and keep your mind fresh for the next day. Try to get seven to eight hours of rest a night. Pulling all-nighters is less productive than studying consistently. Include sleep in your schedule, and you can reap huge rewards.

❖ **Reward Yourself**

It's important to reward yourself after a job well done in order to avoid burnout. Otherwise, it will be difficult to concentrate on even the simplest tasks. You can reward yourself by celebrating your accomplishments and treating yourself to something you truly enjoy, whether that's watching your favorite show on Netflix or going out to a nice dinner and a movie. If you've been working on an assignment for several months in a row, then take a week off when you're finished.

Flexible Learning in Online Courses

Over the years, as distance education entered the online space, flexible and personalized learning became linked with the use of new information and communications technology (ICT), which give students greater diversity in their learning (Gedera, Williams,

& Wright, 2015; Wanner & Palmer, 2015). Indeed, research affirms that online learning environments enable students to experience flexibility by allowing them to decide when, where, and what they can learn (Gedera et al., 2015; Hung, Chou, & Chen, 2010). Thus, among others, online learning environments support flexibility of time, place, and access to learning resources.

Modes of Flexibility in Digital Learning

❖ **Face-to-Face Contract**

A face-to-face session is one in which participants, instructors, and facilitators meet together in the same place and at the same time. A face-to-face session, used for learning, is more than just a meeting. Therefore, you and your participants will get much more value out of the time spent together if you plan and design your session carefully.

❖ **Video Conferencing**

Distance learning can make some students feel isolated, but by using a video conferencing tool, we allow them to connect with us and their peers in an authentic way. This is more engaging than other traditional online learning methods. A key advantage of video conferencing is that it lets students collaborate on group work or projects easily. To make lessons interesting and interactive, we need to find opportunities that allow students to work together and foster conversation. It's easy for them to lose interest if the entire lesson is a lecture.

❖ **Audio Tapes**

Audiocassettes are useful for capturing conversations with resource persons, formal speeches, short lectures, or foreign language communications. Learners can then listen to and analyze the content within their own timeframe. It is a means of communicating content that is not so easily expressed in print.

❖ **CD-ROMs**

CD-ROMs are more useful as **self-learning tools rather than as teaching tools**. Participants can proceed at their own pace, focusing on areas or skipping material according to their own interest, thus allowing a maximum flexibility to cater to a variety of learning need.

❖ **Blended Learning**

Blended learning, also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. Blended learning courses can be as interactive as you want. It's up to you to decide the amount of learning that will be through online training and how much will take place through self-paced learning. For example, you could set a task for learners to complete before a live webinar training session.

Conclusion

One of the biggest issues that impacts online learners is poor time management. Lack of a schedule, too many distractions and multitasking can lead to poor time management. Flexibility of time refers to possibility of students to determine learning time and pace of learning in online courses. Flexibility of teachers contact is related to the easy with which students can interact with the instructor through alternative ways of communication. It's one of the major factor that influences the success.

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TEACHER'S ROLE: IN THE REFERENCE TO NEP

Dr.R. Manikandan
Assistant Professor,
PG &Research Department of Commerce
Nallamuthu Gounder Mahalingam College, Pollachi.

Dr.S.Sukumari
Assistant Professor, Department of Economics,
Shree Meenakshi Government Arts College for Women, Madurai

Abstract

Teachers actually shape the future of students, so they also build the future of our nation. Is there Because of this good contribution of them, teachers in India are now the most respected members of society and only the most gifted and knowledgeable persons are teachers. In order to provide students with the prescribed knowledge, skills and moral values, society provided all they needed by teachers or gurus. The spirit of higher status for teachers and respect for them and respect for teachers must be revived so that teachers are encouraged to include better people in their profession.

Keywords : *Teacher's Role, Student, School Education, NEP 2020*

Introduction

Recruitment of additional teachers in some areas of school education should be easy, some examples of these special needs include teaching the subjects for the students with disabilities in middle and secondary levels and students who have difficulty in learning. Teacher have the knowledge as well as skills. National residential summer programmes for secondary school students must be included in various disciplines. These teachers should be able not only to understand the aims of subject – learning and subject – related teaching, but also to understand the special needs of the children and also progressive to their knowledge. It is also the areas, therefore, the subject teachers and the general teachers in their early years or after the pre – service teacher preparation can be made on secondary expertise. Wide synergy between the syllabus of NCTE and RCI is a better option for adequate availability of qualified specialized teachers. Teachers for education should be provided with full – time or part – time or blended courses in a service and service mode in multi – disciplinary colleges and universities

Environment and Work Efficiency during Service Time

The primary goal of making good changes in the work environment and cultures in schools is to raise the abilities of teachers to the maximum level so that they can do their job effectively and ensure that teachers become a part of an inclusive community of students, parents, principal teachers and other supporting staff, with the only goal of being a learner. Effective school administration, partnership of resources and building a

community, state or union territory governments can adopt a progressive model without working on the building of a school complex or school – building.

Placement and Recruitment Policy

In order to ensure adequate number of teachers in subjects, particularly in arts, physical education, vocational education and languages, teachers can be admitted to a school or school complex, the participation of teachers in schools can be done in accordance with the grouping of school system adopted by the state or ut governments. It will be a good initiative to ensure that the task of measuring the vacant positions of subject – wise teachers in the next few decades should be conducted by each state government.

Progress and Career Management

Vertical mobility of teachers based on competency would also be the best, including outstanding teachers who have demonstrated the skills of leadership and management and trained them over time so that they can lead academic leadership in the school, school complex, D.I.E.T., B.I.T.E., as well as the government departments concerned and ministries for schooling. Teachers performing well should be identified and given step up and pay hike to encourage all teachers to do their best. The policy should have a fair career in terms of which is intended to result in permanent employment after assessment for performance and contribution and build up wage arrangements on the basis of strong merit of teachers.

Sustainable Professional Development

Continuous opportunity for teachers to improve themselves and to learn modern thought and innovation related to profession and to offer them in a variety of ways as online teacher development modules along with local, regional, state, national workshops. Teachers should develop online platforms, especially so that teachers can share their ideas and best things from time to time. Every teacher should be expected to perform timely orientation programs or faculty development programmes, as these programmes promote the latest pedagogy and competency based learning. The school principal and the head of the school complex need to provide opportunities for a uniform modular leadership workshop, management program and online development programme to continuously develop their leadership and management skills.

Professional Standards for Teachers

A general guide set of NPST for teachers has already been prepared by the national council of teacher education, SCERT, in consultation with teachers of all levels and regions, institutions for teacher preparation and development, and institutions of higher learning as set up in its new form as a committee for professional standards setting under the general standards council in consultation with general standards setting up and institutions of higher learning. NPST can only be adopted by the state government when it it is informed of pre – teacher education programmesand teachers can be managed on the basis of these

standards and would involve career management of teachers on the basis of tenure, professional development efforts, salary enhancement, post promotion and other identification.

Approach of Teacher Education

Recognizing this that teachers need to undergo training in pedagogy, as well as teaching materials, which will have to be gradually integrated into multi – disciplinary colleges and universities. As all colleges and universities begin to move towards becoming multi – disciplinary, they aim at establishing a department of quality education that will provide a B.Ed., M.Ed. and Ph. D degree in education. The recently – introduced training in most new techniques with the prospectively tested techniques of teaching in all bod programmes can be a reform process involving the knowledge of basic literacy and numeration of education, multi – level education and assessment, teaching disabled children, teaching children with special interest, talents, using educational technology and teaching child centric and collaborative learning.

Conclusion

NCTE by 2021, in consultation with NCERT, the new education policy 2020 should be prepared by NCFTE 2021 for a new and comprehensive teacher education framework based on the principles of the new and comprehensive teacher education. The requirements of the teacher education curriculum for vocational education should also be taken into account in NCFTE 2021. Thereafter, it is advisable to revise the NCF every year, reflecting the change in the revised NCFTE and the emerging requirements of teacher education. Finally, in order to fully maintain the authenticity of the teacher's education system, strong action must be taken against standards institutions such as stand alone teachers education institutions in the country, including closure, if necessary.

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FUTURE PERSPECTIVE ON LEARNING, TEACHING IN CURRICULUM TOWARDS NEP

M. Malathi **B Com BPS**
Nallamuthu Gounder Mahalingam College

Abstract

The National Policy on Education, 1986 and the Programme of Action, 1992 envisaged free and compulsory education of satisfactory quality to all children below 14 years While the act has ensured education to all, the prevailing challenges of the education system remained thereby hindering the growth of Indian education system to the global level. The recent education policy by the Government of India is the first in 34 years replacing the National Policy of Education of 1986. The new policy introduced many reforms in the Indian education system beginning with reformation at central level and renaming the Ministry of Human Resource and Development to Ministry of Education. The NEP proposes revision and revamping of education structure, including its regulation and governance, to create a new system aligning with the aspirational goals of 21st century education. The NEP proposes sweeping changes including opening up of Indian higher education to foreign universities, dismantling of the Universities Grants Commission and the All-India Council for Technical Education. The policy, while focusing on various facets of education, also tries to bridge the gap between education and technology. One of the key highlights of NEP 2020 is the decision to make mother tongue or regional language as the medium of instruction up to Class 5. Further, the policy emphasizes the need for formative assessments and encouraging peer review system of assessment by creating National Assessment Centre and developing a system such as Performance Assessment Review and Analysis of Knowledge for Holistic Development for monitoring the achievement of learning outcomes and guide the boards of education to make learning more contemporary and suited to future needs. The biggest highlights of the NEP 2020 are that there would be single regulation for higher education institutions with setting up of Higher Education Commission of India that will eventually replace the existing regulatory bodies like the UGC or AICTE. The long-term plan of the policy is to do away with the current system of colleges affiliated to universities and numerous tiny colleges that are pedagogically unviable and financially costly would be merged with larger HEIs. The NEP 2020 aims to address various gaps existing in the education system of India and through this policy, India is expected to achieve sustainable development goal of 2030 by ensuring inclusive and equitable quality education.

Introduction

Education is a process of learning with the aim to develop the capabilities in the people at all levels. In this process schools, colleges and universities play a vital role.

The present educational system in India comprises both academic and professional studies by offering courses leading to bachelor's and master's degree and research programmes, which are more essential for the development any nation, to achieve their goals, objectives, libraries will play an very important role.

Objectives

- Recognizing, Identifying, and Strengthening the unique capabilities of each student.

- Promoting each student's holistic development in both academic and non-academic spheres.
- Achieving Foundational Literacy and Numeracy in all students by Grade 3.
- Flexibility for learners to choose their learning trajectories and programs, and thereby choose their paths as per their talents and interests.
- No Hard Separations between arts and sciences, curricular and extra-curricular activities, vocational and academic streams, among others to eliminate harmful hierarchies and silos in areas of learning.
- Multi-disciplinary and a Holistic education across the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge.
- Promotion of Multilingualism and the Power of Language in learning and teaching.
- Life Skills such as communication, teamwork, cooperation, and resilience.
- Regular Formative Assessment for learning instead of summative assessment.
- Full Equity and Inclusion as the basis of all educational decisions.
- Teachers and Faculty as the heart of the learning process.
- 'Light but Tight' regulatory framework to promote integrity, transparency and resource efficiency of the educational system.
- Encouraging innovation and out-of-the-box ideas through Autonomy, Good Governance and Empowerment.

Importance of Learning

It is a significant tool for providing quality education to all aspiring students- rich or poor, by ensuring a low dropout rate. The main motto of NEP- "Equitable and Inclusive Education" assures that no child should be denied access to a quality education because of their socio-cultural background.

What are the features of educational policy?

The main characteristics reviewed are problems caused by the intangibility of many educational goals, the inconsistency of educational goals; priority ordering of goals and weighting of educational goals; and the cost of goals.

Highlights of NEP

- The new policy aims for universalization of education from pre-sch secondary level with 100 per cent Gross Enrolment Ratio (GER) in s education by 2030 and aims to raise GER in higher education to 50 per by 2025.
- NCERT will develop NCPFECCE i.c. 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.

Holistic Development of Learners

- The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn and away from the culture of rote learning as is largely present today.
- The aim of education will not only be cognitive development, but also building character and creating holistic and well- rounded individuals equipped with the key.
- Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education.
- Reduce curriculum content to enhance essential learning and critical thinking Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.
- The mandated content will focus on key concepts, ideas, applications, and problem solving.
- Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.

Empower Students Through Flexibility in Course Choices

- Students will be given increased flexibility and choice of subjects to study, particularly in secondary school- including subjects in physical education, the arts and crafts, and vocational skills - so that they can design their own paths of study and life plans.
- Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education.
- There will be no hard separation among curricular', 'extracurricular, or 'co-curricular, among arts', 'humanities, and sciences, or between *vocational" or "academic" streams.
- Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age.

Some of the Major Problems Currently Faced
By The Higher Education System In India Include

a) a severely fragmented higher educational ecosystem;

b) less emphasis on the development of cognitive skills and learning outcomes;
c) a rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study;
d) limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages limited teacher and institutional autonomy.
e) inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders.
f) 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.

The policy's vision includes the following key
Changes to the current system:

a) 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
b) 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;
c) Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;
d) governance of HEIs by high qualified independent boards having academic and administrative autonomy;
e) "light but tight" regulation by a single regulator for higher education;
f) 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.

Role and purpose of higher education

- Higher education plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution – a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.

- For the purpose of developing holistic individuals, it is essential that an identified set of skills and values will be incorporated at each stage of learning, from pre-school to higher education.
- Given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative Individuals.
- It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.

Advantages of new education policy

- The Government aims to make schooling available to everyone with the NEP 2020.
- Approximately two crore school students will be able to come bac 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 colleges.
- By the year 2030, it will be mandatory to have at least a four year 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 is 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.
- According to the national education policy 2020, students of the private schools will be introduced with English at a much earlier age than the students of the Government schools.
- The academic syllabus will be taught in the respective regional languages of the Government school students.
- This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.

Conclusion

With the introduction of NEP, 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.

TEACHING METHODOLOGIES AND ASSESSMENTS

Sonika.D
B.Com Banking & Insurance,
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract:

This paper is about the method that can be used to learn more efficiently, effectively and in a smart way that saves our time and energy. Here a various methods of learning are discussed which allows the students to grasp the concepts of subjects easily. By making use of the environment as a medium to understand makes learning fun. Also assigning assessments which involves practical experience allows students to understand the root of the concepts. School closures and remote or hybrid learning environments have posed some challenges for educators, but motivating students to learn and grow remains a constant goal.Some students have lost a portion of their academic progress. Assessing students in meaningful ways can help motivate and empower them to grow as they become agents of their own learning.

Introduction:

Teaching strategies play an important role in classroom instruction. Without the use of a strategy, teachers would be aimlessly projecting information that doesn't connect with learners or engage them. Strategies help learners participate, connect, and add excitement to the content being delivered.Assessment plays an important role in the process of learning and motivation. The types of assessment tasks that we ask our students to do determine how students will approach the learning task and what study behaviours they will use.

6 Types of assessment to use in your classroom

1. Diagonastic Assesment

Let's say you're starting a lesson on two-digit multiplication. To make sure the unit goes smoothly, you want to know if your students have mastered fact families, place value and one-digit multiplication before you move on to more complicated questions.

When you structure diagnostic assessments around your lesson, you'll get the information you need to understand student knowledge and engage your whole classroom.

Some examples to try include:

- Short quizzes
- Journal entries
- Student interviews
- Student reflections
- Classroom discussions
- Graphic organizers (e.g., mind maps, flow charts, KWL charts)

Diagnostic assessments can also help benchmark student progress. Consider giving the same assessment at the end of the unit so students can see how far they've come

2. Formative Assesment

Just because students made it to the end-of-unit test, doesn't mean they've mastered the topics in the unit. Formative assessments help teachers understand student learning while they teach, and provide them with information to adjust their teaching strategies accordingly.

Meaningful learning involves processing new facts, adjusting assumptions and drawing nuanced conclusions. As researchers Thomas Romberg and Thomas Carpenter describe it:"Current research indicates that acquired knowledge is not simply a collection of concepts and procedural skills filed in long-term memory. Rather, the knowledge is structured by individuals in meaningful ways, which grow and change over time."In other words, meaningful learning is like a puzzle — having the piecesis one thing, but knowing how to put it together becomes an engaging process that helps solidify learning.Formative assessments help you track how student knowledge is growing and changing in your classroom in real-time. While it requires a bit of a time investment — especially at first — the gains are more than worth it.

3. Summative Assesment

Summative assessments measure student progress as an assessment of learning. Standardized tests are a type of summativeassessment and provide data for you, school leaders and district leaders. They can assist with communicating student progress, but they don't always give clear feedback on the learning process and can foster a "teach to the test" mind-set if you're not careful.

Plus, they're stressful for teachers. One Harvard survey found 60% of teachers said "preparing students to pass mandated standardized tests" "dictates most of" or "substantially affects" their teaching. Sound familiar. But just because it's a summative assessment, doesn't mean it can't be engaging for students and useful for your teaching. Try creating assessments that deviate from the standard multiple-choice test, like:

- Recording a podcast
- Writing a script for a short play
- Producing an independent study project

No matter what type of summative assessment you give your students, keep some best practices in mind:

- Keep it real-world relevant where you can
- Make questions clear and instructions easy to follow
- Give a rubric so students know what's expected of them
- Create your final test after, not before, teaching the lesson
- Try blind grading: don't look at the name on the assignment before you mark it

4. Ipsative Assessment

How many of your students get a bad grade on a test and get so discouraged they stop trying? .Ipsative assessments are one of the types of assessment as learning that compares

previous results with a second try, motivating students to set goals and improve their skills.

When a student hands in a piece of creative writing, it's just the first draft. They practice athletic skills and musical talents to improve, but don't always get the same chance when it comes to other subjects like math. A two-stage assessment framework helps students learn from their mistakes and motivates them to do better. Plus, it removes the instant gratification of goals and teaches students learning is a process.

You can incorporate ipsative assessments into your classroom with:

- Portfolios
- A two-stage testing process
- Project-based learning activities

One study on ipsative learning techniques found that when it was used with higher education distance learners, it helped motivate students and encouraged them to act on feedback to improve their grades.

In Gwyneth Hughes' book, Ipsative Assessment: Motivation Through Marking Progress, she writes: "Not all learners can be top performers, but all learners can potentially make progress and achieve a personal best. Putting the focus onto learning rather than meeting standards and criteria can also be resource efficient."

While educators might use this type of assessment during pre- and post-test results, they can also use it in reading instruction. Depending on your school's policy, for example, you can record a student reading a book and discussing its contents. Then, at another point in the year, repeat this process. Next, listen to the recordings together and discuss their reading improvements.

5. Norm-Reference Assessment

Norm-referenced assessments are tests designed to compare an individual to a group of their peers, usually based on nationalstandards and occasionally adjusted for age, ethnicity or other demographics. Unlike ipsative assessments, where the student is only competing against themselves, norm-referenced assessments draw from a wide range of data points to make conclusions about student achievement.

Types of norm-referenced assessments include:

- IQ tests
- Physical assessments
- Standardized college admissions tests like the SAT and GRE

Proponents of norm-referenced assessments point out that they accentuate differences among test-takers and make it easy to analyze large-scale trends. Critics argue they don't encourage complex thinking and can inadvertently discriminate against low-income students and minorities.

Norm-referenced assessments are most useful when measuring student achievement to determine:

- Language ability

- Grade readiness
- Physical development
- College admission decisions

6. Criterion-Referenced Assessment

Criterion-referenced assessments compare the score of an individual student to a learning standard and performance level, independent of other students around them. In the classroom, this means measuring student performance against grade-level standards and can include end-of-unit or final tests to assess student understanding. Outside of the classroom, criterion-referenced assessments appear in professional licensing exams, high school exit exams and citizenship tests, where the student must answer a certain percentage of questions correctly to pass.

Criterion-referenced assessments are most often compared with norm-referenced assessments. While they're both considered types of assessments of learning, criterion-referenced assessments don't measure students against their peers. Instead, each student is graded to provide insight into their strengths and areas for improvement.

Teaching Methods : Not As Simple As ABC

The teacher-centred approach vs. the student-centred approach. High-tech vs. low-tech approaches to learning. Flipped classrooms, differentiated instruction, inquiry-based learning, personalized learning and more.

Not only are there dozens of teaching methods to explore, it is also important to have a sense for how they often overlap or interrelate. One extremely helpful look at this question is offered by the teacher-focused education website Teach.com.

"Teaching theories can be organized into four categories based on two major parameters: a teacher-centred approach versus a student-centered approach, and high-tech material use versus low-tech material use," according to the informative Teach.com article, which breaks down a variety of influential teaching methods as follows:

1.Teacher-Centered Approach to Learning

Teachers serve as instructor/authority figures who deliver knowledge to their students through lectures and direct instruction, and aim to measure the results through testing and assessment. This method is sometimes referred to as "sage on the stage."

2.Student-Centered Approach to Learning

Teachers still serve as an authority figure, but may function more as a facilitator or "guide on the side," as students assume a much more active role in the learning process. In this method, students learn from and are continually assessed on such activities as group projects, student portfolios and class participation.

3.High-Tech Approach to Learning

From devices like laptops and tablets to using the internet to connect students with information and people from around the world, technology plays an ever-greater role in many of today's classrooms. In the high-tech approach to learning, teachers utilize many different types of technology to aid students in their classroom learning.

4.Low-Tech Approach to Learning

Technology obviously comes with pros and cons, and many teachers believe that a low-tech approach better enables them to tailor the educational experience to different types of learners. Additionally, while computer skills are undeniably necessary today, this must be balanced against potential downsides; for example, some would argue that over-reliance on spell check and autocorrect features can inhibit rather than strengthen student spelling and writing skills.

Opportunities for hands-on or other types of learning. This method is also customarily low-tech since it relies on texts and workbooks rather than computers or mobile devices.

5.Flipped Classrooms (High Tech)

What if students did the "classroom" portion of their learning at home and their "homework" in the classroom? That's an oversimplified description of the flipped classroom approach, in which students watch or read their lessons on computers at home and then complete assignments and do problem-solving exercises in class.

6.Kinesthetic Learning (Low Tech)

In the kinesthetic learning model, students perform hands-on physical activities rather than listening to lectures or watching demonstrations. Kinesthetic learning, which values movement and creativity over technological skills, is most commonly used to augment traditional types of instruction — the theory being that requiring students to do, make or create something exercises different learning muscles.

Teaching Methods [Student-Centered]

1.Differentiated Instruction (Low Tech)

Inspired by the 1975 Individuals with Disabilities Education Act (IDEA),enacted to ensure equal access to public education for all children, differentiated instruction is the practice of developing an understanding of how each student learns best, and then tailoring instruction to meet students' individual needs.

In some instances, this means Individualized Education Programs (IEPs) for students with special needs, but today teachers use differentiated instruction to connect with all types of learners by offering options on how students access content, the types of activities they do to master a concept, how student learning is assessed and even how the classroom is set up.

2.Inquiry-Based Learning (High Tech)

Rather than function as a sole authority figure, in inquiry-based learning teachers offer support and guidance as students work on projects that depend on them taking on a more active and participatory role in their own learning. Different students might participate in different projects, developing their own questions and then conducting research — often using online resources — and then demonstrate the results of their work through self-made videos, web pages or formal presentations.

3.Expeditionary Learning (Low Tech)

Expeditionary learning is based on the idea that there is considerable educational value in getting students out of the classroom and into the real world. Examples include trips to City Hall or Washington, D.C., to learn about the workings of government, or out into nature to engage in specific study related to the environment. Technology can be used to augment such expeditions, but the primary focus is on getting out into the community for real-world learning experiences.

4.Personalized Learning (High Tech)

In personalized learning, teachers encourage students to follow personalized, self-directed learning plans that are inspired by their specific interests and skills. Since assessment is also tailored to the individual, students can advance at their own pace, moving forward or spending extra time as needed. Teachers offer some traditional instruction as well as online material, while also continually reviewing student progress and meeting with students to make any needed changes to their learning plans.

5.Game-Based Learning (High Tech)

Students love games, and considerable progress has been made in the field of game-based learning, which requires students to be problem solvers as they work on quests to accomplish a specific goal. For students, this approach blends targeted learning objectives with the fun of earning points or badges, much like they would in a video game. For teachers, planning this type of activity requires additional time and effort, so many rely on software like Classcraft or 3DGameLab to help students maximize the educational value they receive from within the gamified learning environment.

Conclusion:

Hence, instead of normal boring classes teachers can incorporate a little fun in their teaching process to make the lessons fun and to grab the attention of all children.A child may say no to studies but never say no to games. So teaching lessons through games will help both students and teacher to achieve their goals. Also through various types of assessments both the teacher and students evaluate themselves for a better result. Life is all about fun so lets make learning also fun.

EFFECTIVE TIME MANAGEMENT AND ENHANCEMENT OF LEARNING FLEXIBILITY IN THE ICT ENABLED E-LEARNING ENVIRONMENT

S. Rajagopalan
Assistant Professor, PG Department of Commerce (CA), Nallamuthu Gounder Mahalingam (NGM) College (Autonomous), Pollachi.

Dr. M. Umamaheswari
Head and Associate Professor, Department of B.Com (PA), Vidyasagar College of Arts & Camp; Science, Udumalpet.

Abstract

Regardless of age, gender, working status, or otherwise, time is one of the most important resources one has. Everything one ever hopes to do or accomplish in lifetime will take some amount of time. This is something that's especially relevant to those hoping to study online.

Because one is in control of own learning and pace, s/he need to understand how to manage time well to make enough room for online courses and the rest of responsibilities. Online education has numerous benefits, for instance, most adults can't make enough time for on-campus courses due to their full-time work schedules, family, and other personal responsibilities. However, online education makes learning convenient and flexible. Additionally, online classrooms use alternative ways for learning course concepts, such as interactive videos, recorded lectures, and well-written materials. As online learning evolves, students will have more options – through gamification, virtual and augmented reality, which can help create a richer and more immersive learning experience.

Keywords :

Time management, Learning responsibility, Online education, Online learning, Learning methods, Distance learning, Learning flexibility.

Introduction

One issue many people encounter is trying to do too much at once. Because time management is a very basic concept that's easy to grasp intellectually, it's easy to assume that one can just start practicing it immediately and may reorganize entire schedule, set alarm for earlier, and plan every detail of when going to go through coursework or study in the coming days. But, taking such a large step at one time is unlikely to end well if it's too different from how normally to do things. By trying to do too much at once, one sets up for failure. It's better to start small and work way up, as s/he would with any other skill being learnt.

Review of Literature

Saghir Ahmad et.al (2019) analyzed the primary achievement of distance and regular students is managing time effectively. Mismanagement disturbs the academic achievements of learners. Time administration plays a significant role in improving

learners' performance and accomplishments. It is concluded that both variables are associated with each other and time utilization skill affects students learning seriously. Students of web-based learning may more focus on proper time managing ability for better academic success.

Mehmet Kokoç (2019) studied the purpose of this study is to explore how perceived flexibility affect behavioral engagement and academic performances in an e-learning environment. Data sources included learning analytics indicators and academic performances.

The findings revealed that perceived flexibility of time and perceived flexibility regarding the content have significant positive effects on behavioral engagement and academic performances, whereas perceived flexibility of teacher contact, surprisingly, does not significantly affect.

Adham Alyami et.al (2021) examined students to better manage their curriculum and achieve learning objectives, time management behaviors or skills are argued to improve the positive academic output. The aim of the study is to find the impact of time management on the academic performance of students among the diagnostic radiology technology students at KAU.

In conclusion, according to student's perception, preplanning their studies had been beneficial for their academic performance. However, less than half of the students agreed that they manage their time.

Zeynep Turan et.al (2022) explored that Distance education offers flexible learning opportunities in terms of time, place and learning speed to teachers and students through internet technologies. However, the learning opportunities provided in distance education environments require students to act more autonomously and take more responsibility for regulating their learning processes to achieve their learning goals. As a result of the study, male students were more satisfied with distance education than female students, and education faculty students had the highest level of satisfaction.

Time Management in Online Learning

Regardless of age, gender, working status, or otherwise, time is one of the most important resources one has. Everything one ever hopes to do or accomplish in lifetime will take some amount of time. This is something that's especially relevant to those hoping to study online.

Because one is in control of own learning and pace, s/he need to understand how to manage time well to make enough room for online courses and the rest of responsibilities.

Needs of Time Management

It's easy not the take online learning seriously. With regular classroom learning, one can have a specific place one need to be at a specific time. But, learning online requires one to set aside some time on own to study and go through the lessons. This requires discipline and a real understanding about how to wisely use time throughout the day. The truth is

that time is just like any other finite resource. If one doesn't learn how to manage time wisely, s/he won't be able to get things done as efficiently as possible and may miss out on meeting goals, fail to study often enough, and get too far behind on lessons. Even if one doesn't have those specific problems, time management is also about helping to avoid stress while juggling everything. If one always wishes to have more hours in the day, s/he doesn't know where all time went, or feeling stressed by everything need to be done, learning time management might be a solution to all of those problems.

While some people may be naturally gifted in organizing themselves, time management is a skill that can be taught and learned. It's the same as any other resource management. One will put a little time investment in at the beginning to plan and strategize how to use time efficiently. If one is being diligent to learn this skill well, little investment will help reap enormous benefits in online learning by making more efficient and less stressed. It's useful to learn time management sooner rather than later. Take this skill seriously. Learning time management can keep oneself on top of classwork, help to stay ahead of assignment deadlines, and free up some extra time one didn't know had for extra studying or relaxing. It's something anyone anywhere can learn at any point in their life, even if one has never been good at it before.

Poor Time Management in Online Learning

Approximately 65 percent of college students have taken an online course. Benefits to online learning include flexibility and practicing 21st-century skills, but some issues can impede effective online learning. One of the biggest issues that impacts online learners is poor time management. Lack of a schedule, too many distractions and multitasking can lead to poor time management. Another factor that may lead to poor time management is the lack of a designated work space.

Lack of a Schedule

A lack of a schedule can lead to poor time management in online learning. When students are enrolled in face-to-face classes, the instructor sets a predetermined schedule.

Many online courses are set up with a great deal of flexibility. There may be due dates built into the course, but the student will need to set his own schedule for completing course work.

Distractions

Because online learners use their computers and the Internet to participate in online learning, they may be tempted with distractions. A student working on a challenging assignment may find herself surfing the Web, checking social networking sites or catching the latest viral video online. One way students can combat these distractions and more effectively manage their time is to set aside breaks in between periods of work.

Multitasking

In the age of technology, multitasking has become a way of life. People can use their smart phones to pay bills or respond to emails during the morning train commute. They can access endless information from anywhere at any time thanks to laptops and tablets. When it comes to online learning, however, multitasking can lead to poor time management.

Lack of a Work Space

Not having a designated work space can lead to time-management issues for online learners. When students go to a brick-and-mortar school building, they are entering a controlled learning environment that is designed to be conducive to learning. Online learners, however, often work on assignments at home or in public places like libraries and coffee shops.

Misuse of Discussion Forums

Discussion forums are often integrated into online classes to foster communication between students and provide a space to engage in thoughtful discussion about course material.

The most successful posts in this setting are well-researched and well-written. Sometimes, students become engrossed in back-and-forth conversation instead of focusing on producing tightly written arguments that indicate critical thinking.

Grade Monitoring

Online students typically have a greater capacity to monitor class performance and to check on assignment instructions. Professors in traditional classes may provide grade reports periodically or after tests. Online students usually have open access to their grades, which appear as professors enter them online. This provides ample opportunity for students to ask questions and express concerns about assignments grades.

Creativity and Flexibility

Online learning is popular among working adults because they often can't take traditional classes, especially with kids at home. Working students usually have better success with Internet education, according to Colorado Christian University, because they prefer to work independently with a combination of auditory, visual and hands-on activities.

Limited Collaborative Learning

Limited opportunities to learn from the experiences and backgrounds of class peers is a major negative of online learning, according to the Illinois Online Network website. In classrooms, students can share ideas, listen to peers and collaborate face-to-face on projects.

Online classes normally use virtual discussion forums, but benefits of this format are limited in classes of 20 to 25.

Increased Time and Effort

Ironically, successful online learning normally requires that students commit more time and effort than they would in a traditional class, according to Montgomery College. Students typically complete readings and video assignments to make up for in-class learning. They also get assignment instructions and submit their work through the Web.

Statistics

- 82% of people don't have a time management system
- The average worker spends 51% of every workday on low to no value tasks
- 39% of employee stress is from workload
- The average person tries 13 time management methods
- Spending 10-12 minutes planning day can save upto two hours of time
- Only 20% of people feel that their work is under control every day
- Leaders spend 72% of their total workweek in meetings on average. According to one study, the average leader has 37 meetings every week.
- Workplace distractions cost each employee an average of 3 hours per day. That means that every month, 60 hours are wasted on workplace distractions. That's more than 37% of every employee's time wasted per month.
- Americans check their phones 96 times per day. In order words, people in the United States check their phones every ten minutes.
- During an 8-hour workday, the average worker only spends 4 hours and 12 minutes actively working. A little under half of every workday is lost to distractions, procrastination, or other influences that limit productivity.
- 87% of students believe that they could get better grades if they had better time management and organizational skills
- 89% of Americans check their email every day, and 21% check their email more than five times per day Less than 3% of people have written out goals

Learning Flexibility

Online education has numerous benefits, for instance, most adults can't make enough time for on-campus courses due to their full-time work schedules, family, and other personal responsibilities. However, online education makes learning convenient and flexible.

Additionally, online classrooms use alternative ways for learning course concepts, such as interactive videos, recorded lectures, and well-written materials. As online learning evolves, students will have more options – through gamification, virtual and augmented reality, which can help create a richer and more immersive learning experience.

Flexible learning is a method of learning where students are given freedom in how, what, when and where they learn. Flexible learning environments address how physical

space is used, how students are grouped during learning and how time is used throughout teaching. With space, students may be given dedicated breakout rooms to work collaboratively. Schools may restructure traditional schedules to provide students with time for collaboration and other activities such as guest speakers or performances to assist their understanding of a topic.

Flexible learning refers to the ability to customize one's pace, place and mode of learning. With pace, for example, students may take accelerated programs or engage in part- time learning to ensure they have time to work on the side. Learning can take place in a variety of settings, including in the classroom, at home via the Internet, while commuting or as part of a work-study program. Mode refers to the way that content is delivered by technology, typically through blended learning, fully online courses or technolog enhanced experiences.

Tech Trends

Tech trends in teaching and learning includes: gamification, blockchain, AI & more.

The growth of technological capabilities means that a variety of media and learning-support tools now exist to help students receive a high-quality education through the Internet. This education trend presents a number of benefits and drawbacks for teachers and institutions who want to continue to offer their students the rigorous education they need to thrive. The online platform is forcing teachers to change how they teach. They might find it challenging to change how they approach lesson plans to ensure that the students remain engaged even while they cannot see the instructor in person.

The online nature of these courses may also enhance the ability of teachers to offer accommodations for different styles of learning. Advanced students may receive additional learning resources and challenges to encourage them to go deeper into the material without interrupting the flow of the rest of the class. Many teachers notice immediately the greater flexibility they can offer in their learning schedule. Platforms may offer opportunities for students to watch lectures live or recorded versions later. Teachers can appreciate this benefit for students.

Flexibility As Prime Asset

Flexibility is the hallmark of e-learning that hooks the students in and keeps their attention span intact. This actually makes students feel more at ease. It is a student-friendly approach that helps augment learning processes due to its dynamic setting. The student's burden is considerably decreased as online materials and courses are accessible at any hour of the day.

One can learn at own pace and amassing the knowledge is the main aim of online education and can also pursue extracurricular activities in free time.

It provides education in its true sense, and not just passing examinations to get a degree.

It fosters an entrepreneurial and problem-solving attitude that can help students apply the learning into business and be job-ready too. Flexible learning via e-learning modules allows the learners to grasp the concept at their own pace. With recorded videos and e-notes available at the behest of one's wishes, learners can replay and retain better. The student attains self- motivation and the effort is self-directed, making life ready.

Cost Efficiency of Education is Online

Online learning is indeed more cost-efficient as the costs of transportation, buying physical copies of textbooks are eliminated. Institutions are starting to focus more on pragmatic learning with implementation rather than being teacher-centric to the core. Owing to the setting we find ourselves in this pandemic, e-learning has enabled teachers to provide various online quizzes, puzzles, games, and perform different kinds of experiments so that learners can enjoy the process of learning and at the same time, gain knowledge. Experiential learning is what prepares the child for employability. Group study and collaboration on projects outside the classroom makes it easier for the child to escape factory-style classrooms. One need not churn out children with herd mentality but individual thinkers.

Leveraging the Scope of Education

A plethora of subjects is thrown open to the populace which didn't find scope in a traditional setting, thereby widening the horizons of thinking. Unlike traditional learning, a Science major can now do a course on literature studies at the same time. The limitations of traditional learning are now diminishing day by day. The student is free to choose the subjects according to the areas of his interests. Every learner is unique, and e-learning caters to needs on an individual level. With the power of digital tools, online assessments come in handy.

In the same way, educators may use different images, videos, and audios to keep the class engaged.

Undoubtedly, virtual learning is more fun and innovative. Moreover, educators can give quick and transparent feedback to the students as the manual evaluation is replaced by digital.

Learners may also opt for this approach when they require more credits to enter various universities. Technology may make learning more relaxed, but appropriate efforts must be taken by the students, guardians as well as the educators. Opportunities are provided in plenty. It is responsibility to grab them by the horns and use them to advantage. It is to leverage the flexibility of e-learning in the best possible ways and be a better learner every day.

Conclusion

Time management is something that every student can and should learn; it’s not just for those who are naturally gifted at planning and arranging. Take the simple step of

utilizing commuting time to start on own way to learning time management skills as soon as possible.

Even though employees are typically on the clock for eight hours a day, more than half of this time is wasted every single day. Many people attribute these leaks of productivity to lacking a time management system. Today, only 18% of people have a time management system in place, and the average person tries out 13 different time management methods in their life. While many people get overwhelmed by the idea of adopting a strict time management schedule, it actually brings a lot of value to life. Spending just 10 to 12 minutes planning day can end up saving two hours of time. Plus, it can help to avoid negative outcomes like missing deadlines and getting stressed out at work.

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ROLE OF TEACHER ACCORDING TO NEP 2022

Dr.V.Meera
Associate Professor, B.COM BPS
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract:

The teacher must be at the Centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens.Teachers should develop online platforms, especially so that teachers can share their ideas and best things from time to time. Every teacher should be expected to perform timely orientation programs or faculty development programmes, as these programmes promote the latest pedagogy and competency-based 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

Introduction:

Experiential learning is a great teaching method because it encourages creativity, helps students learn from mistakes, fosters reflective thinking, and prepares students for future experiences. It can be effective for several subjects, especially during science experiments, sports coaching, and group projects. This policy, which is based on the fundamental pillars of Access, Equity, Quality, Affordability, and Accountability, is in line with the 2030 Agenda for Sustainable Development and seeks to transform India into a thriving knowledge society and a global knowledge superpower.

Salient features of NEP 2022

- Infrastructure support.
- Tracking the progress of students and their learning levels.
- Facilitating different modes of learning, including both formal and in-formal education modes.
- Introduction of counsellors and well-trained social workers into the schooling system.

Vocational education will start in school from 6th grade which also includes internships. The 10+2 structure will be replaced by 5+3+3+4… Till grade 5th this policy will emphasize local language/regional language/mother-tongue as the medium of instruction. Appropriate integration of technology into all levels of education. Achieving 100% youth and adult literacy. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.

The New Education Policy is a comprehensive policy issued by the Government of India in July 2020. It is India's first major change to its education system in more than 30 years. It replaces the National Education Policy of 1986.

The New Educational Policy 2022 focuses on 5 pillars: Access, Equity, Quality, Affordability and Accountability. The New Education Policy aims to make education more inclusive, equitable, and accessible to all, with a special emphasis on marginalized communities.

It emphasizes the development of skills for the 21st century, such as creativity, critical thinking, and problem-solving. The policy also proposed the establishment of new institutions, such as digital universities, as well as the use of technology to support students in learning.

One of the most significant changes introduced by the New Education Policy is the transition from the traditional 10+2 education structure to a new 5+3+3+4 education system. The goal of the new system is to make education more flexible and all-encompassing, with a focus on basic skills, critical thinking, and life skills.

Role of Teachers

The function of teachers is to help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively. But teachers fill a complex set of roles, which vary from one society to another and from one educational level to another.The New Education Policy proposes using mother-tongue, local, or regional language as the medium of instruction in private and public schools till Class 5 and preferably till Class 8 and beyond.Im NEP, collaborative learning, flipped classroom, self-learning and crossover learning are the four modern teaching methods that are widely used in higher education

Further, the National Education Policy (NEP), 2020 also provides for ethical reasoning, traditional Indian values and all basic human and Constitutional values such as seva, ahimsa, swachchhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for others.When the NEP was launched in 2023, its motto was Educate, Encourage and Enlighten. The government's purpose to launch this policy was to develop 21st-century skills in the students of India. The amendments in NEP from the previous education policy strive for Research, Innovation, and Quality.

Teaching Career & Professionalism – The NEP aims to set the National Professional Standards for Teachers (NPST) to determine all aspects of teacher career management, efforts for professional development, salary hikes, etc. Teacher audits and professional appraisals are also an essential part of NEP for teachers.

Higher Education Under New Education Policy:

- Higher education plays an important role in improving human well-being and developing India and through this NEP they aim to increase their GER from 26.3% to 50% by 2035, and around 3.5 cr new seats will also be added to higher education institutions.
- Under this, UG education could be of 3 or 4 years with numbers of entry and exit options.

- Multidisciplinary education and Research University will be set up of global standards.
- HECI (Higher education commission of India) will be the only body for entire higher education (except medical and legal education)
- HECI will have 4 independent verticals such as NHERC (National higher education regulatory council) for directive, GEC (Genera education council) for standard setting, HEGC (Higher education grants council) for sponsoring, and NAC (National accreditation council) for recognition.
- Globalization of higher education.
- An academic bank of credit will be established in which credit earned by the students during their academics from different HEIs could be stored and transferred at the time final degree.
- National research foundation will act as a peak body that fosters a strong research culture and builds research capacity covering higher education.

NCTE by 2021, in consultation with NCERT, the new education policy 2020 should be prepared by NCFTE 2021 for a new and comprehensive teacher education framework based on the principles of the new and comprehensive teacher education. The requirements of the teacher education curriculum for vocational education should also be taken into account in NCFTE 2021. Thereafter, it is advisable to revise the NCF every year, reflecting the change in the revised NCFTE and the emerging requirements of teacher education. Finally, in order to fully maintain the authenticity of the teacher's education system, strong action must be taken against standards institutions such as standalone teachers education institutions in the country, including closure, if necessary

Conclusion:

The National Education Policy (NEP) that came into effect in 2020 proposes a complete restructuring of the Indian educational system with a particular focus on fundamental reading, numeracy, and 21st-century skills to prepare students for what lies ahead. However, while it suggests the changes and modifications, it also highlights that the success of much of the Policy depends on the competence of the teachers who will be taking the reforms forward.

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TIME MANAGEMENT AND LEARNING FLEXIBILITY

Ms. A. Anandhiprabha
Assistant Professor
Department of Commerce –Banking and Insurance
Nallamuthu Gounder Mahalingam College,
Pollachi, TamilNadu, India.

Abstract

Effective time management is the productive use of your time, allowing you to get everything you had planned done. It's organizing and planning your time between the tasks you have to complete. This can include assignments, projects, study groups, or extracurricular. Proper time management requires you to shift from focusing on activities to results. Being busy doesn't mean you are effective.

1.1 Introduction

Time management is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity. It involves of various demands upon a person relating to work, social life, family, hobbies, personal interests, and commitments with the finite nature of time. Using time effectively gives the person "choice" on spending or managing activities at their own time and expediency.[1] Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects, and goals complying with a due date. Initially, time management referred to just business or work activities, but eventually, the term broadened to include personal activities as well. A time management system is a designed combination of processes, tools, techniques, and methods. Time management is usually a necessity in any project management as it determines the project completion time and scope.

1.2 Importance of Time Management

- Effective Planning
- Setting goals and objectives
- Setting deadlines
- Delegation of responsibilities
- Prioritizing activities as per their importance
- Spending the right time on the right activity

❖ Effective Planning

Plan your day well in advance. Prepare a To Do List or a "TASK PLAN". Jot down the important activities that need to be done in a single day against the time that should be allocated to each activity.

High Priority work should come on top followed by those which do not need much of your importance at the moment. Complete pending tasks one by one. Do not begin fresh

work unless you have finished your previous task. Tick the ones you have already completed. Ensure you finish the tasks within the stipulated time frame.

❖ **Setting Goals and Objectives**

Working without goals and targets in an organization would be similar to a situation where the captain of the ship loses his way in the sea. Yes, you would be lost. Set targets for yourself and make sure they are realistic ones and achievable.

❖ **Setting Deadlines**

Set deadlines for yourself and strive hard to complete tasks ahead of the deadlines. Do not wait for your superiors to ask you everytime. Learn to take ownership of work. One person who can best set the deadlines is you yourself. Ask yourself how much time needs to be devoted to a particular task and for how many days. Use a planner to mark the important dates against the set deadlines.

❖ **Delegation of Responsibilities**

Learn to say "NO" at workplace. Don't do everything on your own. There are other people as well. One should not accept something which he knows is difficult for him.

The roles and responsibilities must be delegated as per interest and specialization of employees for them to finish tasks within deadlines. A person who does not have knowledge about something needs more time than someone who knows the work well.

❖ **Prioritizing Tasks**

Prioritize the tasks as per their importance and urgency. Know the difference between important and urgent work. Identify which tasks should be done within a day, which all should be done within a month and so on. Tasks which are most important should be done earlier.

❖ **Spending the right time on right activity**

Develop the habit of doing the right thing at the right time. Work done at the wrong time is not of much use. Don't waste a complete day on something which can be done in an hour or so. Also keep some time separate for your personal calls or checking updates on Facebook or Twitter. After all human being is not a machine.

1.3 Benefits of Time Management

❖ **Time Management makes an individual punctual and disciplined**

One learns to work when it is actually required as a result of effective time management. To make the judicious use of time, individuals should prepare a "TASK PLAN" or a "TO DO" List at the start of the day to jot down activities which need to be done in a particular day as per their importance and urgency against the specific time slots assigned to each activity. A Task Plan gives individuals a sense of direction at the

workplace. An individual knows how his day looks like and eventually works accordingly leading to an increased output.

- **One becomes more organized as a result of effective Time Management**

Keeping the things at their proper places minimizes the time which goes on unnecessary searching of documents, important files, folders, stationery items and so on. For better time management, individuals keep their workstations, study zones, cubicles, meeting areas clean and organized. People learn to manage things well as a result of Time Management.

- **Effective Time Management boosts an individual's morale and makes him confident**

As a result of Time Management, individuals accomplish tasks within the stipulated time frame, making them popular in their organization as well as amongst their peers. People who understand the value of time are the ones who manage to stand apart from the crowd. Individuals who finish off work on time are looked up to by others and are always the centre of attention everywhere.

- **Individuals who stick to a time plan are the ones who realize their goals and objectives within the shortest possible time span**

Managing time effectively helps employees to meet targets way ahead of deadlines and finish off task just when it is required.Effective Time Management helps an employee to reach the pinnacle of success quickly and stay firm at the top for a longer duration. An employee who works just for the sake of working fails to create an impression and is never taken seriously at work. Effective time management plays a pivotal role in increasing an individual's productivity. Output increases substantially when people manage their time well.

- **Better Time Management helps in better planning and eventually better forecasting**

Individuals learn to plan things well and know where exactly they stand five years from now.

- **Research says that individuals who accomplish tasks on time are less prone to stress and anxiety**

Remember there is no point in wasting time and cribbing later. Finish off pending work on time and then you would have ample time for your friends, relatives and family members.

1.4 Time Management Skills

The judicious use of time by an individual to succeed in all aspects of life refers to Time Management. Time Management not only helps individuals to make the best use of time but also ensures successful accomplishment of tasks within the stipulated time frame.It is

essential to do the right thing at the right time to earn respect at work. People who do not value time fail to make a mark and are never taken seriously.

1. Stay Organized

1. The workstation must be kept clean and organized.
2. Keeping important files organized helps you retrieve them immediately and thus saves time which goes on unnecessary searching. Staple important documents together.
3. Do not keep stacks of files and heaps of paper on your desk. Throw whatever you don't need.
4. Keep stationery items and your personal belongings like cell phone, car keys, wallet at their proper places.
5. Develop the habit of using an organizer. Plan your day well in advance.
6. Never write on loose papers. Keep a notepad and pen handy.

2. Learn to Prioritize

1. Prepare a "Task Plan" or a "To Do" List the moment you settle down for work. Jot down all the activities you wish to do in a single day as per importance and urgency.
2. High priority tasks must be attended to immediately. Do not start your day with something which does not require your immediate attention.
3. Tick off completed tasks. It gives you a sense of relief and satisfaction.
4. An employee must understand the difference between high and low priority tasks and also between important and urgent work.
5. Do not indulge in irrelevant activities. You will waste your entire day and the output would be zero.
6. Be clear about your roles and responsibilities at the workplace.

3. Be Punctual and Disciplined

1. Being punctual helps you complete tasks way ahead of deadline.
2. Avoid taking too many leaves from work. Such an attitude is completely unprofessional.
3. Make sure you are there at your desk five minutes before your actual time.
4. Strive hard to complete tasks on time. Do not keep assignments pending and wait for the last minute.

4. Take Ownership of work

1. Do not work only when your boss is around. Work for yourself. The dedication has to come from within.
2. Be responsible for your work and learn to accept your mistakes.

3. If you have accepted something, then it becomes your responsibility to complete it within the allotted time slot.

1. Be a little Diplomatic

- Do not accept everything which comes your way. A polite "NO" in the beginning will save your reputation later.
- The employees must be delegated responsibilities as per their specialization and background. This way they take more interest and eventually finish work on time.

2. More Focused

- Be a little focused and concentrate on work. Do not waste time by loitering and gossiping around.
- Do not take long personal calls at work. Finish off work and leave for the day on time. You will have ample time to catch up with your friends or log on to social networking sites. Playing games while you are at work is something which is not expected out of a professional.

3. Be reasonable

- No individual can work for the whole day. Do include some time in your daily schedule to speak to your team member sitting next to you.
- Do not over burden yourself.

1.5 Challenges of time management

- **Lack of self-control.** An individual who lacks self-control is prone to distraction and might miss goals because of this.
- **Procrastination.** People put off tasks until they feel pressured to complete them. This is a reactive behavior.
- **Lack of motivation.** An individual might not see the reason for completing something, choosing to do something else and setting other goals.
- **Anxiety.** Individuals experiencing stress likely find it harder to focus and be decisive.
- **People pleasing.** A person who is preoccupied with pleasing everyone inevitably fails because other people have conflicting needs; the individual will spread themselves too thin trying to please them all.
- **Multitasking.** Trying to do too many things at once, or multitasking, can mean failing at
- **Distractions.** External life factors, such as a family emergency or a global pandemic, might disrupt an individual's ability to manage their time effectively. Basic time wasters such as social media can also be a time suck.

Conclusion

Good time management helps us maintain control in life. When you have control of your time, you feel more in control of your life — having control of your life gives you power and freedom, and time management helps you maintain this control.

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A ROLE OF NEW EDUCATION POLICY 2020 ON HIGHER EDUCATION

Dr.B.Indirapriyadharsini, Dr.T.kiruthika & M.Ragaprabha
Assistant Professor,
Department of B.com (E-Commerce),
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

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

Introduction

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister NarendraModi in 2020. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerouschanges in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible. In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) chief KrishnaswamyKasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received." The vision of the National Education Policy is:

"National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all."

Quality higher education must aim to develop individuals who are excellent, thoughtful, well-rounded, and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges.

The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education.

Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary, creating well-rounded and innovative individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035.

Holistic and multidisciplinary education should strive in an integrated way to improve all human capacities-mental, cultural, social, physical, emotional, and moral. In the long term, such a comprehensive education shall be the method for all undergraduate programs, including those in medical, technical, and vocational disciplines. Optimal learning environments and support for students offer a holistic approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and adequate support for students.

Objectives of the Study

The primary objective of this research is to study the role of New Education Policy 2020 on higher education. The study also outlines the salient features of NEP and analyses how they affect the existing education system.

Research Methodology

This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc. This data was then analysed and reviewed to arrive at the inferences and conclusions.

Advantaged and disadvantaged of new education policy 2020

Advantages:

- 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.
- According to the national education policy 2020, the 5+3+3+4 structure will replace the existing 10+2 structure. This structure is focused on student's formative years of learning. This 5+3+3+4 structure corresponds to ages from 3 to 8, 8 to 11, 11 to 14 and 14 to 18. 12 years of schooling, 3 years if Anganwadi and pre-schooling are included in this structure.
- 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.
- According to the national education policy 2020, the Education Ministry is to set up a National Mission on Foundational Literacy and Numeracy. The responsibility for successful implementation for achieving the foundation of numeracy and literacy for all students till class three falls upon the states of India. This implementation is scheduled to be done by 2025.
- One of the merits of NEP 2020 is the formation of the 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.

Disadvantage :

- 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, which 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.
- According to the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy

drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.

Features of New Education Policy

The school education policy aims to deliver quality early childhood care and education for all children between 3 to 6 years by 2025.Special attention will be given to early language and mathematics in Grades 1 to 5.The Committee proposes an equal emphasis on all the subjects - science, social sciences, art, languages, sports, mathematics with the integration of vocational and academic streams in school.There is an aim to achieve 100% Gross Enrolment Ratio for all school education by 2030.Special education zones will come to put a barrier that no child loses any opportunity to learn and excel due to their circumstances of birth or background.The recruitment of teachers will be transparent and promotions will be based on merit.Focused on the governance of the school by proposing school complexes (cluster of 10-20 public schools). This will ensure the availability of all resources starting infrastructure to academic.Separate bodies will carry out the regulation and operations of schools to eliminate conflict of interest.In higher Education the Committee proposes 15,000 excellent institutions across the country instead of current 800 universities and 40,000 colleges.A proposal for the broad-based liberal arts education at the undergraduate level.The institutional governance will be based on autonomy (academic, administrative and financial). Each higher education institution will be governed by an independent board.The National Higher Education Regulatory Authority will be the only regulator for all higher education, including professional education.

Role of Higher Education Institutes

Higher Education Institutions (HEIs) including universities and colleges worldwide are preparing future professionals, conducting meaningful research, and engaging with the community and stakeholders to tackle local, national, regional, and global challenges.Education results in tolerance and improves intellectual and social skills. An educated citizen is indeed an asset to society who works on his personal development and contributes in all ways back to society. In this blog, we will discuss the importance of higher education and its significance in today's world.

Conclusion

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

Intelligence. India needs to be ready for the future. And the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skillset.

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

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PERSPECTIVES ON LEARNING AND TEACHING IN CURRICULUM TOWARDS NEP

Mr.A.Prakalathan & Dr.P.Jayanthi
Assistant Professor of Commerce (CA),
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract:

The National Education Policy 2020 is based on the pillars of Access- Access to education to all the students irrespective of their geographical location/resources; Equity- amongst all the teaching fraternity along with the student body; Quality- the quality of teaching and curriculum transaction will have to undergo a complete change to make it more effective; Affordability- looking at making education affordable to all the students from various levels of the society and creating a sense of equality among everyone, for which they have reached out to all the educators all across India for their valuable suggestions and inputs; and Accountability- where not only the students but the school, teachers as well as the parents are accountable for the child's learning process.

Introduction:

The National Education Policy (NEP) introduced this year by the Government of India will have a huge positive impact on the learning system and the learning outcomes in the coming years. This will change the way we look at education and is here to stay for our children in the days to come. If implemented successfully and with thought, the NEP can transform the education system in India making our children more empowered for the future.

The National Education Policy 2020 is based on the pillars of Access- Access to education to all the students irrespective of their geographical location/resources; Equity- amongst all the teaching fraternity along with the student body; Quality- the quality of teaching and curriculum transaction will have to undergo a complete change to make it more effective; Affordability- looking at making education affordable to all the students from various levels of the society and creating a sense of equality among everyone, for which they have reached out to all the educators all across India for their valuable suggestions and inputs; and Accountability- where not only the students but the school, teachers as well as the parents are accountable for the child's learning process.

Firstly, the NEP aims to make students independent learners and most importantly self-reliant when it comes to academics and other co-curricular areas. The NEP ensures that it gives a holistic approach to the education system in India. As a school, we are constantly striving to make students learn beyond the textbooks, understand the concepts, and to be able to apply knowledge. The NEP also focusses on developing education standards in remote areas and in the villages, where the students are not as privileged as those in the cities. The NEP is strongly devising methods to make education more accessible, while also providing the access to technology which can help students become self-reliant.

Secondly, the NEP is looking at making education skill-based and ensuring that the curriculum is being transacted by using newer and more engaging teaching methodology, while also taking care of the student pedagogy. This is very pertinent in today's scenario where there are so many opportunities for children to look forward to. It becomes very essential that a school supports this mode of learning which will help our students to take up future opportunities and show exemplary performance. The successful application of skills also gives students an extra edge to compete and get placed in top universities in India and abroad.

Thirdly, the NEP strongly focuses on research and innovation and how it can be successfully implemented in the classrooms. This aspect of NEP is something that has always made our students excel through our curriculum which is based on developing the research and innovative skills of the students through the activities and the projects assigned such as a 'Makery' (the school's very own Makerspace) for grades 6-12 and a Design Challenge for all grades. These make the students more creative and also to empathize with their surroundings. Through the skills of research and innovation, our country can move ahead and make progress with the new advancements all over the world and keeping pace with them.

Although NEP is looking at transformational reforms in schools across India, it will also make India a knowledge superpower. And with the 'Make In India' move within our country, it will also reduce the brain drain from India. Our youth will be able to contribute to the growth of our own nation, to be able to identify the areas of progress and concerns in our country, and aim towards a collaborative growth.

NEP also lays emphasis on aspects like better infrastructure in schools, innovative education centers, and labs which will help in better learning, and efforts to bring back dropouts into the mainstream. This will help them pursue optional courses to facilitate completion for them. Facilitating multiple pathways to learning among others using various new pedagogic tools and strategies is also an important aspect.

The concept of replacing the 10+2 structure of the school curriculum with a 5+3+3+4 curricular structure will benefit younger children and also assist them in learning the concepts based on their development. The NEP will also ensure that the new education system will also be in tune with global best practices for the development of the mental faculties of a child. It focusses on the well-being of the students across the country and also deal with how to handle it with the help of experts in this field.

Historical Antecedents

India with its Education System had always retorted to the societal needs. Tracing the timeline, education 1.0 featured the world's leading ancient universities the Takshila and Nalanda in India, contributing to knowledge, values and education by the Indian scholars. The nation has witnessed a great ordeal of colonial system nevertheless the country's education system moved on from its 100 thousand years of traditional rich knowledge system to education 2.0 competing in Industrialization era, learning from the west. But we

never stopped to transform steadily to the Internet era with our response to implement education 3.0. Realizing the world trends and business opportunities, the Indian Government in 2016 launched its initiatives such as Start-up India, Make in India, Digital India to promote an Entrepreneurial Ecosystem and culture. In just about three decades now, the Nation is all set to align its talent for Education 4.0 with its comprehensive educational reforms and NEP 2020.

The New Initiative

The NEP 2020 policy document envisions two distinctive points towards Higher Education. One holds that education is a right for all. The Government and Higher Educational Institutions (HEIs) have an obligation to ensure access to education insisting on Equity, Equality and Inclusiveness. It clearly mentions the prerequisites for increasing the Gross Enrolment Ratio (GER) in higher education to build a pluralist society. This policy document attempts to move beyond the altruistic definitions of education by observing the major challenges in the existing education system. Some of them include fragmentation in the educational ecosystem, rigid separation of disciplines, limited teacher and institutional autonomy, economical-social-digital-regional language divide, lack of research funding, ineffective regulatory mechanisms, suboptimal governance and leadership. The other contends the importance of developing the skills and competencies of learners by designing and delivering a holistic multidisciplinary education and emphasis on promoting values-based education that shall enable learners to appreciate the Indian heritage of rich intellectual frameworks of Philosophy, Scientific Knowledge, Values, Traditions and cultural perspectives of education. It aims that HEIs must not only ensure to attract students but, the paramount focus shall be to motivate and aspire young learners for gaining knowledge, grow intellectually curious, become socially conscious, ethical, and skilled. NEP 2020 stresses accelerating a learning journey for students that shall help them engage in innovation. This helps the nation to become self-reliant to solve its own problems with robust solutions and for the individual to become economically independent.

The NEP 2020 has given the destination to reach through its initiatives and educational reforms. This policy document integrates all essential targets of Sustainable Development Goals (SDGs) and sets the direction for HEIs to restructure, reconfigure and transform themselves as vibrant multidisciplinary institutions that support and foster learning. It has provided new guided educational frameworks and monitoring mechanisms to improve the delivery of quality education with salient features and clear objectives. It is now for HEIs to deliver the expectations of the NEP 2020 by reinventing its structure, policies and implementation process.

The Future

Eventually, this calls for educational innovation that aims for contemporary educational models addressing the key perspectives evolved in the NEP 2020. The

foremost perspective is delivering a Holistic and Multi-Disciplinary Higher Education. It aims to develop all-round capacities of the learner through an integrated education; a student of arts and humanities shall aim to learn science, engage in vocational subjects, give in more efforts to develop personal and professional skills. The entire Indian Industry across sectors feels NEP 2020 as a very impressive forthcoming policy as it has brought Vocational Education to the mainstream of education. The country will benefit from exploiting the fruits of its demographic dividend. This shall converge in improving individual capacities in critical thinking, soft skills, problem-solving abilities, creativity etc. There is an emphasis for the wide implementation of the Choice Based Credit System which allows flexibility in education that system to benefit students. The idea of the Academic Bank of credits (ABCs) is all set to attract more life-long learners to skill and upskill. It helps a student to become all-round individual with holistic development and become more Industry ready. However, the need of the hour is to examine how HEIs can build their resources and create an optimal learning environment to promote a flexible and innovative curriculum. The effectiveness of high-quality learning is an outcome of the learner characteristics, self-directed learning, teacher, high-quality teaching pedagogy practices, assessment methods, availability of learning resources including digital resources and technology-enabled learning environment. The vital strategy for fruitful implementation would be investing aggressively in Teachers' capabilities and promoting a culture of academic research work in inter-discipline and multi-discipline. Hence, it is the responsibility of the HEI's to set up seed funding to promote and pursue the best scientific research within the Nation while they shall benefit from National Research Foundation (NRF). The growing concern for high-quality education has made NEP 2020 also set up four independent verticals through the Higher Education Commission of India (HECI) to carry on the task of regulation, accreditation, managing funding and financing, and framing the expected learning outcomes for higher educational programmes.

With the effect of the pandemic crisis on the global economy, an indication has occurred that India will emerge as a cost-effective knowledge hub. The country shall attract an increased number of foreign students and researchers. India has responded to the Internationalization of Higher Education in its NEP 2020. The concept of educational hubs is enticing but the milieu of HEIs should intensively work to provide quality assurance and sustainability. There are some agendas that are yet to be addressed which include regulatory, policy and operational questions.

Another important aspect is the necessity for Good governance and leadership for improving the quality of Higher education. Without the governing bodies and the leaders, the vision of the NEP framework will become unattainable. NEP provides a strategic direction to governing board that makes it possible for efficient utilization of resources, fund management, self-disclosures, implementation of transparency & accountability and encourages participation of all stakeholders in decision making. The NEP aims to create more independent self-governing institutions ensuing innovation and excellence.

Conclusion:

To conclude, HEIs must build a sustainable education strategy for implementation of the NEP that aims to ensure equity and inclusion in and through education by addressing all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention and completion and in learning outcomes. HEIs must strike a balance between increasing the enrollment rates and pledging to deliver the best class holistic and multidisciplinary education to the learners for exploiting the opportunities in the flight of Industry 4.0, Pandemic times and beyond.

EMERGING ENHANCEMENT PEDAGOGY IN E -LEARNING

Ms.J.Madhubala & Dr.N.Sumathi
Assistant Professor
Department of B.Com-Professional Accounting
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

The aim of this research was to establish effective e-learning practice in higher education. This was achieved by looking at examples of different pedagogic techniques employed in several cases. The effectiveness of these techniques was established by looking at the students' outcomes on these courses. The idea of e-learning is to empower learners to absorb personal accomplishment, basic schooling or to obtain a degree certificate, without actually attending the school or university or any other academic institute. Higher education delivery and recommended the need for instructors to be committed and motivated for effective instructional delivery.

Introduction

E Learning is imparting and facilitating knowledge on media, electronic devices like that on the Internet, CD-ROMs, and DVDs, streaming media etc. It has drifted the method of learning imparted to the students. Unlike conventional chalk and board style of schooling, eLearning makes giving and receiving simpler, prolific, and productive. Shortly, it is the method of teaching purely through technology.

The word e-learning is used synonymously with virtual knowledge, online education, computer-based training, web-based knowledge, and networked education. Whatever may be the explanation of e-learning, it is revamping the style traditional academia teaches and the learners grasp.

Main Motives of E-Learning

The idea of e-learning is to encourage learners to absorb personal accomplishment, basic schooling or to obtain a degree certificate, without actually attending the school or university or any other academic institute. Another idea is to apply E-learning to all levels of schooling to ensure students grasp the lessons adequately.

Psychologists believe that audio-visual method of teaching creates a disciplined learning environment and fosters effective student engagement in the class. The next benefit of learning online or on electronic media assures you are in sync with advanced learners. Also, digital and self-initiated learning can be acquired at the desired locations. One need not wander in search of learning. E-Learning is versatile and ample to suit all learning methods.

Benefits of E-Learning in Education

The online learning style is best suited for all. This is a revolution in learning genre. The information, now, can be accessed, talked, absorbed and shared anywhere. E-Learning has

made education easy for everyone including office-goers, housewives etc without compromising much.

- E-Learning is effective and powerful. It makes information easy to grasp and absorb. It imparts enhanced ability to learn and implement among the learners. The Audio-Visuals help in remembering knowledge for a longer time.
- E-Learning let you be in sync with modern learners. This keeps you updated with the current trends.
- Traditional classrooms, have mischievous elements to disturb the class. Whereas, eLearning provides expeditious delivery of lessons. There is no procrastinator in eLearning. It is a quick way of learning!
- Lectures can be taken at any time and any number of times. In traditional classes, revisions are not that easy. Unlike traditional learning, if you have missed any lesson, you can always have it online.
- E-Learning allows teachers a higher degree of coverage to deliver the content regularly. This ensures consistency in learning.
- E-Learning is cost-effective as this method quick and easy. Long training period, infrastructure, stationary, travel expense etc is reduced.
- It is a benefactor to those who feel nervous and disconnected in groups. It helps you learn without having to give up the comforts of the environment you are at ease with.

Techniques For Effective Online Learning

Here are several techniques for implementing effective online learning:

1. **Blended learning –** Blended Learning is an effective strategy for utilizing your expert's knowledge in a highly targeted manner. Using this strategy you have a portion of your course delivered in real time either in a classroom environment or via a live distance learning portal, and a portion of your course via an asynchronous course model via an LMS (typically via learning objects, discussion forums, and online assessments). Your employees can take basic and intermediate level courses through the online course portal in their own time and at their own pace. For more complex or hands on experiences you can have an expert deliver training face-to-face, on site, or virtual via a synchronous platform (WebEx, Go2Meeting, Connect, etc…).
2. **Interactive tutorial based training –** This is the most typical method of training. In a highly interactive environment basic and intermediate skills and knowledge can be presented in an effective manner that can be assessed and tracked as training materials are presented. This is typically launched via an LMS and packaged as a SCORM object.
3. **Simulation based training –** Simulation based training allows users to learn how to operate expensive machinery or work with complex computer software in a safe

and easy to work in environment. It provides its end users a method of experimenting and learning in an environment that does not have severe or dangerous consequences if they make a mistake – all the while tracking their performance and educating them on best practices.

4. **Case based training –** Case based learning is an excellent method of training your users utilizing real world case studies that the learners work through throughout their course. This provides your learners a situated experience in the course that is similar to challenges they will face on the job. Case based learning forces users to analyze their decisions in an environment that provides feedback that helps them get to the next step in the learning environment. Case based learning is often used in Harvard Business school as a method of helping students understand the impact of workplace decisions that are made in the work environment.
5. **Problem based training –** Problem-based training emphasizes learning as a process that involves problem solving and critical thinking in situated contexts. It provides opportunities to address broader learning goals that focus on preparing workers for active and responsible roles within their jobs. Learners gain experience in tackling realistic problems, and emphasis is placed on using communication, cooperation, and resources to formulate ideas and develop reasoning skills all the while tackling real problems faced in the workplace.

Elements of Future Ready Learning



Conclusion

E-Learning has been an invaluable support for learners around the world. Earlier the access to knowledge was not accessible to all. Students with economic constraints, geographical boundaries or physical disabilities had scarce opportunities in the academic province. The same now hold access to consistent education. The modern learning method fetches you a refreshed version of knowledge accessible at convenience and shared with millions of people from different boroughs. It's an ecstatic learning period for scholars far and wide. eLearning also offer greater collaboration and global opportunities to the learners. Adopting the effective pedagogies presented in this study seems a first step towards preparing e-pedagogues. An e-pedagogue is a teacher at heart, has a passion for learning, knowledge of learning theories and effective pedagogy, and understands the functionality of e-learning technology.

INTEGRATED TECHNOLOGY IN CURRICULUM – CHALLENGES AND STRATEGIES

Dr.S.B.Gayathri
Associate Professor and HOD, B.Com (PA),
Nallamuthu Gounder Mahalingam College, Pollachi.

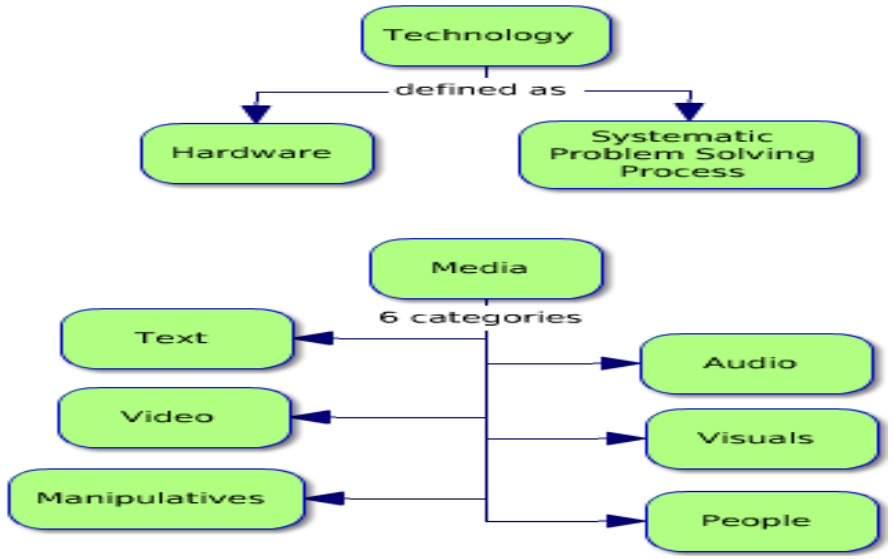
Dr.D.Padma
Associate Professor, B.Com (PA),
Nallamuthu Gounder Mahalingam College, Pollachi.

Dr.D.Rajasekaran
Assistant Professor, B.Com (PA),
Nallamuthu Gounder Mahalingam College, Pollachi.

Introduction

Integration of technology in education refers to the use of technology to enhance the student learning experience. Utilizing different types of technology in the classroom, including a virtual classroom, creates learners who are actively engaged with learning objectives.

The characteristics of Integration of Technology are associated with five levels: Entry, Adoption, Adaptation, Infusion, and Transformation.



The term curriculum integration (CI) refers to combining two or more subjects when teaching a topic. CI involves integrating the subject concepts, subject content (the facts or substantive knowledge), and subject competencies (or skills) developed in a topic.

Benefits of Technology in the Classroom

1. Provides a More Engaged Learning Environment

One significant benefit of integrating technology in course design is that it helps to create a more engaging learning environment for students. It is hard to deny the impact that technology has had on the way we teach and learn.Technology can help teachers to present subjects in more interactive and creative ways. With all the possibilities out there (and with more on the way with advancements like virtual reality) it's an intriguing time to be a teacher planning a course.

2. Prepares Students for the Future

Technology is everywhere, which is why it's important that it plays a part in students' current learning environment. Using technology when you teach will help students to become more familiar with common programs that they will use in their future careers.

Teachers aim to prepare their students, and a great way to do that is with technology. Since it will play a large role in their lives moving forward, students need to be able to understand the basics. The use of computers and the internet will be an integral part of their future professional and personal lives.

3. Connects Better with Students

One of the most important aspects to a teacher's and student's success is how well they can connect with each other. Teachers are always seeking ways to connect not only with their students but always with one another to build community in their courses.

Technology provides teachers with an opportunity to connect with their students in a new way. It allows you to open up lines of communication and use the Internet to explain curriculum material in a new way, which can be very helpful to students.

4. Boosts Collaboration

An engaging learning environment requires a lot of collaboration. Technology is a great way to promote and facilitate discussion among students. They'll interact with each other through the technology and discuss different ways they can collaborate and learn together.

Some students are gifted with computers, meaning it won't be long until they learn some tricks of the trade and can help other students out with their assignments and tasks. This promotes a collaborative environment in the classroom, which in turn leads to a more connected community.

5. Supports Learning

Many students learn best when they have access to technology. To reach as many students as possible, it's crucial that technology be incorporated into the course design.

Technology can offer a variety of teaching and learning techniques that can help teachers convey the subject material to a larger audience (more on that in a bit). The hope

of many teachers is to reach as many students as they can, and technology provides a great solution for them.

Major challenges of integration of technology in the classrooms.

1) Resistance to change:

Easy way out is to keep the status quo. Educators are comfortable and used to the traditional method of teaching and hence resist changing and getting out of their comfort zones. According to the researchers, teachers and school leaders often see technological experimentation as outside the scope of their job descriptions.

2) Lack of hardware and guidance to use them:

Schools are still not sure as to what type of computers and other technological devices they should use. Institutions need to understand their requirement and work accordingly. Availability of gadgets is important for proper and smooth functioning without any hindrances.

Institutions and teachers need to prepare themselves to make students work together on one device as well as let them work individually on one device. Also there is a need for proper and timely guidance that should be provided to teachers for effective use of technology.

3) Kids will know more than me attitude:

Kids today are more active and pro when it comes to technical things. Teachers are afraid of the potential technology holds and the power of knowledge students can get with it. This attitude that kids may know more than me makes educators insecure and backs them up.Instead, teachers should interact and engage with other students and try to learn along with them. Teachers also have to become a learner in order to enjoy the benefits of this mix.

4) Fear of technology:

Educators have this Fear of the unknowns with new technologies. They are Scared to experiment with new technologies. Also, this thought of having to learn it all at once slips them away from the idea of integrating technology.Thinking that a technology coach must have all answers is one other reason that leads them to get away from the idea.

5) Lack of training opportunities and rigid teaching models:

Educators are not provided with sufficient training and proper technical support. With so many roles to play, there is shortage of time to practice with new and ever-changing technologies. The already existing teaching models are rigid to be transformed.

Technology can and does enhance the performance of educators, professors, and entire school and university systems. Basic skills for the students and educators of the 21st century skills will include basic literacy in the subject areas but in addition, students also need basic scientific, economic, and digital literacy.

Conclusion:

Technology empowers teachers to develop creative and interactive classrooms and gives them access to innovative resources. Effective educators understand the benefits of integrating technology in the classroom and finding new ways to make lessons meaningful.Technology has become a crucial part of our society. Without technological advancements, so much of our everyday lives would be drastically different. As technology develops, it strives to fulfill the changing needs of society.Technology is a versatile and valuable tool for teaching and learning and becoming a way of life. The most important thing is that teachers need to be prepared to use these technologies effectively. Schools can use technology effectively and for the welfare of students, teachers and society, it must be done.

ONLINE TEACHING METHODS AND ASSESSMENT FOR IMPROVING STUDENT GROWTH

P. Sudha
Assistant Professor, Department of Commerce with IB, Nallamuthu Gounder Mahalingam College, Pollachi.

J. Jai Reaka & P. Abinaya
Department of Commerce with IB, Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract:

The physical classroom learning nowadays is no longer applicable for the current younger generations (Gen Y). Internet and distance learning which is generally known as online education plays a vital roles in the country's education system. It is undeniable that online education provides ample of benefits to young learners. Nevertheless, there are also many negative implications from online education. Limited collaborative learning, increase in time and effort are the several negative implications from online education. This study examines the implications of online education among students especially in a private higher learning institution and its effect towards Malaysian national education system. Information has been collected through surveys, interviews and together with secondary data, and were analysed using SPSS. The studies found that there are various serious issues regarding online education and on its effect on the quality of Malaysian Education System to certain extend. Several problems have been identified and these issues have to be solved in order to sustain the quality of education for future generations. Furthermore, Ministry of Higher Education (MOHE) should formulate a standard policy, monitor closely the implementation of online education, evaluate and review the method used in teaching and upgrade to maintain the quality of online education in private higher education institution.

Introduction:

Online teaching and learning refers to education that takes place over the Internet. A significant number of colleges in the US and abroad are moving from the traditional face-to-face classes into fully online, web-based courses. Online education, often called distance education or web-based education, is currently the latest, most popular form of distance education. It has recently become an integral part of many university programs.

Online teaching has become more common during the past decades as technological advancements provide new education possibilities. New teclmology also gives teachers new ways to conduct teaching. Today, there are many different teaching methods which can be utilized. This paper provides a brief introduction to online teaching and learning

In a short amount of time you have to be able to make a real connection with your audience. So keep these following goals in mind when writing effective introductions: (1) Getting the attention of your audience, (2) identify your subject, and (3) showing why the subject is important to your audience. In some cases you may be able to do all these things simultaneously. On most occasions you may have to give them attention separately. We will go into more detail on each of these objectives below.

Getting the attention of your audience: People come from all walks of life. Many times they are worried about issues at home or other anxieties in their lives. Being able to hold the attention of your audience is challenging. Try asking your audience an effective and relevant question pertaining to the subject at hand. Give a brief pause so that the listeners have time to come up with a mental answer. If they feel they have this mental dialogue with you then you will have their attention.

Making the process of knowledge acquisition or modification less resource-consuming but more outcome-driven is among the global priorities of the educational system today, which explains the growing popularity of e-learning. To begin with, considering the need for qualified instructors' involvement, it is clear that receiving training requires the use of financial and time resources to gather with instructors or classmates and coordinate learning activities. The need to travel in order to attend lessons and gain access to learning materials presents a significant problem, especially when it comes to people with disabilities or those willing to complete courses offered by foreign providers of educational services.

Benefits of Online Teaching & Learning:

Personalised Experience

Online teaching allows both the teachers and the students to know each other more personally. As most online classes take place one to one, students find it more comfortable to open up. In groups, many students find it challenging to ask questions.

Communication Is Easier

So while someone is speaking online, that person generally seems to be more focused than when delivering an offline lesson in front of a group of people. This helps not only the teachers but also the students. The students understand and learn the lesson from their comfort zone. The learners can communicate better.

Flexible With Time And Location

Most of the online classes are flexible. The teacher and student mutually decide upon the time they are willing to invest in the study. Besides, they can also decide on the class's date, type, and location and the number of students they want to teach in a group. One of the advantages of online teaching is that a teacher can stay in another place like a different state or even country and still deliver the lesson perfectly. There is no need for the student and the teacher to remain in the same place, locality, as they do not need to meet physically.

Comfortable And Accessible

Students and teachers can stay in their home or any other preferred location and continue with their education. They do not need to step out of their house. This is thus the best option that most learners and teachers opted for during the pandemic and is still

following this. To attend such an online class, the student and teacher just need to have a proper internet connection.

Helps to Focus on the Study

Students and teachers can attend online classes from their comfort zone, which allows focusing on the study. The students can choose a proper corner in the house and start their lesson. This will undoubtedly help to concentrate and focus on the study material. They won't be affected by any external disturbances.

Learn More

Yes, anyone looking forward to learning maximum should go for online classes. The online classes provide more learning opportunities as the learners and students can save a lot of time by not stepping out of their homes. Reaching an institute would take some time. The time taken can range from half an hour till 2, 3 or more hours. In addition, the learners would also feel exhausted after reaching the institute. They would need some time to recover from it. However, availing of an online course is much easier and comfortable. The student would save time and money all at once.

Safe Way To Learn

During the pandemic and after the pandemic, most people are concerned about their own and others' safety. Nobody wants to get affected by the deadly virus. Online Education from all perspectives seems to be the best way to learn and stay in a safe place.

Methods Of Online Teaching &Learning:

VISME

Visme is an online design tool that anyone can use to create presentations, infographics, concept maps, schedules, reports and more.It's packed with tons of features, like free photos and graphics, customization options and an easy drag-and-drop editor that both non-designers anddesigners love to use.

Google Classroom

Google Classroom is the low-key most versatile online teaching tool available. This Learning Management System (LMS) is part of G Suite, which means teachers can use Google apps to create lessons, quizzes and documents all inside Google Classroom. To use the Google Classroom app, you'll need a G Suite for Education account. Many schools and teachers transitioned to this LMS when schools were closed due to the pandemic. For anyone using Google products regularly, Google Classroom is easy to tackle. Inside the app, educators offer the content for the lessons, quizzes, assessments, and tests. They can also communicate with the students and parents via message boards or email.

ZOOM

There are two ways of using Zoom; Meetings and Webinars. The most suited for interactive online teaching is Zoom Meetings, while Zoom Webinars is better for lectures. Teachers can choose with which to work at any given time.Zoom Meetings have practical features that make online teaching easier, such as breakout rooms. These help teachers separate the students into groups, much like you would do in a normal classroom setting.

Each group can communicate with each other and the teacher can be notified to come in and help if needed. Since Zoom became so popular for distance learning, many other online teaching tools have incorporated seamless integrations.

A Web Whiteboard App

AWW App is the perfect solution for teachers that are used to having a board to write on during class. This is a digital whiteboard where teachers can annotate much like on a regular board. The integration between AWW and Zoom makes it easier than ever to teach a class online. You can also import PDF and PowerPoint files into AWW.

TED Talks

Ted Talks are a great resource for online teaching. We wouldn't exactly call it a tool, but more of a repository. Ted's website offers videos of 18-minute speeches by influential speakers on a variety of topics. There are even some Ted talks by kids, which can be greatly inspiring for students.Best of all, every talk is free to include in lessons. The videos can be embedded or shared with a link. They're easy to incorporate with any LMS.

Conclusion:

Online learning has gained popularity in the recent past, with many graduates and the working class taking some courses online to enhance their skills. Technological advancement and the flexibility associated with e-learning have contributed to high satisfaction levels among student's committee. online learning has gained popularity in the recent past, with many graduates and the working class taking some courses online to enhance their skills. Technological advancement and the flexibility associated with e-learning have contributed to high satisfaction levels among online students. Although curriculum and course content is the same in both online and traditional education systems, the efficacy of online education has been subject to debate. As presented in this essay, students have attained quality degrees and professional skills online. However, there have been challenges with employment due to the questions of academic integrity in online examinations. The answer to whether online education is as good as face-to-face learning lies heavily on individual requirements and the line of study. While non-technical courses may be fully satisfied with the online education system, professionals interested in technical skills may find it less satisfactory.

TIME MANAGEMENT & LEARNING FLEXIBILITY

B.Madhan Kumar
Assistant Professor,
Department of Commerce with IB,
Nallamuthu Gounder Mahalingam College, Pollachi.

P.Dinesh & S.Pravin Kumar
Department of Commerce with IB,
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

Time management is very important and it may actually affect individual's overall performance and achievements. Students nowadays always commented that they do not have enough time to complete all the tasks assigned to them. In addition, a university environment's flexibility and freedom can derail students who have not mastered time management skills. Therefore, the aim of this study is to determine the relationship between the time management and academic achievement of the students. The factor analysis result showed three main factors associated with time management which can be classified as time planning, time attitudes and time wasting. The result also indicated that gender and races of students show no significant differences in time management behaviors. While year of study and faculty of students reveal the significant differences in the time management behaviors. Meanwhile, all the time management behaviors are significantly positively related to academic achievement of students although the relationship is weak. Time planning is the most significant correlated predictor.

Learning flexibility in the 21 century realize that students entering the classroom today are much different from those who have come before. Today's students are demanding a change in the classroom because of their ability to gather information faster than any other generation. It gives users on-demand access to the content, tools, training, information, and support they need to create and enhance learning relevance and efficacy through both school-provided and personal technology. Learning is acquiring new, or modifying and reinforcing existing, knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. Flexible Learning is a set of educational philosophies and systems, concerned with providing learners with increased choice, convenience, and personalization to suit the learner. In particular, flexible learning provides learners with choices about where, when, and how learning occurs. Sometimes it also referred to as personalized learning. Quality determines how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits.

Introduction

Time management is the process of organizing and planning how to divide your time between different activities. Get it right, and you'll end up working smarter, not harder, to get more done in less time – even when time is tight and pressures are high. The highest achievers manage their time exceptionally well. Basically, time management strategies allow you to plan out your time so that you can get things done and have a more balanced, less stressful life. In this module, we'll explore why you need time management techniques, how to figure out how much time you actually need to accomplish your tasks.

Learning flexibility approaches are often designed using a full range of teaching and learning theories, philosophies and methods to provide students with opportunities to access information and expertise, contribute ideas and opinions, and correspond with other learners and mentors Flexible learning refers to the ability to customize one's pace, place and mode of learning. With pace, for example, students may take accelerated programs or engage in part-time learning to ensure they have time to work on the side

Definition

Time management:

Time management is the coordination of tasks and activities to maximize the effectiveness of an individual's efforts. Essentially, the purpose of time management is to enable people to get more and better work done in less time. Elements of time management include organization, planning and scheduling to best take advantage of the time available. Time management techniques also take into account an individual's particular situation and their relevant capabilities and characteristics.

Learning Flexibility:

Learning flexibility is the formal education method that focuses on increasing flexibility in the time, location, teaching, and other aspects of the learning process. It is a method where students are given the liberty to choose how, when, what, and where they want to learn. Flexible learning aims to enhance the learning pathway, create a better experience, and give students better access. It allows us to decide how a physical space can be used, how students should be taught, and how much time is to be invested. Students are given proper breaks in between to increase their productivity and not make learning a tiring experience.

Some Tips for Improving Your Time Management Skills

- **Set Goals**

Once goals are set, time management helps your student plan exactly how they are going to achieve their goals and stay on track with not just school, but also work and social commitments. Goal setting and time management are important to every student.

- **Create A Schedule**

Learning how to schedule your time efficiently so that work can be completed in the allotted time can be a real challenge. If you are creating a schedule that only you will follow, it may be a little easier than it is to create a schedule that works for everybody. If you have team members who participate on multiple teams, it can be even more difficult.

- **Prioritize Tasks**

Time management is about planning your day and how long things will take to enable a productive day. It can involve time tracking to ensure tasks are not taking as long as they should and having control over your own time Task prioritization ensures that you

allocate sufficient time to complete tasks and also make necessary changes in order to save time and become more productive.

❖ **Avoid Procrastination**

Set realistic day-to-day goals. Work on one thing at a time and follow it through to completion. Break larger tasks (such as writing a research paper) into smaller ones, and tackle one part at a time. Be honest with yourself about how you spend your time, and look at ways of cutting back on time-wasters.

❖ **Take Breaks**

Taking regular breaks can actually help you be more productive than working without stopping. Effective breaks can help to reduce your stress levels so that you're ready to re-focus when you return to your work. Taking breaks while studying can even improve recall.

Some Tips For Improving Your Learning Flexibility

❖ **Experiment With Different Learning Styles**

Visual—drawing maps, outlining processes, taking notes, watching videos, reading silently. Auditory—listening to speeches or videos, reading out loud, participating in group discussions. Tactile/kinesthetic—taking field trips, visiting museums, playing learning games, doing hands-on activities, writing notes.

❖ **Be Open To Feedback**

The purpose of feedback in the assessment and learning process is to improve a student's performance - not put a damper on it. It is essential that the process of providing feedback is a positive, or at least a neutral, learning experience for the student.

❖ **Seek Out Resource**

Flexible Learning is a set of educational philosophies and systems, concerned with providing. Learners with increased choice, convenience, and personalization to suit the learner. In. particular, flexible learning provides learners with choices about where, when, and how Learning occurs.

❖ **Embrace Challenges**

Students experienced the unavailability of a network, economic instability, digital divide, the shortage of digital devices, distractive learning environment, expensive internet data, health-related problems, lack of resources, lack of digital literacy skills, and loss of motivation.

Adopt To New Situations

Adaptability refers to a change in behavior or acclimation to a new type of situation and can involve comprehensive changes. Flexibility usually refers to a person giving more or less in the same situation without changing the components or altering their overall approach or behavior.

Principels of Time Management

- Commitment
- Pursue fun with vengeance
- Time vs task focus
- One thing at a time
- Block out time
- First thing first
- Routine
- Flexibility
- Respond vs react
- Organize your environment

Principles of Learning Flexibility

- Learners at the center
- The social nature of learning
- Emotion are integral to learning
- Recognize individual differences
- Stretching All Students
- Assessment For Learning
- Building Horizontal Connections

Benefits of Time Management

- Ability to realize goals
- Less stress
- Greater opportunities
- Greater productivity & efficiency
- Better professional reputation

Benefits of Learning Flexibility

- Saves time
- Flexible
- Energy efficient
- Higher comprehension
- Affordable

Conclusion

Good time management helps us maintain control in life. When you have control of your time, you feel more in control of your life , having control of your life gives you power and freedom, and time management helps you maintain this control The flexible learning moulds the learner to plan their activities according to their interest and enthusiasm. It also keeps the mind of learner in a pleasant situation that is out of external fear.

ROLE OF TEACHERS & STUDENT IN NEP

S.Pratheepa
Assistant Professor,
Department of Commerce with IB,
Nallamuthu Gounder Mahalingam College, Pollachi.

N.Soundharya & U.Swetha
Department of Commerce with IB,
Nallamuthu Gounder Mahalingam College, Pollachi.

Introduction

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation.

Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

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. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunctionwith multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as

India moves towards becoming a developed country as well as among the three largest economies in the world.

Previous Policies

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy.

A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education.

Principles of this Policy

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- according the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;
- flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- multidisciplinarity 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;

National Curriculum Framework for School Education (NCFSE)4.30. The formulation of a new and comprehensive National Curricular Framework for SchoolEducation, NCFSE 2020-21, will be undertaken by the NCERT - based on the principles of thisNational Education Policy 2020, frontline curriculum needs, and after discussions with allstakeholders including State Governments, Ministries, relevant Departments of the CentralGovernment, and other expert bodies, and will be made available in all regional languages. TheNCFSE document shall henceforth be revisited and updated once every 5-10 years, taking intoaccount frontline curriculum.

National Textbooks with Local Content and Flavour The reduction in content and increased flexibility of school curriculum - and the renewed emphasis on constructive rather than rote learning - must be accompanied by parallel changes in school textbooks. All textbooks shall aim to contain the essential core material (together with discussion, analysis, examples, and applications) deemed important on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs. Where possible, schools and teachers will also have choices in the textbooks they employ - from among a set of textbooks that contain the requisite national and local material - so that they may teach in a manner that is best suited to their own pedagogical styles as well as to their students and communities' needs.

Transforming Assessment for Student Development The aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education.

The progress card of all students for school-based assessment, which is communicated by schools to parents, will be completely redesigned by States/UTs under guidance from the proposed National Assessment Centre, NCERT, and SCERTs Support for Gifted Students/Students with Special Talents There are innate talents in every student, which must be discovered, nurtured, fostered, and developed. These talents may express themselves in the form of varying interests, dispositions, and capacities. Those students that show particularly strong interests and capacities in a given realm must be encouraged to pursue that realm beyond the general school curriculum.

Teacher education will include methods for the recognition and fostering of such student talents and interests. The NCERT and NCTE will develop guidelines for the education of gifted children. B.Ed. programmes may also allow a specialization in the education of gifted children.

Financial support for students Financial assistance to students shall be made available through various measures. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be

expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

Motivated, Energized, and Capable Faculty

13.1. The most important factor in the success of higher education institutions is the quality and engagement of its faculty. Acknowledging the criticality of faculty in achieving the goals of higher education, various initiatives have been introduced in the past several years to systematize recruitment and career progression, and to ensure equitable representation from various groups in the hiring of faculty. Compensation levels of permanent faculty in public institutions have also been increased substantially. Various initiatives have also been taken towards providing faculty with professional development opportunities. However, despite these various improvements in the status of the academic profession, faculty motivation in terms of teaching, research, and service in HEIs remains far lower than the desired level. 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. To this end, the policy recommends the following initiatives to achieve the best, motivated, and capable faculty in HEIs.

Technology Use and Integration

India is a global leader in information and communication technology and in other cutting-edge domains, such as space.

The Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and educational levels is directional.

Conclusion

The objective of the New Education Policy 2020 is to make India a global knowledge superpower. The NEP 2020 policy also proposes that all universities and colleges aim to be multi-disciplinary by 2040. This policy will boost employment in the country The objective of the New Education Policy 2020 is to make India a global knowledge superpower. The NEP 2020 policy also proposes that all universities and colleges aim to be multi-disciplinary by 2040. This policy will boost employment in the country and fundamentally change our educational system. and fundamentally change our educational system. Education can help us embrace social change by cultivating a positive outlook and broadening our thinking. Further, it can initiate behavioural change and prompt a shift in attitude in people, allowing them to contribute constructively towards the growth of a progressive and tolerant society.

BLENDED LEARNING IN NATIONAL EDUCATION POLICY

Dr.R.Gayathri
Associate Professor in Commerce With IB
PG Department of Commerce with International Business

Sanjay Kumar.S & Sobeya.R
III – B.Com IB
PG Department of Commerce with International Business

Abstract:

Covid 19 has created more uncertainties, disruption, and agony in human life. Yes, all of us have witnessed this and most of us have experienced it. However, we have also witnessed the emergence of new normal.

Which is a more popular word used during this pandemic. This new normal has hit many fields associated to us. Important among these, is education. The dimension of learning is believed to be taking new shape, or rather multiple facets.

The objective of this paper is to understand the challenges and the opportunities available to blended learning. Its quite an interesting subject, we should deep dive and understand, because the learning mode for our future generation is going to have drastic changes. Developments due to this are incremental, but should not have paradigm shift.

Introduction:

Blended learning is a change to learning process in India. From Gurukula's where students used to stay isolated from their home and family members to seek education along with life skills.

Under the close monitoring of a dedication Guru, here the Guru used to be a mentor he supposed to be the reason behind all the accomplishment of his students. Educations used happen in a remote place.

Where focused approach without any distraction was ensured their contact with the family members was very limited. Life during this periods was very simple and dedication to only for learning. This was some for students as well as Guru's. Hence more importance was given to teacher student's relationship.

Definition:

- Blended Learning is an integrated approach to teaching and learning that includes multiple modes of instruction and learning practice.
- Blended learning, also known as hybrid learning, is an approach to educationthat combines online educational materials and opportunities for interactiononline with traditional place-based classroom methods.

Types:

- **Rotation:**

A course or subject in which students rotate on a fixed schedule or at the teacher discretion between learning modalities at least one of which is online learning.

- **Flex model :**
  A course or subject in which online learning is the backbone of student learning.

- **A La carte model:**
  A course that a student's takes entirely online to accompany other experience that the students is having at a brick and mother school or learning centre.

Components:

- **Face - to - face learning:**
  Part of learning must be face to face.

- **Digital learning:**
  Part of the learning must be online or digital.

- **Students control:**
  Students should have some degree of control over the place, path and or time of the learning.

- **Integrated learning:**
  The face to face and digital lesson must be integrated and aligned to common learning goals.

Making Blended Learning work

- Technology access
- Design
- Safety and security
- Skill development, support and Training
- Motivation

Opportunities:

- More meaning full Blended.
- Constant training of teacher.
- Out of class room learning.

Conclusion:

- In this teachers should know exactly what tool to use, when to use and how much to use.
- Teacher can't be replaced completely with technology since they known clearly on the level of curve of students learning.
- Learning should be limited to delivery but to make an impact, also should focus on engaging and challenge individuals to surmount their limitations.

PEDAGOGY ENHANCEMENT WITH E-LEARNING

Dr. N. Ponsabari Raj
Assistant Professor of Commerce with IB
Nallamuthu Gounder Mahalingam College, Pollachi.

K. Deepak kumar & M. Ramakrishnan
Nallamuthu Gounder Mahalingam College, Pollachi.

Introduction:

Despite an increased interest in the use of e-learning to enhance students' learning, it is surprising that so little research has been conducted to justify these claims. Goodyear (2001) concluded: 'the literature on learning in higher education is surprisingly quiet with respect to what both lay people and practitioners might expect to be a key construct—that of "understanding"' (p. 62). Another confirmation was put forward by Spector (2002), who reported: 'the big lesson about technology and learning from the 20th century is that less is known about how people learn than many educational researchers are inclined to admit' (p. xiv). It is therefore critical to find out how effective e-learning practices are achieved.

Characteristics:

- **Focus on performance expectations**

Many e-learning courses contain information to be transmitted but are not linked to a defined performance expectation. Successful training focuses instead on a specific and targeted content that aims to achieve specific goals, providing practical tests as well as feedback to ensure that students apply what they have learned to real life, internalizing content and changing their behavior.

- **Pleasant aesthetics**

The general aesthetics of the course is also important. It is the first thing the student will have before and we all know how important the first impression is. Therefore, it is better to use professional and legible characters. To keep students' attention high, the course must include many visual and interactive elements such as images, graphics, infographics and diagrams. But be careful with excessive use of images: never overdo it with too many unnecessary images. Each visual element must in fact have a precise objective within the course.

- **Positive and not too formal language**

If the content is to be relevant and engaging, it is also important to use an encouraging language that helps the user feel comfortable during the training and satisfied with what he is learning: in this regard, it is better to use a language that is not too formal. It would also be useful to put yourself in the student's shoes, take into consideration what you

already know and be careful when making hypotheses about your previous knowledge and about the levels of experience already acquired.

❖ **Interactivity and application of knowledge**

Interactivity is fundamental in an e-learning course, as in this way the student is called to act actively and will also be able to remember the information better and his experience will be more pleasant. To learn, students need to practice applying the study to concrete situations. How and when will they use what they have learned at work? Interactivity gives users the opportunity to put into practice what they have learned in potential real-life scenarios. This can be done by giving students quizzes or by offering them simulations at regular intervals during the course. It may be useful to ask questions to the student or have them prepare an action plan: for example, to offer a hypothetical sales scenario to be managed by a salesperson. Once the activity is complete, it is possible to evaluate users' responses and provide feedback on what has been done. If the student has made a wrong decision, the trainer can intervene by indicating the reason for his mistake and guide him to the correct action. Alternatively, you can offer prizes that motivate the student to pay attention to the course and to give the maximum in the practical application of the acquired knowledge.

❖ **Clear learning objectives, coherent, targeted and simplified content**

Each e-learning course should have a clear learning objective. People like to know what is expected of them, what they are about to learn and how long it will take to do it. The best courses are coherent and specific, characterized by a targeted and simplified content, without excessive redundancy and oriented towards the concrete application of knowledge.

Benefits:

1. You are able to link the various resources in several varying formats.
2. It is a very efficient way of delivering courses online.
3. Due to its convenience and flexibility, the resources are available from anywhere and at any time.
4. Everyone, who are part time students or are working full time, can take advantage of web-based learning.
5. Web-based learning promotes active and independent learning.
6. As you have access to the net 24x7, you can train yourself anytime and from anywhere also.
7. It is a very convenient and flexible option; above all, you don't have to depend on anyone for anything.
8. Not only can you train yourself on a day to day basis, but also on weekends or whenever you have the free time to. There is no hard and fast rule.

9. Through discussion boards and chats, you are able to interact with everyone online and also clear your doubts if any.

Huddles:

1. Most of the online assessments are limited to questions that are only objective in nature.
2. There is also the problem of the extent of security of online learning programs.
3. The authenticity of a particular student's work is also a problem as online just about anyone can do a project rather than the actual student itself.
4. The assessments that are computer marked generally have a tendency of being only knowledge-based and not necessarily practicality-based.

Importance:

1. A thoughtfully developed pedagogy **improves the quality of teaching**. It makes the student **more receptive** during learning sessions. Consequently, this improves the student's level of participation in the teaching-learning process.
2. An appropriate pedagogy helps impart education to students with **different learning styles/abilities**. Students develop a **deeper understanding of the subject matter**. Subsequently, this ensures the achievement of the learning outcomes of a program.
3. A correct pedagogical approach is required for students with special needs and students from disadvantaged groups, viz. females or minorities. Also, it **encourages them to be a part of the mainstream learning community**.
4. A thoughtfully developed teaching pedagogy example **makes students develop higher-level cognitive skills**, viz. analysis, synthesis, and evaluation. On the other hand, knowledge, comprehension, and application are lower-order cognitive skills in Bloom's Taxonomy.
5. Assessing student performance appropriately is an essential part of the learning experience. **Effectively grading papers while being fair to all students is most critical**

Conclusion:

E-learning is not intended to replace conventional methods and learning in classroom. Its aim is to create an augmented learning environment where technology is used to deliver a combined range of teaching and learning techniques aimed at maximizing individual's participation the and achieving the goals in the learning and teaching process as a greener world.

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A STUDY ON E-LEARNING TOOLS USED IN PEDAGOGY ENHANCEMENT

Ms. A. Gomathi
Assistant Professor of Commerce & Banking and Insurance,
Nallamuthu Gounder Mahalingam College, Tamilnadu, India.
gomathiagathursamy@gmail.com

Abstract:
The rapid surge in the use of computers and the Internet for education has changed the way students and educators approach education. Educators now incorporate e-learning tools such as discussion forums, blogs, wikis and so. This paper explores the overview of e-learning tools used for pedagogy enhancement. Besides this it also tried to ascertain reason for transformation from traditional to e-learning tools. With more and more interesting e learning solutions, the education industry is realizing the potential of e-learning and virtual classroom experience.
Keywords: *Pedagogy Enhancement, E-learning tools, Digital India*

Introduction

One of the most obvious changes in the educational environment in recent years is the use of information and communication technologies (ICT) to facilitate teaching and learning. Educators now incorporate e-learning tools such as discussion forums, blogs, wikis and so forth in most teaching and learning activities whereas some subjects are also being taught online in their entirety using websites that have chat rooms, lecture podcasts and vodcasts and links to other instructional material[1].

Objectives of the Study

The main objective of this study is to study about the e-learning tools used for pedagogy enhancement.

Research Methodology

As the research paper is of conceptual and review nature, the researcher has applied exploratory research design by using varied secondary data availed from the secondary data sources. Based on the secondary data and review, the researcher has reported on various emerging trends in e-learning tools.

E-Learning Tools in Education – An Overview

In the new arena of learning, technology is playing an important role than ever before. Teaching and learning are slowly moving into more of digital space and outsmarting the traditional classroom system. Moreover, the Covid situations are demanding a great emphasis on online education and that is the reason why e-learning tools are gaining a lot of attention. When the world is moving towards virtual education, there needs a strong platform that connects well between educators and students[2].

Here let us have a look at some of the top e-learning tools that can transform the way an online education can benefit the learning outcome.

Google Classroom



This is a comprehensive community-based e-learning solution that can take virtual education to the next level. It is a remarkable option in G suite for education which enables flawless communication between students and teachers when learning online.

Features

- Teachers can create an online classroom with ease and invite students
- They can easily interact by posting questions and get solutions from fellow students and teachers
- Teachers can share lesson materials and stimulating queries for review at home
- Students who missed the live learning hours can still be provided with catch up notes or additional instructions to easily follow the lesson

The option to integrate with products from Google like Google Forms can trigger the interactive learning experience and receive feedback or suggestions easily from both ends.

Storybird



Educators can easily create artistic and digitally interactive learning materials and books to boost the experience of the virtual classrooms through this simple but impressive e-learning web app.

Features

- Teachers can easily assign projects to students and it features worksheets and extended resource lists.
- Constant feedback can be provided to the learning outcomes
- It supports Google Classroom imports to easily add student accounts and combine with active classroom tools

- Simple how-to guides are designed to help teachers to build distinctive curriculums.

In addition, the tool can even help improve the creative side of students by asking to compose their own stories and expanding their reading and writing skills.

WizIQ

Teachers who are looking to train a wider audience can benefit from the amazing customization features of WizIQ. Interactive courses can be created and be shared either as materials or live classes by considering the student choice, as well.

Features

- Your live sessions recording can be saved in the WizIQ Content Library
- User can choose a price plan depending on the actual case
- The basic plan allows up to 300 attendees per class
- Teachers can share the content as PPT, Video, Doc or PDF
- Classes can be made interactive through screen sharing and polls

Moreover, the classes can be even attended on the go through WizIQ app for Android and iOS platforms.

GrammarFlip

This is one of the best e-learning tools to make teaching and learning grammar a lot easy than ever before. This comprehensive grammar program works well for both traditional and virtual classroom setup and is designed for high school, middle school and elementary students.

Features

- Instructional videos help students to grasp and understand writing and grammar concepts at their personal pace.
- There are mixed question formats meant to slot in various learning modalities and self-assessing practice exercises give immediate feedback
- Downloadable progress reports help educators to swiftly spot students who require assistance

Moreover, the writing portals give immediate access to those writing feedback and engaging writing prompts encourages student contribution.

Kahoot

Students' engagement in a virtual classroom can be taken to the next level through this amazing game-based learning app. Educators can easily host live games, create quizzes and do a lot more to make learning more interactive and fun.

Features

- Teachers can effortlessly create a trivia quiz or learning game on any topic for language of the choice
- Students can be enabled to master diverse lesson concepts through fun tasks and games
- Learners will tend to stay attentive and the sessions will be more interactive.

There is no wonder why 50% of educators in US are said to be presently using this e learning tool for online learning to boost the learning experience in virtual classrooms.

Elucidat

This web-based system is considered as a great choice to create e-learning solutions easily and efficiently. It comes with a built-in page template editor and lots of theme options to choose from to create an ideal solution for the respective audience.

Features

- Users can simply drag and drop to insert graphics, text, and media to create learning content
- You can choose from multiple themes which will fit on diverse screen sizes
- High-quality interactive learning content can be created with minimum expense

The best part is that many hundreds of courses can be managed well at the same time, that too for multiple languages.

Knoword

This is one of the best e-learning tools that promote self-paced learning. It is actually a fast-paced word game that is designed to give a good workout to your brain.

Features

- The game assesses your typing skills and challenges your vocabulary
- It is a combination of a teacher portal and vocabulary-building tool with games of easy, medium and hard levels
- Teachers can make their own subject themed word packs and test the progress of students
- It can stimulate your mind if played with good spirit

The application is another example of how gamification can boost the virtual learning experience.

Zoom Education

This is a cloud video conferencing solution that can be a great platform to conduct live classrooms virtually. Sharing schedules, interacting with multiple students and tutoring lessons are a lot easy than before.

Features

- Options like digital whiteboarding and one-click content sharing promotes student participation in virtual learning
- Secure video communication solutions are offered for hybrid classrooms
- The application supports seamless integrations with Desire2Learn, Sakai, Moodle, Canvas, and Blackbo
- The option to record classes will let students to learn at their individual pace

The keyboard shortcuts and closed captioning are included to assure accessibility for all learners. Moreover, the exceptional clarity and quality of the video sessions will improve the overall experience.

YouTube

This is another great platform that can transform the e learning experience. Educators can easily create mobile friendly video tutorials and engage the students remotely.

Features

- There are options to create playlists to explore a specific subject or topic
- Webinars can be created which can be used as reference tools by learners
- The comprehension rates can be boosted by visually demonstrating a complex concept
- Privacy settings lets you to share videos only among particular groups

In addition to these, links and annotations can be added to offer additional resources. Moreover, you can promote collaboration through group YouTube videos or projects.

Blackboard Learn

This cloud-based e learning system is an ideal choice for higher education learning and training. It also works very well with learning content from third-party and is being used in many universities to promote distance learning.

Features

- It offers a simple but powerful learning and teaching experience with a fully responsive and intuitive interface
- Instructors can easily take actions and stay organized by engaging with the content and audience
- Grading and collaboration is a lot easy and give actionable insights

Learning and teaching of all kinds can find a perfect solution at Blackboard Learn platforms and the whole process will be more fun and productive.

Seesaw

This is one of the much loved applications by teachers who are looking to improve their remote teaching efforts. A learning loop is created not only between teachers and students but also among the families.

Features

- Students can use annotation tools that are built-in to learn what they understand in the application's digital portfolio
- Teachers are enabled to understand the thinking process of the students in a much better way helping them to teach better

- Families can keep track of the student's learning and have an idea of what is happening around

Most importantly, teachers can understand the strengths of students as well as any particular areas that need extra attention in real-time which enables them to differentiate instruction and reap in the best results.

Schoology



This is a comprehensive learning management system used widely among K–12 and higher ed classes. The e-learning tool is designed to help design lessons, create content, and assess student understanding.

Features

- It easily integrates with outside programs and apps
- Assessment monitoring can be a lot easy for school
- Users and their profiles can be controlled easily
- It offers some simple but effective options like notifications when a rework is submitted

Unlike similar solutions, this communication and collaboration platform brings together teachers, parents, students, coaches and administrators all in one place to help experience the best of learning solutions.

Edmodo

This is a great solution for hybrid learning and distance learning. Teachers can effortlessly handle the virtual learning as all the classroom tools can be brought to a single platform.

Features

- Customization of classroom is possible with regard to the learner needs
- Teachers can create polls for students to collect feedback and check for understanding
- Content can be shared easily and distribute assignments or quizzes to make learning interactive

The platform lets teachers to manage communication among parents, colleagues and students all from a single place

Educreations



This is an interactive online whiteboard that can be a great platform for educators to create interactive learning content to students while learning remotely. Students can be easily engaged with appealing video content as it can be created and shared almost instantly.

Features

- All the videos can be stored in cloud and accessed as and when needed
- User can control the accessibility of the content
- Videos posted to Educreations can be shared through social media platforms or saved in Dropbox or Google Drive
- Teachers can easily assess the student works to see what areas need improvement

The e learning platform is designed to enable students to take control of what and when they are learning and easily master different concepts effortlessly.

Google Docs



As we all know, Google Docs is designed to create documents in the best possible ways and that is why it is one among the strong e-learning tools for remote learning. Educators can make the best of the application to define the course project and make sure the output reaches the end-users in exactly the way you meant.

Features

- Teachers can easily share and collect student works
- It allows to effortlessly lists points to make and outline each course
- Courses can also be shared with other educators to coordinate better

Introducing Video Conferencing from Edsys

Edsys proudly introduce our all-new feature 'Video Conferencing' for educators and students. What makes it unique are its features and the best user experience that it delivers.

Features

- Live and recorded classes
- Interacting features like screen sharing, one-one chat etc

- Works seamlessly on all platforms like iOS, Android and web
- Adjusts the video quality in accordance with the internet facility available
- Enhances learning with additional features, Raise-hand tool option for students & more

Conclusion

Teachers and students can have a look at these amazing e learning tools to experience the best of online education. There are no more barriers of time and space and teachers, students and parents can stay well connected despite where they are. Enthusiasts are trying to bring in more amazing e learning solutions to replicate the benefits of face to face learning and at the same time provide exclusive advantages to make education available for all through digital channels.

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CRITICAL ANALYSIS OF THE EDUCATION POLICY 2020 IN INDIA

Ms.S.Kaleeswari
Assistant Professor, Department of Commerce (SF), NallamuthuGounderMahalingam College, Pollachi, Tamil Nadu.

Dr.R.Amsaveni
Assistant Professor, Department of Commerce (Finance), NallamuthuGounderMahalingam College, Pollachi, Tamil Nadu.

Dr. V. Sureshkumar
Associate Professor, Department of Commerce, NallamuthuGounderMahalingam College, Pollachi, Tamil Nadu.

Abstract

Although opportunities offered by NEP-2020 are irrefutable, apprehensions pertaining to its scope and usefulness also exist, questioning the sanguinity shown in the framed policy. Significant challenges such as the implementation of The Three Language Formula, possibilities of amplified inequalities, privatization, and financing concerns have been critically evaluated. While the NEP is undoubtedly a step towards a brighter future, the policy paints an idyllic picture. The greatest task that lies ahead of the government is of carving out the 2D plans onto the 3D world. With the evolving future of work, institutions and policy-makers need to re-think the desired educational outcomes and re-assess the learning systems regularly that are truly relevant for the young generations.Thus, present paper will highlight the Critical Analysis of the Education Policy 2020 in India

Keywords:*National Education Policy 2020, NEP-2020, Challenges in Implementation, Criticism of NEP 2020*

Introduction

The New educational policy (NEP 2020) largely focuses on overhauling the curriculum, 'easier' Board examinations, a reduction in the syllabus to retain core essentials and a clear thrust on 'experiential learning and critical thinking'.It also proposes changes including opening up of Indian higher education to foreign universities, abolishing the UGC and the (AICTE) All India Council for Technical Education (AICTE), the introduction of a four-year multidisciplinary undergraduate programme with multiple exit options with an aim to making higher education more flexible and relevant. The New Education Policy was discharged by the Ministry of Human Resource Development (MHRD) under the steering of Prime Minister Narendra Modi. The National Education Policy 2020 was discharged on 29 July 2020, when it had been approved by the Union cupboard. The New National Education Policy (NEP 2020) replaces the 34-year-old National Education Policy (NEP) that was developed in 1986. The new National Education Policy 2020 could be a welcome step towards revamping the education system within the country.

It's a daring and bold policy that seeks to cause a radical transformation of the education system over future decades.India is close to bringing dramatic changes to its education system to become a worldwide power. The recent changes were created to place are finish thirty-four years of education policies. The new system, which continues to be being enforced, includes stress on online learning, additional college hours and a shift far from memorization.

Review of Literature

Khushboo Garg (2021)has analyzed "Critical Analysis on New Education Policy 2020".The result of the study indicates thatNEP 2020 is also helpful because this policy not only focuses on the main subjects like science, math, it mainly focuses on the arts and extra-curricular activities which will help to create a more diverse society. India is opening the door for more opportunities as well as towards the world. Our nation allows international universities for the sake of the development of our nation.

Venkateshwarlu(2021) have conducted "A Critical Study of NEP 2020: Issues, Approaches, Challenges, Oppertunities and Criticism". The findings of the study reveals thatHE system will transform itself as student centric with the freedom to choose core and allied subjects within a discipline and across disciplines. Faculty members also get autonomy to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework.

Methodology

The study has a descriptive nature. Secondary data have been collected in order to prepare this document in a comprehensive manner. Data are obtained through publications in various journals, periodicals, conference papers and websites.

Challenges in Implementation

The challenges that might be faced by our country for the success of the new policy in India might include-

- We need to open new universities every week for 15 years to complete the goal for doubling the gross enrolment ratio in higher education by 2035. And it is a herculean task for India to open universities every week .
- It is very difficult to make education available for each and every child. In India there are more than 2 crore children who are currently not in school and for that we need to set up around 50 schools in a week for 15 years to accomplish the target for educating all children in India.
- As we all know because of covid, the big challenge for the government is funding. For a buildup school, universities and appointing facility and teacher for children, we need more funding.
- We need to create a large pool of trained as well as more educated and capable teachers.

- ❖ It is great challenges for our country to make things work online because there are so many people who don't have an idea of internet.

Comparison: NEP 2020 and NEP 1986

NEP 1986 focuses on women empowerment, adult literacy and early childhood care whereas NEP 2020 focuses on the children's practical knowledge. There is a broad difference between both the policies are-

1. Main objective of NEP 1986 overall development of the students and women empowerment whereas NEP 2020, focuses on providing interdisciplinary and multidisciplinary liberal education of the students.
2. In 1986 the structure of the education system was 10 (5+3+3)+2+3+2 . and in 2020 the education structure is suggested as 5+3+3+4+4+1.
3. In 1986 the preliminary education started at the 6th year of a child but in 2020 the first preliminary education starts at the age of 3 year known as a foundation stage.
4. In 1986 NEP, all the undergraduate and postgraduate exams were based on the entrance exam except NIT and medical colleges. And now in NEP 2020 all the admission for PG or UG is based on national testing agency examination held by the HEI at the national level.
5. Earlier the under graduation programme are for three year or four year and post-graduation programme are of two year with specialization focus but now in the new policies the under graduation programme are of four year with the provision to exit after one year with diploma and re-enter whenever you want to complete a degree and post-graduation will be for one or two year with more focus on specialization and research.
6. Earlier in the 1986 Policy, no foreign universities were allowed to function directly in India but now in policies of 2020, the top ranked foreign universities will be allowed to function in India .
7. In 1986 Policies, students had a choice based credit system but now students have the liberty to choose any subject or any stream for their career.
8. Earlier, teaching and learning methods mainly focused on classroom training but now there will be more research work, field work and more practical knowledge.
9. The expected ratio of the student faculty was 20:1 in 1986 in the higher education system but now in 2020 policies the student faculty ratio will be 30:1.
10. Online distance learning is being permitted by all the universities in the 2020 Policy whereas in 1986 only accredited and permitted universities allowed online distance learning.
11. Earlier there were no multiple entry and exit available for the people but now anyone can get into the multiple entry and exit in the education system which means any one can complete their education anytime.
12. All the things in the 1986 policy are available physically but now in 2020 NEP all the things focus on the online library, online study books and journals.

Criticism ofNEP 2020

Here is a list of criticisms which have been leveled, or which may be leveled, against the NEP 2020 .

- The NEP circumvented parliamentary oversight, discussion and scrutiny. Given it has been brought at the time when parliament is not functioning due to COVID-19, this is a rather hasty approach, one which seems to be aimed at scoring a political point. This is also not the first time this has happened. Members of Parliament have been repeatedly kept out of crucial discussions in the past 6 years, preventing them from examining policies critically or otherwise expressing their views and suggesting amendments.
- The policy is a vision document that fails to be inclusive of the bottom-most strata of society and provides little to no relief to the poor, women and caste and religious minorities, as it glosses over key concerns of access to education which have long prevailed. There is no comprehensive roadmap and coherent implementation strategy in place to execute this grand vision.
- Many milestones and a commitment to finances necessary to execute this plan aren't clearly defined. Take, for example, the line: "The Centre and the States will work together to increase the public investment in the Education sector to reach 6% of GDP at the earliest." There is no clear commitment that can hold the government accountable.
- Three Language formula: Though the policy does not compel this provision, it is crafted in a manner that leaves little choice and flexibility with the students/teachers/schools. It is also in direct contravention with a Supreme Court Judgment. The way this is laid out is bound to bring to mind the anti-Hindi agitation of 1965, against the central government's intention to make Hindi an official language. Political parties in the South see this as a move by the Modi government to impose Hindi in non-Hindi speaking states. This is, of course, despite the fact that the centre has clarified that it will not impose any language on any state and the final decision on this will be left to the state itself.
- The NEP 2020 is silent on the RTE Act and universalisation of education will not be achieved without legal backing: There is no mechanism to link primary and secondary education with the RTE. This is not binding on the centre/state legally. As the RTE forum said, in a statement: "The final policy talks about the universalisation of school education from 3-18 years, without making it a legal right. Hence there is no mandatory mechanism for the union and state governments to make it a reality. Without the RTE Act, universalisation will be very difficult.".

Findings

National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and

increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution. By encouraging merit-based admissions with free-ships& scholarships, merit & research based continuous performers as faculty members, and merit based proven leaders in regulating bodies, and strict monitoring of quality through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 is expected to fulfill its objectives by 2030.

Conclusion

Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behaviour in every country. Improving GER to include every citizen of the country in higher education offerings is the responsibility of the education department of the country government.The new National Education Policy looks picture perfect currently. But the key to its success is its implementation within the set deadline. Now, we have to patiently wait and see how things turn out in the future and how we can reap the massive benefits that will be brought into the system with its successful execution.

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AZADI KA AMRIT MAHOTSAV : INDIA 2.0; VISION FOR INDIA IN 2047

M.Gomathipriya
B.Com (BPS)
Nallamuthu Gounder Mahalingam College

Abstract

Azadi Ka Amrit Mahotsav' began on March 12, 2021 which started a 75-week countdown to the 75th anniversary of Independence, and will continue till August 15,2023

Introduction:

Azadi ka Amrit Mahotsav is a Hindi phrase that signifies the elixir of freedom,the elixir of inspiration of the warriors of freedom efforts, the elixir of energy of Independence, the elixir of Atma Nirbharta, and the elixir of new ideas and pledges.

Five Pillars of Amrit Mahotsav

- Freedom Struggle- Commemorating unsung heroes, their sacrifices, revisiting historical milestones, etc.
- Achievement@75- Replicating progress and evolutions through various sectors.
- Ideas@75- Honoring the ideals and celebrating the ideas that have shaped the nation.
- Action@75- Emphasize the efforts that undertake to implement policies and actualize commitments.
- Resolve@75- Reinforcing commitments to specific targets and goals to shape the nation's destiny.

Azadi Ka Amrit Mahotsav - Aim and Significance

The foremost aim of Azadi ka Amrit Mahotsav is to spread the feeling of patriotism throughout the nation. Each department prepares a different program that helps to paint the country with a patriotic colour. It helps to celebrate and commemorate the 75 years of independent India and the majestic history of the freedom movement, its people, culture, and achievements.

My vision for India in 2047

India has always been ahead of its time in terms of technology and innovation. With AI assistants and personal assistants becoming more popular, India will be able to lead the way in an era where AI dominates human life.

Science & Technology:

With the help of science and technology, India reached the Mongol planet first. I want India to make a lot more progress in all these areas by 2047.

Pollution:

I want India to keep the environment clean and healthy for people, plants, and animals. Let him do the pollution control system that should be followed and be free from various kinds of pollution.

Education:

The public authority attempts to spread schooling, however, there are numerous who don't understand its actual significance. My vision for India in 2047 will be that education will be mandatory for all.

Child Labour:

Some parts of India are still very poor and the education rate is very low. In all those places, children are busy leaving school and working. My vision for India in 2047, is that there is no child labor, but they are studying.

Women Empowerment:

Women are leaving their homes and leaving an impression in different fields and society. My vision for India in 2047 is to make women more attractive and self-sufficient.We have to try to change the outlook of our society. My view of India is a country that considers women as its assets, not as a liability, also, I wanted to keep women on an equal footing with men.

Farming:

Farmers are said to be the backbone of our nation, they provide food and necessities. It enables people to survive and engage in physical activity. Farmers should be protected by providing training facilities on seeds, pesticides, and fertilizers so that they can use their knowledge to grow more crops and give people a reason to rely heavily on products from agriculture.

Employment:

There are many educated people in India. But, due to corruption and other reasons, they are not getting suitable jobs. My vision for India in 2047 will be a place where qualified candidates will get jobs first rather than reserved candidates. Moreover, since India is a developing country, some industries will grow and many will get job opportunities there as well.

Corruptions:

Corruption is a focal point that is hindering the development of the country, and the innumerable prospects for India in 2047 where the clergy and the authorities have surrendered themselves to their work and are opposed to the development of the country.

The Indian Economy in 2047

The Indian Economy in 2047 is an essay about how India will be a leading economic power by 2047

The Indian Media in 2047:

The Indian Media in 2047 is the first book of its kind that takes a long-term view of the Indian media landscape in the year 2047. It covers a wide range of topics such as the rise and fall of print, digital, and social media; how content is created and consumed; how news becomes fake or authentic; how audience engagement happens; and more. This introduction includes information on what this book covers, what it is called, who wrote it, and where to buy it.

India's Future is Bright

India's future is bright. The country has been a part of the world's fastest-growing economies in recent years. India's GDP has grown at a rate of 7-8% for the past few years. The country is also home to one of the world's largest populations with over 1 billion people. The population and economy are expected to grow even further in the coming years. With this growth, India will be able to provide better opportunities for its citizens and become an even more attractive destination for global businesses.

Conclusion:

A Vision for India in 2047

The future of India is uncertain, but it will be a fascinating time to watch. In the future of India, we have seen a lot of change in the past few decades. From being a developing nation to one that is growing at an exponential rate. We are seeing changes in our culture.

NATIONAL EDUCATION POLICY AND BLENDED LEARNING

Dr.A.Arun
Associate Professor, Department of Business Administration,
Sree Saraswathi Thyagaraja College, Pollachi

Ms.Begam Benazir.K
Assistant Professor, Department of Business Administration,
Sree Saraswathi Thyagaraja College, Pollachi

Abstract

Covid 19 has brought more uncertainty, confusion and distress into human life. Yes, we have all experienced this and most of us do. But we are also witnessing the emergence of a new normal. It's a more common word used during this pandemic. This new normal is affecting many areas that relate to us. The most important of these is education. The dimension of learning is thought to take on new forms, or multiple facets. The purpose of this paper is to understand the challenges and opportunities of blended learning. This is a very interesting topic. Future generations' learning modes will change so much that we need to dig deep to understand it. Development on this basis is incremental, but should not lead to a paradigm shift.

Keywords:

National Education Policy, Blended Learning, Opportunities.

Introduction

The learning process in India is constantly changing. At Gurukula's, students sought education and life skills in isolation from home and family under the close supervision of a dedicated guru. Here the guru is the mentor and he should be the reason for all the achievements of his disciples. Classes used to be held in remote locations, ensuring a focused approach without distractions. but had very limited contact with his family. During this period, my life was very simple and I devoted myself only to my studies. This applied to both disciples and gurus. Therefore, more emphasis was placed on the teacher-student relationship.

Instruction during this period focused on the physical and mental development of the students. Such an educational system resulted in many iconic minds, great rulers and scholars of the time. Universities such as Nalanda and Takshashila are among the most famous learning centers. Once students had mastered their skills, they were offered the opportunity to assimilate with the general public to test what they had learned in real life. It was a true combination of classroom and hands-on experience to develop a strong sense of service to society.

Great changes in the Indian education system were witnessed during colonial rule. Especially recommended by Sir Macaulay. "His one shelf in the great European libraries was worthy of all the indigenous literature of India and Arabia". This is the exact phrase Lord Macquarie refers to to justify the shattering of the age-old Indian education system.

The Industrial Age changed the way industrial workers were created by training them to follow instructions.

The National Education Policy 2020 has explored many possibilities and dimensions to make education inclusive and on par with global requirements. Adjustments have been made to bring the education system to the World Forum. Therefore, I am not thinking of going back to the Gurukul method of learning. Technology has played a key role in shaping these changes in new educational policies. The main reason for such changes is the Internet. The Internet has spread rapidly, permeating every corner of our homes and providing many opportunities for learning. Blended learning is one of his key achievements of this technological advancement.

Blended Learning

Blended learning, also known as hybrid or mixed form learning, combines face-to-face and online learning without completely losing personal contact. It is a hybrid of traditional learning methods (learning in the classroom using technology interfaces or using technology as a learning tool). The physical and non-physical presence of learners with multiple platforms is the uniqueness of blended learning. This class is a combination of online and face-to-face classes. The demand for rapid problem-solving skills, immediate response, providing accurate real-time information, simultaneous collaboration with multiple people in multiple locations, and a focus on achieving short-term goals is demanded by the hour. I'm here. Due to the focus on knowledge management, business transformation is becoming more transactional. The meaning of skilled labor has changed. They are the people with the technology and the ability to lead and overcome technology-driven challenges.

Because blended learning is student-centered, students are encouraged to be more flexible in expanding their knowledge and participate together in the assessment process.

Blended Learning Opportunities

Blended learning is not new, but it is a topic that evolves when ICT components are combined. Otherwise, blended learning as a concept has always been practiced in different ways. The mixture gradually adapted to the ecosystem of the time. A blend of ancient Indian learning can be a combination of practical and theoretical approaches with an interdisciplinary approach to creating a Master of Management degree. The need for such a combination in the current ecosystem is a prerequisite for creating management effectiveness. As Albert Einstein aptly said, I will not tell anyone. Just provide an environment in which they can learn.

Proper blending of learning environments is a key component of an effective learning process. Despite the limitations of NEP's blended learning process, it provided more opportunities to explore the topic. Some important options specific to higher education levels are described below.

More About Blended Learning

Is blended learning just a mixture of online and offline? Can we devise a mechanism to derive the exact percentage of mix that is 60% classroom and 50% online, or some combination of that? Mixed online and offline Do you have anything else to do? This is exactly where clarity should be sought. A very rational and careful combination of different modes opens up more opportunities for a blended learning experience. Some of the key elements of learning need to be properly blended. Can blending be justified given the needs of what the student is learning, the curriculum, and the context? There is an excellent opportunity to consider such questions. Teachers must be trained and equipped to understand the concept of blending when teaching in the classroom. Teachers should use these blends effectively for classes and individual students. After all, teachers are the mentors of each student next to their parents.

Regular training for teachers

Behind all content, regardless of how it is delivered, is the teacher's experience, exposure, and thoughts. To that end, ongoing training is an opportunity to retrain and retrain teachers to align students with the expectations of today's world. Orientation programs for teachers should be tailored to enable teachers to use blended learning. Training in ICT tools should become an ongoing process to keep her blended and relevant with her learning. He is an active learner and must be self-motivated to develop himself. Most of the time students are learning by watching. Students clearly follow as teachers spend more time learning and improving. Opportunities with specific incentive programs should be planned to generate enthusiasm for such learning in the educational community.

Learning outside the classroom

In the context of higher education, blended learning should create opportunities for extracurricular experiences, such as enabling students to apply what they have learned in real-life situations and helping test their perceptions of learning levels.

Also, after such learning outside the classroom, students should be given the opportunity to return to their teachers and peers to clarify their doubts and share their experiences in course modification. This should be part of the assessment of student learning. Through such actions, collaborative learning becomes possible. This is also an important part of the flipped classroom process

Conclusion

Teachers need to know exactly which tools to use, when and how much. Technology cannot completely replace teachers because they know each student's learning level. What kind of guidance each student needs, what tempo to use, how to facilitate, how to combine the same with different components. Learning should not be limited to implementation, but should be focused on motivating and challenging individuals to push their limits in order to make an impact.

The main goal of blended learning is to empower teachers and put them at the center of the learning process. Otherwise, gradual separation will develop and the connection between teacher and learner will slowly disappear. This could lead to more awareness among the youth of society, causing irreparable damage to future generations.

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ROLE OF TEACHERS AND STUDENTS IN NEP

MS.BegamBenazir.K
Assistant Professor, Department of Business Administration,
SreeSaraswathiThyagaraja College, Pollachi.

Mr.S.Vasanth, Ist BBA,
Department of Business Administration,
SreeSaraswathiThyagaraja College, Pollachi.

Abstract

Teachers truly build the future of their students and therefore the future of our country. Thanks to their outstanding contributions, Indian teachers today are among the most respected members of society and only the most talented and knowledgeable individuals are teachers.

In order to equip students with certain knowledge, skills, and moral values, society provided them with whatever they needed through teachers and gurus.We need to revive the spirit of teacher empowerment and respect for teachers and encourage them to involve better people in their professions.

Keywords

Teacher's Role, Student's Role, School Education, NEP 2020

Introduction

Recruiting additional teachers should be easy in some areas of schooling. Examples of these special needs include teaching subjects to students with disabilities and learning disabilities in secondary and secondary schools. Teachers have both knowledge and skills. A national housing program for middle school students must be included in a variety of areas.

These teachers must not only understand the learning and teaching goals related to the subject matter, but also understand the special needs of children and be able to expand their knowledge. Therefore, these are also the areas subject teachers and general education teachers can do after preparing for first year or secondary education. The broad synergies between NCTE and RCI curricula make it a better option for securing sufficient qualified subject teachers. Education teachers must offer full-time or part-time or mixed courses in service and service mode at multidisciplinary colleges and universities

Important Views for a Teacher

Environment and work efficiency during service hours:

A major goal of positive change in the school work environment and culture is to maximize the skills of teachers so that they can work effectively and be part of an inclusive community of students, parents and lead teachers. is to confirm that Teachers and other support staff for the sole purpose of being learners.

Effective school governance, resource partnerships, and community, state, or federal territory government buildings can adopt progressive models without committing to building school complexes or buildings.

Recruitment and Recruitment Policy:

In order to ensure a sufficient number of teachers in subjects, in particular arts, physical education, vocational education and language subjects, teachers may be enrolled in schools or school complexes and participation of teachers in schools shall be: I can. A school grouping system employed by state or UT governments.

It would be a good initiative in the coming decades to ensure that all state governments measure professional vacancies.

Tracking and Career Management:

Competence-based vertical teacher mobility is also ideal, including highly qualified teachers who have demonstrated leadership and managerial skills and trained over time to provide academic leadership in schools, school complexes, D.I.E.T., B.I.T.E. And the ministries and ministries in charge of the school system.

High performing teachers should be identified and raises and raises should be given to encourage all teachers to do their best. Politicians need to build fair careers as full-time employees based on merit and contribution, and build a pay system that rewards teachers for their good performance.

Sustainable professional development:

Ongoing opportunities for teachers to improve and learn contemporary thinking and innovations relevant to the profession and deliver them in a variety of ways as online teacher development modules along with local, regional, state and national workshops. Teachers should develop an online platform. In particular, teachers should be allowed to share their ideas and best things from time to time.

All teachers are expected to undertake timely orientation or teacher development programs as these programs promote cutting-edge pedagogy and competency-based learning.

Principals and principals should provide integrated modular her leadership her workshops, management programs, and online development program opportunities to continuously develop leadership and management skills.

Teacher Professional Standards:

The General NPST Guide for Teachers is being developed by the National Council for Teacher Education (SCERT) in consultation with teachers at all levels and regions, institutions for teacher preparation and development, and colleges to set new professional standards. Already prepared as established in the institution's form. Framework for the General Standards Council in coordination with General Standards Setting and Universities.

The NPST can be adopted by the state government if the state recognizes the preschool program and can manage teachers based on these criteria, including tenure, professional

development efforts, salary increases, postdoctoral fellowships, and other benefits. only to facilitate teacher career management based on the identification.

Approach to teacher education:

In view of this, teachers must undergo training in pedagogy and teaching materials, which must be gradually integrated into multidisciplinary universities. As all colleges and universities are beginning to move towards an interdisciplinary direction, they aim to establish quality teaching departments offering bachelor's and master's degrees. and PhD in Education.

Training in most new technologies using prospectively tested teaching methods in all body programs recently introduced includes basic reading and writing knowledge and counting education, multi-level education and assessment, and training for children with disabilities. It can be a reform process that embraces education, the education of children with special interests, and talent. , which leverages educational technology to teach child-centered collaborative learning.

Conclusion

From NCTE to 2021, in consultation with NCERT, NCFTE 2021's New Education Policy 2020 should be prepared for a new comprehensive teacher education framework based on new comprehensive teacher education principles. VET curriculum requirements should also be reflected in NCFTE 2021. Thereafter, it is recommended that the NCF be revised annually to reflect changes in the revised NCFTE and new teacher education needs.

Finally, strict measures should be taken against standard institutions such as independent teacher education institutions in the country, including closure where necessary, to maintain the full credibility of the teacher education system.

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IMPACT OF BLENDED LEARNING THROUGH ICT ON EDUCATIONAL TRANSFORMATION

Lt.Dr.K.Shobana
Assistant Professor, Department of BBA,
Sree Saraswathi Thyagaraja College, Pollachi.

Ms.Y.Zainab, II BBA,
Sree Saraswathi Thyagaraja College, Pollachi.

Abstract

The advent of digital technology has dramatically changed the routines and practices in most arenas of human life. Information and Communication Technology has paved the way for accelerating a paradigm shift in the teaching-learning processes. Information and Communication Technology (ICT) has an important role to play in teaching learning process. With its enormous potential, ICT has undoubtedly opened new avenues for lifelong learning which helps learner to compete better in the new information economy. In this study, Descriptive Research Design was adopted. Fifty respondents were selected for the study by using convenience sampling method. Primary Data was collected through a structured questionnaire. To applied appropriate statistical tools for data analysis. The findings of the study revealed that Blended Learning offers improved pedagogy, increased access to knowledge, fostered social interaction between learners. Easy use of multiple modalities in Blended Learning and provides better support for different learning styles among learners. The Utilization of ICT through Blended Learning is most important for the developments of the learners in higher education. Finally some recommendations are provided based on the findings.

Keywords: *Blended Learning, Information and Communication Technology (ICT), teaching learning process, improved pedagogy, learning styles.*

Introduction

Information and Communication Technology (ICT) has plays a vital role in teaching learning process. Recent developments in the field of Information and Communication Technology (ICT) are revolutionary in nature. The ability to use ICT effectively and appropriately is essential to allow learners to acquire knowledge and information within every sphere of human activity. The styles of teaching and learning should go far beyond traditional pedagogic efforts within the four walls of classroom, and in this context, ICT has paved the way for accelerating the paradigm shift by providing more flexible ways of learning and offers learners more ways to search for the most effective and efficient path to learning. The ready availability of ICT tools in the classroom and in the community has greatly expanded the educational options available to learners. Learning and using ICT tools especially online learning is gaining its popularity in education because of its unique abilities to provide rich student and teacher interaction, to provide students with enriched learning experiences, to extend learning beyond the college curriculum and to support more successful differentiated learning strategies that personalize students' educational experiences.

Blended Learning

Blended learning is a hybrid of online learning and Face-to-Face instruction using a variety of learning resources. Blended learning is a flexible learning strategy that integrates innovative and technological advances of online learning with interaction and participation of traditional classroom learning.

Blended learning is an educational formation that integrates online learning techniques including online delivery of materials through web pages, discussion boards and/or email with traditional teaching method. It is used to describe learning that mixes various event based activities including face-to-face classrooms, live e-learning and self paced learning.

Statement of the problem

With the advent of information and communication technologies such as Internet, students have access to widespread of information and knowledge. Additionally, online learning gives students opportunities to collaborate with the world to internalize their experiences and to have deeper meaning. Recent developments in ICT have had a tremendous impact on teaching learning process. In this context, it is important to properly blend online learning and face-to-face instruction to ensure or to maximize the learning and develop learner skill set to meet future needs. Considering this, it was felt that a study which attempts to find the impact of blended learning through ICT on educational transformation.

Objectives of the study

- To study the demographic profile of the respondents.
- To study the impact of blended learning through ICT on educational transformation.
- To offer valuable suggestions and recommendations based on the study.

Research Methodology

From the Research design the researcher selected the Descriptive Research Design for the study. Out of the total population, 50 samples were taken for the study by using Convenience Sampling technique. Primary Data for the study is collected through a Structured Questionnaire. The researcher collected secondary data from various books, journals, websites and previous studies done in the field. The statistical tools were applied for Data analysis and Interpretation.

Data analysis and Interpretation

Table No. 1

Demographic Profile of the respondents

S.No	Variable	Category	No. of Respondents	Percentage
1	Gender	Male	31	62
		Female	19	38

		Total	**50**	**100**
2	Nature of Institution	Self-Financing	33	66
		Aided	12	24
		Government	5	10
		Total	**50**	**100**
3	Location of college	Rural	29	58
		Urban	21	42
		Total	**50**	**100**
4	Type of Colleges	Arts & Science	33	66
		Engineering	17	34
		Total	**50**	**100**

Source: Primary Data

Gender:

- 62% of the respondents are male and 38% of the respondents are female.
- Majority of the respondents (62%) are male.

Nature of Institution:

- 66% of the respondents belong to self financing colleges, 24% of the respondents belong to aided colleges and 10% of the respondents belong to Government College.
- Majority of the respondents (66%) belongs to self financing colleges.

Area of residence:

- 58% of the respondents' area of residence is rural and 42% of the respondents are urban area.
- Majority of the respondents (58%) area of residence is rural.

Type of Colleges:

- 66% of the respondents belong to Arts and Science colleges and 34% of the respondents belong to Engineering Colleges.
- Majority of the respondents (66%) belong to Arts and Science colleges.

Table No. 2

Impact of blended learning through ICT on educational transformation

S.No	Impact of blended learning through ICT	Yes	%	No	%
1	Flexibility and quality	38	76	12	24
2	Interests and needs	30	60	20	40
3	Student centricity	36	72	14	28
4	Study through any mode	39	78	11	22
5	Learning and examinations on demand	35	70	15	30

Source: Primary Data

Table no. 2 depicts that majority 76% of the respondents are opinioned that blended learning through ICT provides Flexibility and quality, 60% of the respondents are opinioned that blended learning through ICT stimulate learner interests and needs, 72% of the respondents are opinioned that blended learning through ICT provides student centricity, 78% of the respondents are opinioned that blended learning through ICT encourage students to study through any mode and 70% of the respondents are opinioned that blended learning through ICT provides Learning and examinations on demand.

Findings of the study

Objective 1: To study the demographic profile of the respondents.

- Majority of the respondents (62%) are male.
- Majority of the respondents (66%) belongs to self financing colleges.
- Majority of the respondents (58%) area of residence is rural.
- Majority of the respondents (66%) belong to Arts and Science colleges.

Objective 2: To study the impact of blended learning through ICT on educational transformation.

Majority of the respondents are opinioned that blended learning through ICT provides flexibility and quality, stimulate learner interests and needs, student centricity, encourage students to study through any mode and provides learning and examinations on demand which has paved a way for educational transformation among learners.

Suggestions

- Educational institutions should conduct awareness programmes sufficiently in order to enhance their awareness level on various ICT tools.
- Educational institutions must incorporate blended learning through ICT in the classroom along with traditional methods of instruction which gives tremendous educational transformation among learners.
- Encouraged the learners to enroll in the Massive Open Online Courses (MOOCs) to complete the course successfully and implement these practices in blended classroom teaching.
- Educational institutions should have good infrastructure with ICT facilities for successful implementation of blended teaching.
- The teachers can be trained to develop blended learning modules in order to strengthen the teaching learning process more effective.

Conclusion

This study shows that blended learning, the use of information and communication technology (ICT), mixing online learning and classroom learning, is more successful than conventional learning. Remarkable growth in ICT has led to an increasing need for education that is effective, efficient and satisfies the demands for greater level of educational content. ICT aims to empower teachers and learners and tries to transform

teaching-learning process from being highly teacher dominated to student centered. The college education is highly important for students for improving their knowledge, skills and abilities and personalities in the present technology driven learning environment. ICT can provide access to wide range of resources that are of high quality and are relevant to learning. This transformation may result in increased learning gains for students, creates opportunities for learners to develop their creativity, problem solving abilities, communication skills and other higher order thinking skills.

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ROLE OF TEACHERS AND STUDENTS IN NEP

Prof. K. Nalini
Assistant Professor, Department of Commerce CA
Sri Krishna Arts and Science College, Coimbatore, Tamilnadu.

Prof. P. Jesintha
Assistant Professor, Department of Commerce
Sri Krishna Arts and Science College, Coimbatore, Tamilnadu.

Ms. S. Sankara Tharani
I B.Com CA 'A'
Sri Krishna Arts and Science College, Coimbatore, Tamilnadu

Abstract

Teachers actually shape the future of students, so they also build the future of our nation. Is there Because of this good contribution of them, teachers in India are now the most respected members of society and only the most gifted and knowledgeable persons are teachers.In order to provide students with the prescribed knowledge, skills and moral values, society provided all they needed by teachers or gurus.The spirit of higher status for teachers and respect for them and respect for teachers must be revived so that teachers are encouraged to include better people in their profession.

Keywords: *Teacher's Role, Student, School Education, NEP 2020.*

Introduction

Recruitment of additional teachers in some areas of school education should be easy, some examples of these special needs include teaching the subjects for the students with disabilities in middle and secondary levels and students who have difficulty in learning. Teachers have the knowledge as well as skills. National residential summer programmes for secondary school students must include in various disciplines.

These teachers should be able not only to understand the aims of subject – learning and subject – related teaching, but also to understand the special needs of the children and also progressive to their knowledge. It is also the areas, therefore, the subject teachers and the general teachers in their early years or after the pre – service teacher preparation can be made on secondary expertise.

Wide synergy between the syllabus of NCTE and RCI is a better option for adequate availability of qualified specialized teachers. Teachers for education should be provided with full – time or part – time or blended courses in a service and service mode in multi – disciplinary colleges and universities.

Placement and Recruitment Policy

In order to ensure adequate number of teachers in subjects, particularly in arts, physical education, vocational education and languages, teachers can be admitted to a school or

school complex, the participation of teachers in schools can be done in accordance with the grouping of school system adopted by the state or UT governments.

It will be a good initiative to ensure that the task of measuring the vacant positions of subject – wise teachers in the next few decades should be conducted by each state government.

Opportunities for Teachers

The use of online platforms such as Google Classroom, Zoom, virtual learning environment and social media and various group forums like Telegram, Messenger, WhatsApp and WeChat are explored and tried for teaching and learning for the first time ever to continue education. This can be explored further even after faceto-face teaching resumes, and these platforms can provide additional resources and coaching to the learners.

Review of Literature on Teachers

E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools (Subedi et al., 2020). While adapting to the new changes, staff and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with a growth mindset quickly adapt to a new learning environment. There is no one size-fits-all pedagogy for online learning. There are a variety of subjects with varying needs.

Different subjects and age groups require different approaches to online learning (Doucette et al., 2020). Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement.

Progress and Career Management

Vertical mobility of teachers based on competency would also be the best, including outstanding teachers who have demonstrated the skills of leadership and management and trained them over time so that they can lead academic leadership in the school, school complex, D.I.E.T., B.I.T.E., as well as the concerned government departments and ministries for schooling.

Teachers performing well should be identified and given step up and pay hike to encourage all teachers to do their best. The policy should have a fair career in terms of which is intended to result in permanent employment after assessment for performance and contribution and build up wage arrangements on the basis of strong merit of teachers.

Sustainable Professional Development

Continuous opportunity for teachers to improve themselves and to learn modern thought and innovation related to profession and to offer them in a variety of ways as

online teacher development modules along with local, regional, state, national workshops. Teachers should develop online platforms, especially so that teachers can share their ideas and best things from time to time.

Every teacher should be expected to perform timely orientation programs or faculty development programmes, as these programmes promote the latest pedagogy and competency based learning.

The school principal and the head of the school complex need to provide opportunities for a uniform modular leadership workshop, management program and online development programme to continuously develop their leadership and management skills.

Professional Standards for Teachers

A general guide set of NPST for teachers has already been prepared by the national council of teacher education, SCERT, in consultation with teachers of all levels and regions, institutions for teacher preparation and development, and institutions of higher learning as set up in its new form as a committee for professional standards setting under the general standards council in consultation with general standards setting up and institutions of higher learning.

NPST can only be adopted by the state government when it is informed of pre – teacher education programmes and teachers can be managed on the basis of these standards and would involve career management of teachers on the basis of tenure, professional development efforts, salary enhancement, post promotion and other identification.

Approach of Teacher Education

Recognizing this that teachers will need to undergo training in pedagogy, as well as teaching materials, this will have to be gradually integrated into multi – disciplinary colleges and universities. As all colleges and universities begin to move towards becoming multi – disciplinary, they aim at establishing a department of quality education that will provide a B.Ed., M.Ed. and Ph. D degree in education.

The recently – introduced training in most new techniques with the prospectively tested techniques of teaching in all bod programmes can be a reform process involving the knowledge of basic literacy and numeration of education, multi – level education and assessment, teaching disabled children, teaching children with special interest, talents, using educational technology and teaching child centric and collaborative learning.

Conclusion

NCTE by 2021, in consultation with NCERT, the new education policy 2020 should be prepared by NCFTE 2021 for a new and comprehensive teacher education framework based on the principles of the new and comprehensive teacher education. The requirements of the teacher education curriculum for vocational education should also be taken into account in NCFTE 2021. Thereafter, it is advisable to revise the NCF every year,

reflecting the change in the revised NCFTE and the emerging requirements of teacher education.

Finally, in order to fully maintain the authenticity of the teacher's education system, strong action must be taken against standards institutions such as stand-aloneteachers education institutions in the country, including closure, if necessary.

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EDUCATION MANAGEMENT SYSTEMS

P. Jesintha
Assistant Professor, Department of Commerce
Sri Krishna Arts and Science College, Coimbatore, Tamilnadu.

Prof. K. Nalini
Assistant Professor, Department of Commerce CA
Sri Krishna Arts and Science College, Coimbatore, Tamilnadu.

Prof. K. Mirunalini
Assistant Professor, Department of Commerce CA
Sri Krishna Arts and Science College, Coimbatore, Tamilnadu.

Ms. M. Snehaa
I M.Com (IB)
Sri Krishna Arts and Science College, Coimbatore, Tamilnadu

Abstract

An EMIS is a software/platform that you can use to collect, process, integrate, and manage data and information. It's a centralized tool that holds every bit of information in an intuitive and innovative manner. Using an EMIS, you can view and monitor your school's education programs and allocate resources for the same. An EMIS offers you a hawk-eyed view of your school so that you can manage it better. This study deals with the core modules of EMS, role and the challenges in Education management system. The objective of the study was to examine how the education management systems work in every other different aspects.
Keywords: *Role of EMS, core modules in education management system, ERP, challenges in EMS.*

Introduction

Education management information systems (EMIS) provide quality data that facilitate better education system planning and policy dialogue. The World Bank aims to help countries improve data collection, data system management, and data use in decision making, thereby improving different elements of the education system. It is the software that is accessed by all stakeholders of the education institute like teachers, students, administrators, staff, and even parents to facilitate the learning process. The complete package streamlines the underlying processes and makes it a perfect collaboration by boosting productivity, improving communication, and reducing the wastage of resources.

Role of Education Management Information System

It collects, monitors, manages, analyses, and disseminates information about Education inputs, process and the output

The Core Modules of Ems to Understand its Working

1. Admission Management

This module can be called an entry point of the system. Vidyalaya's admission management module overcomes all the flaws of the manual admission management system and offers an advanced way of handling all types of admissions.

2. School Fees Management

School fees are the core income source of any educational institute. Vidyalaya eliminates the possibilities of mismanagement during the peak admission period by offering **education ERP software's** fees management module.

3. Exam and Result Management

Make your institute prepared for any type of exam without stressing your teachers. Easy conduction of all types of exams, be it a unit test or annual exam. Vidyalaya's **education software** makes you ready for the efficient exam and result management.

4. Payroll Management

Reduce your staff's overhead by digitalizing the payroll process and letting them concentrate on other fruitful tasks. The **education ERP software** can help you to administer all HR-related processes with more accuracy, and without wasting resources.

5. Transport Management

Provide digitalized protection to your students by providing a GPS-based transport management system. Vidyalaya will not let you down just because your students' commute is not secured and cannot be tracked. The education management software integrates with the GPS system and updates the parents about their ward's whereabouts.

Education through ERP

Education ERP software is a complete package that serves all requirements of the education industry starting from publishing admission notices to alumni management. Complete student cycle is covered and different modules improve the functionalities of different sections of an educational institute. Vidyalaya exactly understands the requirements of the modern education system and facilitates the industry with renowned products that are making leading noise in the market. Let the education software handle all your education management and you concentrate on exploring new ways of spreading knowledge and success to your students.

Review of Literature

- Use of the learning management system has become nearly ubiquitous in the modern college experience and essential elements of the modern college experience. Whether distance or traditional student, residential or commuter campus,

undergraduate or graduate, these systems have rapidly been accepted throughout higher education. In the past ten years, online course management systems have replaced other alternative means to deliver class contents such as live satellite or closed-circuit television (Falvo & Johnson, 2007). The introduction of learning management systems, along with increased computer use in the home and in business has brought an increasing number of students and teachers to the online learning environment (Falvo & Johnson, 2007).

- However as of 2009 there have been large amounts of growth in the usage of open-source learning management systems in higher education institutions in the US, with the leading open-source product being Moodle (Rooji, 2011). In contrast, the European market is not dominated by the few big players in the American market. Most of the learning management systems in Europe are sold by small commercial vendors or are developed by the institutions themselves (Falvo & Johnson, 2007). Learning management system implementation is varied throughout higher education, but the usage of this software has become standard at colleges and universities.

Challenges in Education Management System

- Increased competition
- Lack of research and innovation
- Lack of training in mentorship
- Quality and Development of faculty
- Selection process of students

Conclusion

This study on the Education management system concludes that an Education Management System is no longer an option. It has become a necessity if you want to survive in the school business. An education software tries to make all possible parts of the education system more efficient by bringing automation, digitalization into the processes. As we all are moving towards personalization, user experience, the education industry can adopt the same way by implementing the **education management system** for various campus and on-campus activities.

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NATIONAL EDUCATION POLICY 2020 AND HIGHER EDUCATION: A BRIEF REVIEW

Dr.S.Rajesh Kannan
Assistant professor, BBA Department.

S. RenuMahalakshmi
BBA Department
Sree Saraswathi Thyagaraja College, Pollachi.

Abstract

It is healthy recognized 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 improvement. Taking into interpretation their individual societies and nation, changed nations have accepted varied education systems. Recently Government of India announced its New Education Policy 2020 (NEP2020), 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.

Keywords: *National Education Policy 2020 (NEP 2020), Higher Education, Quality Education, Education System, Paradigm Shift, Sustainable Development.*

Brief 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. There forms 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 back ground. In this situation, India has adopted 2030 Agenda for Sustainable Development (SD),which seeks to ensure inclusive and equitable quality education; and promote life long 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 2030Agenda 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 centre 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 aspiration 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 dispositions. Most importantly, the rich heritage of ancient and eternal Indian knowledge and thoughts has guided to frame this Policy.

Emergence of NEP 2020:

Elongated back India's first Education Policy was introduced in the year 1986. About thirty-four years there after, a new policy called National Education Policy 2020 (NEP2020) is introduced by the Government of India. NEP 2020 thus swaps National Policy on Education of 1986. The policy suggests a huge landmark for India's education system, which will positively make India an beautiful end point for higher education world-wide. The Government of India had taken creativity in January 2015, and the actual discussion process for the New Education Policy was happening under the chairmanship of past Cabinet Secretary Shri. T. S. R. Subramanian. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel directed by former Indian Space Research Organization (ISRO) Chairman Dr. K. Kasturi rangan. The Draft New Education Policy (DNEP) 2019 was then free by the Ministry of Human Resource Development (MHRD), followed by a number of public discussions. Afterwards, the Ministry commenced a rough consultation process in formulating the draft policy. In the process of development the new policy manuscript has been modernized, reviewed and lastly accepted on29th July, 2020.National Education Policy 2020 (NEP 2020), which was permitted by the Union Cabinet of India on 29th July, 2020,plansthevision of India's new education system. The policy provides a comprehensive framework for elementary education to higher education as well as vocational training in both country side and metropolitan India. The policy aims to transform India's education system by 2021.The policy unequivocally approves and envisions a substantial increase in public investment in education by both the Central government and all State Governments.

NEP2020:

National Education Policy 2020(NEP2020) will carry in motivated and histrionic modification that could convert education system in the country. It will bring about innovative changes in the education system of India.

1.1 Vision:

NEP2020 aims at structure a international best teaching system fixed in Indian ethos, and aligned with the principles enunciated in the discussion below, there by transforming India into a global knowledge superpower.

1.2 Thrust Areas

NEP2020 is essentially speaking the crippling challenges affected the Indian Education System for over last few decades. Certain thrust areas of the policy are:

1. In Primary Education, poor literacy and numeracy outcomes:

Several reports show that 50% children efficiency basic numeracy i.e. the capability to appreciate and work with statistics and literatures despites spending five years in school. NEP 2020basically looks at this opening learning as a core area and aims at developing multiple skills and abilities among the students.

2 . In Middle and Secondary Education, high dropout levels, curriculum inconsistency:

Dropout charges at the secondary level in several states have bigger over the past three years according to the ministry's data. There are multiple reasons behind drop out such as poverty, poor health and distance from school. Moreover, large variations in drop out rates exist across states, gender, ethnicity and class. Even the Gross Enrolment Ratio

(GER) is also decreasing considerably as the data indicates that a significant proportion of enrolled students are dropping out after Grade 5 and especially after Grade 8.Therefore, diminishing dropout rate and increasing GER ,particularly at middle and secondary education level is also a thrust area of the policy.

3.In Higher Education, a lack of multidisciplinary approach and flexibility with regards to subject choice, assessment as well as a skill-gap:

Dropout rate is also growing in higher education organizations. At the same time Gross Enrolment Ratio (GER) is decreasing and remained about less than half of that is in middle and secondary education. It resources many pupils are not joining in higher education. Hence, the strategy mainly emphases on to diminishing dropout rate and growing GER in higher teaching organizations.

4. Furthermore, whole push areas for NEP 2020

It include juvenile maintenance, programme strategy, language/medium of instruction, educator training, teacher assessment, valuation pattern and appraisal and examination format. A new assessment centre called, PARAKHi.e. Performance,

Assessment, Review and Analysis of Knowledge of Holistic Increase is planned to control the values for schooling.

Principle Guidelines: The opening pillars of this policy are access, equity, quality ,affordability and accountability. The policy strongly believes in the thought that the purpose of education is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical tie-ups and standards. Thus, it goals at producing engaged, productive, and contributing citizens for building an equitable, inclusive and pluralsocietyasenvisagedbyourConstitution.Theprincipleguidelineson which this policy is based are:

1. Flexibility, for learners to choose their subjects and programmes, and thereby choose their paths in life according to their own talents interests.
2. No hard separations between arts and sciences, among curricular and extra-curricular activities, among vocational and academic etc. to ensure the honesty and unity of knowledge and eliminate harmful orders among and silos among different are as of learning.
3. Multi-disciplinary and holistic education across the sciences, social sciences, arts, humanities and sports for a multi-disciplinary world.
4. Importance on theoretical empathetic rather than rote learning and education for assessments only, on inspiration and critical thinking to boost rational decision-making and innovation, on ethics as well as human and Constitutional values e.g. empathy, respect for others, cleanliness, etiquette, courtesy, democratic spirit, spirit of service, scientific temper, liberty, responsibility, pluralism, equality and justice and on life skills e.g. cooperation, teamwork, communication and resilience.
5. Regular seminal calculation for learning rather than the collective calculation that inspires today's coaching culture.
6. A respect for diversity and respect for the local context in all curriculum, pedagogy, and policy by always keeping in mind that education is a concurrent subject.
7. Total equity and inclusion is the corners one of all educational decisions to ensure that all students are able to thrive in the education system.
8. Being teachers and faculty as the heart of a learning process, their rigorous recruitment and preparation, continuous professional development, positive working environments and service conditions are require to be assured.
9. A light but tight oversight and regulatory system to ensure integrity and transparency of the educational system through audit and public disclosure while simultaneously encouraging innovation and creative ideas through autonomy, good governance and empowerment.
10. Outstanding research as a prerequisite for outstanding education and continuous development.
11. Continuous policy- making based on regular assessment of realities on the ground by educational experts.

Lastly, substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private participation. i.e. NEP 2020. They will certainly help to keep aside the hurdles in its smooth implementation and to overcome the challenges as well.

NEP 2020 and Higher Education:

National Education Policy (NEP 2020) goals to convert education, care the learner at the center. It figures on the endorsements of Education Commission (1964-66) and justice J. S. Verma Commission (2012) as well as the earlier versions of the policy i.e. National Policy on Education 1986, modified in1992, Right of Children to free and Compulsory Education Act, 2009 and Right of Persons with Disabilities Act, 2016. In fact, it is a massive walk in the true education. It Mostly emphases on to the holistic development of students by ensuring access, significance, equity, quality and solid opening education. The strategy offers many benefits for education sector shareholders.

It imagines making communications in the catalogue across childhood care and education to school and the higher education divisions. For most emphasis area of the strategy is eminence development in the scholarship outcomes. Additional emphasis area is transporting calculation improvements, which continued much anticipated alteration. Most prominently, NEP 2020 is probable to put India on the pathway to conquer goals of 2030 agenda for maintainable expansion by promoting lifelong learning opportunity for al in the next decade to come.

It is rightly said that, ―Higher Education (HE) is an important aspect of Education System (ES) in deciding the economy, social status, technology adoption, and healthy human behavior in every country‖. The focus is on providing flexible curriculum through an inter-disciplinary approach, creating multiple exit points in what would be a four year under graduate programme catalyzing research, improving faculty support and increasing internationalization. The following table shows concern of policy towards higher education in particular.

3. Concluding Remarks:

We recognize that a well-defined, elegant and inclusive teaching procedure is vital for a country at school, college, and university levels due to the motive that teaching hints to monetary and community development. Even today, acceptance of suitable teaching system is essential in deliberation of the predominant circumstances. Thus, to be accurate, it is well recognized fact that a noble teaching policy always leads to good and quality education in a country.

National Education Policy 2020 (NEP 2020) is a welcome and ambitious re-imagination of India's education system in to 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 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 untiltheyear2030, where the first level of transformation Is expected to visible. The mission is aspiration but the successful implementation depends upon how would implementers unrest and the challenges and try to overcome it. It requires 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 aspiration but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners industry and future ready. Summing up, the author wants to convey the message that the policy has come at the right time and the impartial is very noble. But, there lies a world of alteration between laying down a policy on paper and following it in spirit. The success ofNEP2020 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. To realize the dreams it contains, we Indians must overcome substantial execution challenges in a sustained manner for years and decades to come. Lastly, to say, ―National Education Policy (NEP 2020) brings In ambitious changes that could transform the education system. But the key here is good implementation and execution‖.

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SIGNIFICANCE OF ACADEMIC BANK OF CREDIT IN NEP-2020

Dr.T.S.Kavitha
Associate Professor in Commerce,
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

The National Educational Policy 2020 is a dynamic framework for education that seeks to help students reach their maximum potential. It aspires to provide all students with fair and equitable opportunities, inclusive education, and a global vision while also arming them with traditional values. The University Grants Commission will be in charge of maintaining the online Academic Bank of Credits, which is envisioned as the New Policy of Education's means of giving students greater academic flexibility. It will allow students in higher education to earn credit points by transferring between different academic levels, such as certificate, diploma, postgraduate diploma, graduate, and postgraduate degree programs, enjoying many exit and entry points, and having the opportunity to transfer credits. opportunity for lifelong learning. However, there are certain difficulties, including the potential for academic intensity, the loss of firmness, potential negative effects on Teachers, the existence of the digital divide, and students' lack of digital knowledge and skills.

Researchers used both exploratory and explanatory research designs in their studies. Data will be gathered from primary and secondary sources throughout data collecting. Data will be better understood using statistical measurements. The goal of this study is to use literature analysis to explore the implications of and difficulties faced by Academic Bank of Credits (ABC) as a new mediator in India. Academic Bank of Credits (ABC) is first described in the report, followed by a critical exposes its present methods based on critical theory's key ideas of philosophy and power.

By utilising this, this study critically examines Academic Bank of Credits (ABC), a newly developing open higher education system in India. In particular, it evaluates the requirements for each section of the Academic Bank of Credits (ABC) degree in India under the credentials. Conclusions and implications are presented in light of the findings.

Keywords: *Academic Bank of Credits, Credit transfer, National Education Policy 2020 and Equitable opportunities.*

Introduction

The first year of the National Education Policy (NEP) 2020 was completed on July 29, 2021, in the entire country. Its mission is to prepare human resources with a global, scientific, and value-rich worldview who best represent the right balance of tradition and contemporary in order to improve India's educational system. It is a recently announced framework that is friendly to students. To commemorate the occasion, a number of transformational and student-focused initiatives were unveiled. The installation of the Academic Bank of Credit (ABC), which gives students a variety of entry-exit alternatives and academic independence, is one of these initiatives. Giving students the freedom to select their own curriculum is a good step. The establishment of an ABC mentions the National Education Policy 2020, which aims to promote inclusivity in education. "An Academic Bank of Credit (ABC) shall be established to digitally record the academic

credits obtained from various recognised Higher education Institutions so that the degrees from a Higher education Institutions may be granted taking into account credits gained,". (NEP, 2020, pt.no.11.9, p. 37). The National Academic Credit Bank would be a virtual or digital or online entity, managed by the UGC to store and accumulate credits acquired by students as they move across the academic system, according to the public notice issued by the University Grants Commission Dated 11th December, 2019. The accrued credit points will assist in meeting the requirements for the partial completion of a degree programme. The ABC will be adopted for students starting with the current academic session of 2021–2022 in about 290 institutions, according to a article published in The Hindu (2021). Some of the higher education institutions taking part in the credit transfer programme include those that rank in the top 100 institutions in the National Institutional Ranking Framework (NIRF) and including those who received a "A" rating from the National Assessment and Accreditation Council (Jebaraj,2021).

Academic Bank of Credits (ABC): An online repository that stores information on the credits that students have accrued over the course of their academic careers.

Importance of the Academic Bank of Credits (ABC)

The ability to drop out at any time and, if qualified, exchange the credits gained thus far for a certificate or diploma increases the student's freedom in selecting their courses and academics. The institutes cannot force the students to enrol in courses against their will in order to get benefits instead, students may redeem their credits and submit to the original or any other institution at a later time to finish their degree.

Objectives

- To understand the ABC in Indian context and practice
- To comprehend the global credit systems and mechanism
- To promote learner centricity or learner-friendly approach in higher education.
- To enable students to select the best courses in any university to suit their aptitude.
- To study the dropouts and improve Gross Enrolment Ratio in Higher Education Institutions.
- To trace the challenges and strategies in the implementation of the ABC Policy

Methodology

1. **Research Design:** Exploratory research and explanatory research in nature.
2. **Sampling Method:** convenience sampling
3. **Sample Population:** Students from Medical, Technical and Non Technical students of Central universities and state universities and private universities were taken as sample.
4. **Sample Size:** Sample size for the research study was100 respondents
5. **Data collection:** In primary data collection, data will be collected through interview schedule.
6. **Statistical Analysis:** For analyzing data Microsoft Excel were used.

What is Academic Bank of Credits in NEP2020?

Faculty might check students' credit histories by consulting the Academic Bank of Credits (ABC). To be a part of the ABC, the students must adhere to the instructions provided. The Academic Bank of Credits (ABC), would serve as a resource for teachers to review students' credit histories. To be a part of the ABC, the students must adhere to the instructions provided.

Understanding the Academic Bank of Credit (ABC)

Every student will have a personal account where the credits they have earned are placed and kept.Each student will be given a special ID to access this account of credits, which will operate in a virtual format.This programme works in tandem with the credit transfer option, which enables students to earn up to 50% of their required credits from institutions other than the college, institution, or university where they are enrolled in order to pursue a degree or diploma.The students may get credit points. from SWAYAM, a database of online courses available as MOOCs, and from the Higher Education Institutions registered under this programme. As a result, the ABC model supports blended learning, which combines online and face-to-face learning.

Students will be able to leave higher education programmes and return to them later, depending on their preferences, needs, and resources. By allowing students to take a vacation from their studies without losing their earned credits and return within a set time frame, the ABC model users in a new age of transformation in the educational industry. The validity of the credits that the students have accrued will be determined in accordance with the rules and regulations set forth from time to time by the University Grants Commission (UGC).Students are therefore qualified to receive credits that will be transferred to and deposited in their ABC if they enrol in courses through SWAYAM, NPTEL, registered HEIs offering skill courses in the form of certificate, diploma, graduate, and postgraduate programmes. Hence, through its novel credit-accumulation capability, which is comparable to a savings bank account where we save and store our hard-earned money, it will give students academic flexibility. Such initiatives will enable universities to offer their students a variety of courses based on their preferences and interests, including music, animation, engineering, and computer science and medical education. The students will have the option to pursue diploma and certificate courses along with under graduation and to leave and re-enter courses as they see fit (Jebaraj, 2021).

Background

The recognition and transfer of academic credit in the United States (Wang & Liu, 2011), the European Credit Transfer System (ECTS) (Viker, 2012), the Qualifications and Credit Framework (QCF) in the United Kingdom (Yang & Gu, 2012), the Australian Qualifications Framework (AQF) in Australia (Yang & Gu, 2012), and the Academic Credit Bank System (ACBS) in South Korea are just a few representative systems of learning outcomes recognition and transfer in the world (Jong, 2012). It appears that the five

systems differ in their features and objectives. For instance, the recognition and transfer of academic credit in the United States focus on the transfer between community colleges and universities under the same course code system (SERB, 2002). The goal of ECTS is to make it easier to organise, deliver, evaluate, recognise, and validate certifications and learning units.By giving credit for certifications and learning units, the QCF is a method for recognising abilities and qualifications. The interaction and transition between academic education and vocational training are stressed by AQF. In addition, ACBS prioritises ongoing education with government backing. Evidently, the examination and analysis of these systems, as well as the environment of Shanghai in particular, served as the foundation for the building of SHCB. Online application for assessment. As a result of the assessment procedure, a number of credits are given. Universities examine the evaluation results before deciding if the student satisfies their academic criteria.

Academic credit systems in Australia

The number of contact hours accrued over the course of a semester determines how many semester credit hours students obtain in the US. Typically, a student would need to enrol in 5 courses per semester, each of which is worth 3 semester credits, or 45–48 contact hours. All of them would add up to the 30 credits needed to successfully earn an undergraduate degree in the United States each year.

Korea's Academic Credit Bank System

The Academic Credit Bank System (ACBS) is an open educational system that recognises a variety of learning experiences earned not only in-school but also out-of-school. It has been the most well-liked and respected academic credit transfer system in the world. The student can receive a degree once they have earned the required number of credits that have been approved by ACBS. The Academic Credit Bank System, a central organisation for continuing education, strives to increase access to a wide range of educational opportunities for all individuals and to promote a culture of lifelong learning. This initiative strives to maximise educational opportunities for people pursuing extra education and training as well as students attending post-secondary institutions. In this special system, credits are also granted for work times. hence benefitting adults as well.

A part of the National Education Policy (NEP) 2020

As a result of the Canter's decision to include all higher education institutions in the scope of the Academic Bank of Credit (ABC) system, which is a component of the National Education Policy (NEP) 2020, students across India will now be able to switch between institutions while pursuing courses in colleges and universities. The schools will be able to keep a digital archive of the credits that students have earned thanks to ABC. Additionally, it will enable students to earn credits while taking online classes. The NEP 2020 has made this framework a requirement, and institutions must follow it. Institutions will, however, have the option to customise this system to their liking.

The University Grants Commission (UGC) 2020

It has urged all institutions of higher learning to register for the Academic Bank of Credits (ABC) portal right now and input information about student credits obtained before or during the 2021–22 academic year. The establishment of a credit bank had been announced by the UGC to all higher education institutions in a gazette notice dated July 28, 2021. The National e-Governance Division (NeGD) of the Ministry of Electronics and Information Technology (MeitY) has created the Academic Bank of Credits (ABC) platform, which was built on the DigiLocker framework and includes the capability and functionality for students to open academic accounts and for higher education institutions to sign up. (www.abc.gov.in).

Significance

- The programme will eliminate the coercive mechanism used by the institutions to force students to remain enrolled in their courses.
- Promote inter-institutional cooperation: When different universities and institutions work together, there is more inter-institutional cooperation.
- More international student mobility is made possible by this, which opens the door for supporting economic development.
- Raise the bar for higher education
- Boost global competitiveness - The curricula will be created in accordance with international norms, raising the bar for education.
- Set criteria for accreditation and quality control - It establishes criteria for institutions' quality control. Adults and students who were unable to finish their studies.
- Graduates of high schools who had previously been barred from post-secondary institutions.
- Graduates from colleges or universities who want to start studying in a different subject.
- Anyone looking to receive official credit for information and abilities picked up through self-education, job training, and experience.
- people who want to move from private colleges or universities into the university system.
- Credits are largely obtained through self-study programmes that include the Bachelor's Degree Examination, part-time enrolment, certificate acquisition, and educational and vocational institutions. The ACBS also recognises a learner's varied educational experiences, including prior course credits and different learning modalities.
- The study of international student mobility opens the door for promoting economic development.
- To study with permission, students select a study pace, as well as the expenditures and related expenses.

- Students can modify their degrees or create specialized areas of study.
- To assist students in acquiring the necessary groundwork and building blocks to attain their personal objectives.

Benefit of ABC for learners

- It gives students the ability to transfer earned credits into courses of their interest and choice.
- It enables students to take advantage of academic freedom and flexibility.
- It advances the cause of encouraging inclusion of all students.
- It will let students study and participate in a course or courses based on their preferences, needs, and interests.
- It will facilitate credit transfer, accumulation, and redemption.
- It allows students the freedom to select the educational institutions of their choosing.
- It will assist students in choosing the course's pace and schedule based on their needs.
- It encourages a student-centric and welcoming attitude in our academic system's higher educational levels.
- It motivates the student to seek and make efforts to obtain their degree in accordance with their preferred time frames.
- It will encourage students to select courses in particular specialisations rather than taking the conventionally required courses.
- It encourages students to move between specialisations and academic levels, including certificate, diploma, degree, and post-graduation.
- It encourages lifelong learning (LLL).
- It will encourage adult learners to continue their education and dropouts who want to learn new skills in addition to earning a degree.
- It will serve as an academic repository, housing all digital academic records and transcripts produced by accredited organisations and institutions.
- It functions similarly to a "open educational system," making it easier to recognise and include students from different backgrounds and with different home and school experiences as learners.
- It will further contribute to the development of the Indian educational system gives students a globally transformative perspective and produces globally aware, self-achieving students who meet international standards.

Conclusion:

Moving to the national credit transfer system will undoubtedly provide you the chance to become one of the most well-known portals for higher education worldwide. The current study highlights the current state of the National Education Policy-2020 and the role that Academic Bank Credit plays within it. It suggests an undergraduate programme

with a multidisciplinary bachelor's degree and a number of exit alternatives that will assist India in changing its educational system by 2040. The professional and vocational fields that are covered by this ground-breaking policy help learners develop their talents. As a result, there are more work chances. The emphasis is now more on obtaining education in order to increase job chances rather than obtaining education for its own purpose. With a multidisciplinary bachelor's degree and a variety of exit possibilities, the student is set free. Only because of the availability of the Academic Bank of Credits was this possible (ABC). The National Schemes' inclusion of both online and offline courses is essential, according to the New Education Policy. After all, the goal of higher education should be to develop students' talents. The talented graduates are developing into a true asset for our country.

The execution of The ABC will assist students in obtaining the minimum number of credits needed to partially complete a programme depending on their choice of courses, departments, institutions, and timings. It creates a culture that values lifelong learning and produces human resources that meet international standards. The UGC's suggested ABC must be implemented carefully. Educators, curriculum designers, administrators, and students must all be made aware of its enormous potential for producing top notch 21st century learners.

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TIME MANAGEMENT AND LEARNING FLEXIBILITY WITH E-LEARNING

N. Eswara moorthy
Department of Commerce,
Kovai Kalaimagal College of Arts and Science , Coimbatore.

Abstract:

The primary achievement of distance and regular students is managing time effectively.

Mismanagement disturbs the academic achievements of learners. Time administration plays a significant role in improving learners performance and accomplishments. It is a skill to manage time and every learner must familiar and command on this skill for the sake of better results. A student can only survive if he/she has ability of time utilization properly. The motive of this study was to establish path relationship of time management and academic achievement of students in distance learning institutions through structural equation modeling. E-learning is a technology supposed to make learning and teaching easier. E-learning technologies, as well as other information and communication technologies, can consume inadequate time portion if used improperly. The study contributes to our understanding of the role of flexibility dimensions in online learning experiences and learning outcomes. The study concludes with discussing practical implications of the results and suggestions for researchers.

Keywords: *Time management, academic achievement, Flexibility, e-learning, behavioral Engagement, curriculum planning.*

Introduction:

Many universities use different e-learning technologies as a major medium of their distance curricula, as well as a kind of support for their classic teaching. There are also plenty of companies using e-learning to improve their employees skills. Why is e-learning so popular? It is not only because it is quite new and modern technology. E-learning brings more students to universities, overcomes geographical distances, allows students to study at any time and saves money to the companies. It is well known that time is money, and so if we want e-learning to save money, we have to use it in the way saving the time. We are talking both about the time of the teacher/tutor and the time of the student. Improper curricula planning, unreasonable activities, lack of students motivation, large response delays of the tutor and many other things may top all its advantages and cause that e-learning would be considered one of the worst teaching methods -learning provides flexible learning opportunities to students in terms of time, place and pace of learning. Students can have opportunities to effectively engage in e-learning process through e-learning technologies (Kim, Hong & Song, 2019). However, students should take responsibility for pacing and regulating their online learning experiences and behave more autonomously to meet their learning goals in e-learning and distance learning (Shearer & Park,2018).Time management does not influence only students performance or their achievements, it also really affects their mental capabilities and create possibilities to increase stress level among them. They have

to manage it for their healthy life and complete assignments and their own accomplishments. In web-based learning environment, students need to be more efficient in time management skills because there is no formal structure and atmosphere for their guidance.

Literature Review:

Time managing is a massive distinction between formal and web-based education academically and administratively. In formal education, there was the sort of learning opportunities that incorporates a clarification of everything. Because in this system, teacher is front of students and they can ask anything without delay or any hesitation. But distance learning students have no this kind of academic environment as compare to formal learners. Physical distance exists between student and teacher in online learning. Therefore, it is more difficult to manage time and gain high scores in distance education. Web-based students learn and discover online that just incorporates shallow data and the rest is their business to think about and investigate further (Britton & Tesser, 2001). It is a skill to manage time and every learner must familiar and command on this skill for the sake of better results. A student can only survive if he/she has ability of time utilization properly. There are a lot of students, who have no this skill, they do not know how to manage their time or handle time. Time management is perceived as one of the central point of achievement in customary academic structure where marks are unequivocally affected by time organizing abilities. Definitely, the capacity to manage time effectively is emphatically identified with scholarly achievement, and alternately, a poor timing lead towards failure and achievement level is decreased. Time management abilities are most crucial in internet learning than formal structure which requires self-control so as to commit satisfactory time to course work.

Research Objectives

- To explore path relationship of time management and academic achievement of students in distance learning institutions.
- To explore the latent variable correlations between time management and academic achievement of distance learners.
- To check the construct reliability and discriminate validity of time management and academic achievement scales.
- To explore the bootstrapping path coefficients and histogram of time management and academic achievement.

Time Management:

Time management is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity. It involves of various demands upon a person relating to work, social life, family, hobbies, personal interests, and commitments with the finite nature of time. Using time effectively

gives the person & quot; choice & quot;on spending or managing activities at their own time and expediency.[1] Time management maybe aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects, and goals complying with a due date. Initially, time management referred to just business or work activities, but eventually, the term broadened to include personal activities as well. A time management system is a designed combination of processes, tools, techniques, and methods. Time management is usually a necessity in any project management as it determines the project completion time and scope. The major themes arising from the literature on time management include creating an environment conducive to effectiveness (in terms of cost-benefit, quality of results, and time to complete tasks or project), setting of priorities, the related process of reduction of time spent on non-priorities, and implementation of goals.

Learning flexibility with E-learning:

Online learning involves courses offered by primary institutions that are 100% virtual. Online learning, or virtual classes offered over the internet, is contrasted with traditional courses taken in a brick-and-mortar school building. It is a development in distance education that expanded in the 1990s with the spread of the commercial Internet and the World Wide Web. The learner experience is typically asynchronous but may also incorporate synchronous elements. The vast majority of institutions utilize a learning management system for the administration of online courses. As theories of distance education evolve, digital technologies to support learning and pedagogy continue to transform as well.

The Concept of E-learning:

E-learning is a generic term for all kinds of teaching and learning conducted in an electronic or online media, often with the aid of internet and other technological platforms, tools or devices. E-learning is a learning process created by interaction with digitally delivered content,network-based services and tutoring support (Markus, 2008). Oye et al (2012) defined E-learning as the use of information and communication technology (ICT), including Web-based learning, computer-based learning, virtual classrooms and digital collaboration to enhance teaching and learning. According to European Commission (2001), e-Learning is the use of new multimedia technologies and the Internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration. The advent of e-learning is part of the collaborative learning paradigm that includes Web 2.0 technologies such as wikis, blogs, podcasts, social networks, and video-sharing sites, which are widely used by students. E-learning is bridging the gap between learning and work, workers can integrate learning into work more effectively by using the same tools and technology for learning as they use for work (Oye et al, 2012). E-learning does not necessarily replace the traditional teaching method, but it complements it. According to Neema- Abooki and Alfred (2014), E-learning can be used in three main ways

in educational settings: technology enhanced classroom teaching; distance education; and distributed learning. E-learning platforms are frequently used in various stages of educational processes (Oana et al, 2015). E-learning platforms are helping educational institutions to transit to the changing education environment and meet the need of new generation learners (digital Millenials).

Flexibility and Learning with E-learning:

Flexibility is regarded as a key concept in individualizing learning and teaching process, covering all activities of learners from entry to classes to the end of the learning process beyond the flexibility of place and time (Bergamin, Ziska, Werlen & Siegen haler, 2012). This points out that flexibility is a multi-dimensional construct covering technological and pedagogical aspects of learning and teaching. As one-size-fits-all approach to flexible learning does not result in useful for all learners, more research is needed to better understand flexible learning considering nature and levels of flexibility in learning and teaching (Naidu, 2017). The most addressed dimensions of flexibility in e-learning are learner-related factors such as time, place, learning resources, interaction, and pace of learning (Li & Wong, 2018; Soffer, Kahan & Nachmias,2019). In a comprehensive study, a model indicating enough dimensions of flexible learning developed based on their theoretical research on flexible learning (Bergamin, Ziska & Groner,2010). Flexible learning is important not only for face-to-face and campus-based learning but also e-learning, open and distance learning and blended learning. Flexibility is associated with the terms e-learning with the increasing technological applications in education (Li & Wong,2018). Also, flexibility is fast becoming a key instruments in e-learning due to its influence on online learning experiences and learning outcomes. A systematic review study conducted by McGarry, Theobald, Lewis and Coyer (2015) revealed that flexible learning designs have a significant effect on learning outcomes in both e-learning and blended learning programs. In another study, perceived flexibility levels of university students were found to be a significant predictor of usefulness of e-learning (Al-Harbi, 2011). In a study conducted to evaluate an international distance learning program, it was found that Vietnamese academics liked online discussion boards flexibility and their clear links to module materials and they found the module content to be of great use to their academic development and practices (Lewis et al., 2016).

Learning Simple Time Management

If time management is a skill, how is it learned? The basic concepts of time management are easy to grasp, but difficult to put into practice consistently in your life. You'll need the so intrinsic resources if you want to succeed:

- **Persistence:**

You need to be consistent in your use of time. It will take persistence to force yourself to use your time as you had planned rather than reverting to old habits.

❖ **Dedication:**

Without a strong dedication to learning time management principles, you can't hope to train yourself in this skill. Time management isn't something you can learn a little bit about and move on. You need to be willing to practice it constantly until it becomes second-nature to you.

❖ **Motivation:**

Set a goal in your mind that's pushing you towards better time management practices.

Use success and completion of your online learning to motivate you forward, because accomplishments in learning can be a very strong motivator.

Conclusion:

Time managing is a massive distinction between formal and web-based education academically and administratively. In formal education, there was the sort of learning opportunities that incorporates a clarification of everything. Because in this system, teacher is front of students and they can ask anything without delay or any hesitation. But distance learning students have no this kind of academic environment as compare to formal learners. Physical distance exists between student and teacher in online learning. Time management is perceived as one of the central point of achievement in customary academic structure where marks are unequivocally affected by time organizing abilities. E-learning is the need of the hour, helps effective time management and motivates students to do their work independently. E-learning provides access to unlimited resources anytime anywhere while making it affordable too. The online courses should support flexibility of time and access to course content and minimize the limitations of time and pace of study. In this sense, greater efforts are needed to develop innovative approaches for embedding flexibility in e-learning. Flexibility in e-learning is expected to encourage students to engage more with learning content in their own pace, leading to high learning performance. In conclusion, the evidence from the current study suggests that learning designers and instructors can improve learning performance and behavioural engagement of students by implementing of flexibility in terms of course content and learning time in the context of e-learning. An important practical implication is that e-learning environments should allow students to view learning resources in a flexible sequence anytime and to complete learning tasks depending on flexible deadlines. If they mange time then they can achieve achievements successfully and perform better in academic world. Time is a strong weapon of students. By managing it effectively every student can compete in academic filed easily and efficiently.

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IMPACT OF BLENDED LEARNING

S. Subaithani, S. Shabana & P. Anu shruthi
PhD Research Scholar
PG & Research Department of Commerce
Nallamuthu Gounder Mahalingam College, Pollachi

Introduction

According to the U.S. Department of Education, a blend of classroom and web-based teaching and learning offers access to the widest range of learning modes and methods for developing student skills and expertise as learners. Many findings on blended learning show an increase in learners' ability to learn collaboratively, think creatively, study independently and tailor their own learning experiences to meet their individual needs.

Today, computers, tablets and smartphones are available to the majority of the world's population, and technology-enabled learning has become more varied and accessible. More and more institutions and teachers are adding web-based learning to their delivery methods, and learners have access to many applications to support their learning. The mantra "anytime, anywhere" has been taken up to describe the new wave of education. However, this notion is being challenged by education practitioners and researchers, who know that learning competence is not universal, student skills are very different from skills needed to participate in social media, and access to broadband Internet is not evenly distributed.

What is blended learning?

Blended learning occurs when traditional teaching methods are enriched with the use of technology. There are many different models of blended learning. They all use technology but in different ways and to different degrees.

Models of Blended Learning:

a) Rotation model:

The rotation model of learning involves the traditional face-to-face learning with online learning. In this, the time schedule is divided and fixed between these two processes or it runs on the teacher's discretion for a given course.

1. Station Relation:

In a station rotation model, the teacher organizes students into groups within the classroom, where at least one station is a computer-based learning experience. These groups can be fixed (remain the same each day; grouped by learning styles) or dynamic (change depending on student skills/needs).

2. Lab Rotation:

The lab model of blended learning delivers most, if not all, content remotely. This is different from strictly online learning in that students gather in a traditional setting to access the computers. However, no face-to-face teachers are required.

3. Flipped Classroom:

A flipped classroom is where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to completed by the students independently at home.

4. Individual Rotation:

The individual rotation model, included under the rotation model umbrella, has students rotating between different stations and learning opportunities, but is different from other rotation models in that students don't necessarily rotate to every station.

B) Flex Model:

The flex model of blended learning has students complete most of their work online through digital content and activities while in a traditional classroom. This means they can receive any guidance they need from their teachers.

c) La carte model:

The A La Carte model is a blended learning approach that lets learners take an online course in addition to the core curriculum, providing them with more flexibility over their schedules. It's important to learn what blended learning isbefore diving into its various models.

d) Enriched Virtual Model:

Enriched Virtual model — a course or subject in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remote from the face-to-face teacher.

Review of Literature

Mugenyi Justice Kintu 2017, In Their Study Entitled "Blended Learning Effectiveness-The Relationship Between Student Characteristics, Design Features And Outcomes" has made an attempt to determine the significant predictors of blended learn. The finding states that the learners balance between study and work which acts as a drive factor towards blended learning.

Dr. R. Jayanthi (2019), has made a study on, "a study about blended learning- its important and concept". The finding of the study states that the future generation have

more impact on blended learning and they are ready to accommodate with it to a higher extent.

Nisreen Saleh Khader (2016), Has Made A Study On, "The Effectiveness Of Blended Learning In Improving Students Acheivement In Third Grade Science". The finding of the study states that, There is no difference between students performance on the achievement test as a whole due to variable of teaching method.

Dr. Sonia sharma (2021), has made a study on, "psychological impact of e-learning among students:a survey". The finding of the study states that, Students have shown negative impression on online learning. More practice and awareness are required before implementation.

Rajnish kumar (2022), has made a study on, "dealing with online and blended education in india". the findings of the study states that, Students work with their teachers to set both long-term and short-term goals for themselves allowing them to make ownership of their learning.

Dr. Daksha parmar (2022), has made a study on, "blended learning- a step to minimize effect of covid-19 on education". The findings of the study state that, Learning can be improved through blended mode and can be implemented during outbreak of disease like covid.

Objective of the Study:

a) The importance of blended learning.
b) To analyse the needs, pros and cons of blended learning.

Importance of Blended Learning

Blended learning is probably the most important initiative in the ministry because it supports all other ministry priorities. Blended learning opens the door to individualized instruction for student success, credit rescue, credit recovery, and differentiated instruction for all students and in doing so supports a wide variety of School Improvement Plans.

Blended learning supports the other initiatives because it facilitates student success by allowing students to control their learning through working at their own pace, using personally relevant assignments and providing info to parents, which allows them to be partners with teachers in guiding their children.

Pros And Cons of Blended Learning

Pros of Using Blended Learning:

1. Individualized Support For Students.

As we have already mentioned, the strongest side of blended learning is an opportunity to give personalized instruction to every student, which caters their needs.

2. Students Have Access To Helpful Online Materials Anywhere And At Any Time.

Modern technological devices allow trainers to reach students across the classroom and the globe.

3. Learners Can Benefit From All The Comforts of Digital Materials.

These can include from scholarly libraries to online essays databases at any time they need.

4. Blended Learning Provides More Interactive Educational Experience.

Students have a chance to communicate with teachers using videoconferencing and other ways of communication. This adds to better collaboration between tutors and students.

5. Parents Have Access To what Their Children Are Doing.

This provides better support, communication, and control over the process.

6. It Gives Students Significantly More Time For Learning.

With blended learning, studying extends beyond the school day.

7. Educators Claim That This Method Shows Them How To Be "Better Teachers".

According to the Some Benefits and Drawbacks of Blended Learning written by William Hunts berry for KQED News, blended learning motivates to create lessons on the fly, make plans for students individually, and help them learn.

Cons of Using Blended Learning:

1. The Technology Can Be Challenging Rather Than Useful.

One of the key issues is the technological literacy, which can be a real problem for teachers. Not all digital resources are reliable and easy to use.

2. Blended Learning Makes Teachers Overwork.

There is a great deal of additional work for teachers involved in all stages of blended learning. They have to broaden their horizons, pick the most suitable syllabus, and apply significantly more time and effort to find the right balance between online and face-to-face learning. Unfortunately, not all of them are willing to do so.

3. Students Can Experience Cognitive Load, Too.

With a great range of possibilities provided by the blended learning model, teachers may start overdoing with educational activities and content.

4. Credibility Of Sources And Plagiarism Become Even A Bigger Issue.

Having a digital-friendly educational environment may cause more plagiarizing from online resources. Moreover, there are a number of unreliable online resources that present false or misinterpreted facts.

Conclusion

As any other method, blended learning has its bright and dark sides. The combination of self-paced education and face-to-face training can be beneficial, but only when wisely applied. Sometimes there are risks to overbalance the rewards, because not all students are ready to stand on their own feet when it comes to learning. For some of them, this modern educational environment can be motivational, while the others feel confused about it.

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