

FIRST EDITION

NATIONAL EDUCATION POLICY (NEP) 2020

VISION, MISSION AND LEADERSHIP FOR
INDIA'S FUTURE EDUCATION



Sanskriti University, Mathura, U.P. India

Dr. Sachin Gupta
Dr. Meenakshi Sharma
Dr. Mahamud Khan

Addition
Publishing House

NATIONAL EDUCATION POLICY (NEP) 2020 VISION AND MISSION FOR INDIA'S FUTURE EDUCATION

Dr. Sachin Gupta
Dr. Meenakshi Sharma
Dr. Mahamud Khan

**National Education Policy
(NEP) 2020: Vision Mission
and Leadership for India's
Future Education**

**Edited By:
DR. SACHIN GUPTA
DR. MEENAKSHI SHARMA
DR. MAHAMUD KHAN**



2022

National Education Policy (NEP) 2020: Vision Mission and Leadership for India's Future Education

Email: additionpublishinghouse@gmail.com

Contact: +91-9993191611

Website: www.additionbooks.com

Copyright © 2022 @ *Sanskriti University, Mathura, U. P., India*

Editors: **Dr. Sachin Gupta** , **Dr. Meenakshi Sharma**, **Dr. Mahamud Khan**

Publication Date: **MARCH 11, 2022**

Price: **750**

ISBN: 978-93-6422-206-8

The ownership is explicitly stated. The Sanskriti University, Mathura, U. P., India permission is required for any transmission of this material in whole or in part. Criminal prosecution and civil claims for damages may be brought against anybody who commits any unauthorized act in regard to this Publication.

****Preface****

The purpose of education is to make good human beings with skill and expertise. Enlightened human beings can be created by teachers. Education is essential for developing full human potential and promoting national development. Education must make a personality, enable learners to be ethical, rational, compassionate, and caring, while preparing them for gainful, fulfilling employment. As we all know, the humanity is undergoing fast transforms within the awareness landscape, with different remarkable technical and scientific advances, like the rise of massive data, appliance learning, and machines which will take over AI, many unskilled jobs worldwide. Simultaneously, the need for a trained labor pool, mainly connecting with data science and computer, together through multidisciplinary skills across the sciences, social sciences, and humanities, will be even more in more significant demand.

Our Prime Minister, Mr. Narendra Modi, also threw light on NEP 2020. He said so far, we have been specializing in 'What to Think' in our education policy. Within the NEP, we specialize in 'How to think.' There is an avalanche of data during this digital era, and thus, we have tried to filter what is not needed. How can our young generation think critically and innovate unless we ensure a purpose within the education system? The four-dimensional structure 5+3+3+4-moving forward from 10+2 structure-may be a step during this direction. It is essential to form NEP 2020, sounder understanding new changes may be a must; this NEP 2020. National Education Policy 2020 will set the inspiration for 21st-century India. We have given extra impetus to the present national policy for ensuring that it makes Indians more empowered and only attractive to opportunities. During this new techno era, an individual must find new skills and not be tied to one profession all his life, get to update his/her self with new skills, re-skill, and up-skill. The formulation of national education policy predicated on this thought. This National Education Policy imagines a teaching-learning structure deep-rooted in the Indian culture that puts in straight to reworking India."

Dr. Sachin Gupta

Sanskriti University, Mathura, U.P., India

Dr. Meenakshi Sharma

Sanskriti University, Mathura, U.P., India

Dr. Mahamud Khan

Sanskriti University, Mathura, U.P., India

CONTENTS

S.NO	Name of Chapters and Authors	Page No.
	<i>Preface</i>	III
1	NEP 2020: Recognising the Primacy of Early Childhood Care & Education <i>Dr. Sachin Gupta</i>	1-3
2	Physical and Mental Health and Wellbeing through Sahajayoga Meditation <i>Dr. Meenakshi Sharma</i>	4-12
3	Reforms and Innovations in the Examination System NPE2020 <i>Dr. Mahamud Khan</i>	13-20
4	Collaborative and Participatory Approaches Flipped Classroom Using Connectivist Approach: The Need of the Hour <i>Dr. Mohd. Sadiq Ali Khan</i>	21-34
5	Collaborative and Participatory Approach in NEP 2020 <i>Dr. Brijesh Kumar Verma</i>	35-44
6	Holistic Understanding of NEP 2020 <i>Dr. Mahamud Khan</i>	45-50
7	Equity and Inclusion in Higher Education <i>Dr. Sirazul Haq</i>	51-52
8	Teacher Education in Spirit and Intent of NEP 2020 <i>Dr. Uday Narayan Mishra</i>	53-54
9	Understanding Elementary Level School Children: Teaching and Parenting <i>Dr. Salil Kumar</i>	55-59
10	Expectations, Aspirations and Challenges of the New National Education Policy 2020 <i>Dr. Anju Rani Gupta</i>	60-64
11	Reformation of Examination System <i>Dr. Mohd. Sadiq Ali Khan</i>	65-69
12	Medium of local/Regional Language <i>Dr. Neema Singh</i>	70-75

1. NEP 2020: Recognising the Primacy of Early Childhood Care & Education

¹Dr. Sachin Gupta

¹Chancellor, Sanskriti University, Mathura, Uttar Pradesh, India

Email - info@sanskriti.edu.in

Abstract

Perhaps the most significant change envisioned by the National Education Policy (NEP) 2020 is at the very beginning of a child's educational journey — the first step of the learning ladder. The critical importance of good quality early childhood care and education (ECCE) has been understood by experts for a long time. But by bringing ECCE to the centre of the education stage and by clearly stating that “ECCE is the greatest and most powerful equaliser”, NEP 2020 has given the highest priority to building strong foundations early in a child's life.

The policy document released in its final form last week sees the age group — three to eight — as a continuum. This continuum is not only a conceptual construct; it will need to be operationalised in terms of provision, approach, curriculum and pedagogy. The transitions from pre-primary to primary will have to be made in a way such that each year's progress builds on the previous year's learning. The policy document stresses that an urgent national mission is needed to ensure that by the end of class 3, every child has acquired foundational literacy and numeracy skills.

Introduction

Let us stay for the moment with the first building block outlined by the policy — the first five years of a child's educational life. Already there are debates about difficulties in implementation. Further, in the current context, where fiscal pressures are high, where will the resources come from?

Today in India, even at the age of three, at least seven out of 10 children are already enrolled in early childhood centres, according to the *Annual Status of Education Report (ASER) 2018*. Apart from states such as Uttar Pradesh, Rajasthan, and Bihar, in most other states, only one out of every five children at age three is not enrolled anywhere. Therefore, although coverage is not universal, India has come a long way in spreading the net for early childhood centres. Families take decisions on where to send their children, considering available options in their

neighbourhoods. On the one hand, private schools, even low-cost ones in rural areas, enrol children in lower kindergarten (KG), who then move to upper KG before entering class I. On the other hand, in the government sector, there are anganwadis in the community as well as those which are physically located within school compounds. In the past, some states such as Assam (with the *ka-shreni* class) and Bihar (with the *bal-varg*) have tried to create opportunities for the pre-primary age group. More recently, Punjab and Himachal Pradesh have brought in a pre-primary class into their school structures supporting these initiatives with age and developmentally-appropriate classroom materials, training, and mechanisms for academic support. Thus, while the key blocks for the first step of NEP will have to be strengthened, it is not like they have to be built from scratch.

Literature Survey

Undoubtedly, there is much to be done. We need to expand access to pre-primary opportunities for those who are still outside the net. Next, it will be essential to introduce and integrate developmentally-appropriate practices both in pre-primary groups and primary grades. This needs to be planned systematically, one step at a time, keeping in mind the goals and ground realities. Further, different departments, parents and teachers must work closely together to ensure a smooth transition from early childhood centres into schools.

While at the ground level, many co-located anganwadis and primary schools use common sense to share and maximise resources, convergence at higher levels of their departments and ministries will urgently need to be planned and operationalised. For example, there are roughly 13,000 government primary schools and close to 27,000 anganwadis in Punjab. Of these, well above 10,000 anganwadis are in school compounds. In both Punjab and Himachal Pradesh, where governments are giving serious priority to preparing the pathway from pre-primary to primary, discussions on how to productively bring in anganwadis as an integral part of this process are well underway. Learning from these experiences is essential. It is possible that a careful analysis of budgets from the ground up may show that more effective deployment of existing resources is possible for enabling young children to get more out of their pre-primary experience.

Conclusion

NEP 2020 boldly states that if the stage-wise goal of foundational skills is not achieved by class 3, the rest of the policy is irrelevant. It also lays out timelines and asks states to create implementation plans and goals to be achieved by 2025. Every child needs to have a strong start to their educational life. The high priority to early years given in the policy document can give a strong backing to effectively translating policy into practice. Ten years after the Right

to Education came into force, let us take bold and much-needed steps to give every child the right to learning.

References

Murthy, V. S. R. (1988). Neurophysiological basis of Rajayoga in the light of Sahaj Marg, India, Microform Book.

Neki, J. S. (1975). Sahaja: an Indian ideal of mental health, Psychiatry, 38, 1-10.

Rai, U. C. (1988). Some effects of Sahaja Yoga & its role in the prevention of stress disorders, Journal International Medical Sciences Academy, 2(1), 19-23.

Rajagopalachari, P. (1986). The Principles of Sahaj Marg, Volume One, Yoga As An Instrument of Human Evolution, Shahjahanpur, U. P., Shri Ram Chandra Mission publication.

2. Physical and Mental Health and Wellbeing

through Sahajayoga Meditation

¹Dr. Meenakshi Sharma

¹Associate Professor, School of Education, (CEO), Sanskriti University, 28, K. M. Stone,
Chennai - Delhi Hwy, Mathura, Semri, Uttar Pradesh 281401, India

Email - info@sanskriti.edu.in

ABSTRACT

The present research work was aimed to study the impact of Sahaj Marg Raja Yoga meditation system on the physical health, psychological health, and emotional intelligence of the practitioners of the Sahaj Marg. A group of 20 participants were chosen for the study, who were regular practitioners of this meditation system for the last one year and were able to cope up with challenging situations, untoward stressful life events, the shattering experiences, painful happenings, chronic diseases, stress, and anxiety. It included males and females' participants, who were either graduates or above and belonged to upper middle socio-economic status. The age range was between 35 to 45 years. They were administered the questionnaires to measure physical health, psychological health, and emotional intelligence and a brief interview schedule to reveal out the most peculiar life events, experiences, and challenges faced by these disciples. The t-test was employed to differentiate between the pre and post testing data of the physical health, mental health, and emotional intelligence of the participants. The results indicated that the practice of Sahaj Marg Raja Yoga meditation enhanced the physical health, psychological health, and emotional intelligence of the participants.

The present research work was aimed to study the impact of Sahaj Marg Raja Yoga meditation system on the physical health, psychological health, and emotional intelligence of the participants over a period of one year. Sahaj Marg is the ancient system of Raja Yoga—the yoga of mind. It is the king among yogas as it seeks to lead to self-realization through regulation, refinement, and eventual divinization of the mind. The ancient system of Raja Yoga of Saint Patanjali (195-142 B.C) narrated eight steps. They were: yama, niyama, asana, pranayama, pratyahara, dharana, dhyana, and samadhi (a moral and ethical life, right posture, breath control, withdrawal of senses from their outgoing tendencies, and focusing the mind within oneself). Sahaj Marg follows the modified and simplified form of the ancient Raja Yoga system of meditation of Saint Patanjali to suit the lifestyles of modern human beings.

The system goes by the name of Sahaj Marg (the natural or the simple way) because it integrates one's physical, mental, and spiritual aspects without employing any pressure or force. It does not call for austerities, self-denial, penance, external renunciation, celibacy, etc. People must live full and natural lives without any extremes. It is a process which progressively dilutes and dissolves one's ego and pride. Sahaj Marg does not teach to run away from the worldly life but teaches a person to cope up with the material existence by possessing a sense of detachment because if one neglects the material and worldly existence, the spiritual existence gets negatively affected. A sound balance is to be achieved between both the existences to lead a meaningful life in both the spheres.

Neki (1975) describes the 'sahaja' state as a psychological health ideal suggesting a positive, robust, and fully functional state of health. The process of change starts within a practitioner with regular practice which results in lightness of mind, a state of inner composure, absence of mental tensions, anxieties, and insecurities making the mind purified. The obstructions put up by ego in the form of negative attitudes, attachments, aversions, pride and prejudice, anger, etc., get dissolved by regular practice of the meditation system. With regular practice, the heart is cleaned of various impurities which are accumulated as a result of past ego-based thoughts and actions and positive human qualities start developing. Wulliemier (1996) integrated and applied the principles of a spiritual psychology to daily life by adopting Sahaj Marg Maxims which teaches to lead a balanced life and brings positive changes for the welfare of the society and its citizens.

A study by Manocha, Gordon, Black, Malhi, & Seidler (2009) indicated the potential of Raja Yoga meditation as an effective mental health promotion and prevention strategy. They also found that meditation reduces sympathetic activation and increases parasympathetic activation of the ANS, i.e., it reduces physiological arousal, respiratory rate (RR), heart rate (HR), blood pressure (BP), electro-dermal activity (EDA), and increases skin temperature (ST). The breathing and pulse rate, as well as the blood pressure, come down perceptibly. This state of complete physical relaxation during meditation conserves physical energy and continues even after the several hours of the meditation if a practitioner is regular in practice. In this system, the mind is purified and regulated progressively; many practitioners who suffer from physical ailments as a result of mental stress show considerable improvement. They meditate to remove the grossness prevailing in oneself which strengthens the heart and other biological systems. During meditation, a practitioner finds the consciousness shifted from the body and senses to the Divine within and this eases out the pressure of the physical system. Rai (1988) studied the effects of Sahaja Yoga meditation on chronic illnesses such as epilepsy and asthma. He found that regular practice of this technique reduced the frequency, severity, and duration of his patients' epileptic seizures. Moreover, when he taught another group a mimicking exercise,

which resembled but was actually not the real technique, the same improvement did not occur. The results were very encouraging for both minor diseases and chronic diseases. Many problems that used to arise as a result of egotism and samskaras stop coming up through cleaning. The result of this cleaning is felt in the condition of the mind. Practice, therefore, strengthens to face life's problems commendably as one starts accepting them as blessings rather than running away or fearing from it. Itliong-Maximo (2006) found a positive relationship between Spiritual Intelligence and Stress Management. Frew (1974) studied that employees who learned the Transcendental Meditation program showed improved job performance in comparison to control participants. This provides with the need and effectiveness of meditation in today's competitive world for reducing work-related stress. It can be a tool for self-appraisal and self-enhancement as suggested by Kotwal (2007) who found that meditation is an effective measure for self-development and self-management. The objective of the study was to explore the impact of Sahaj Marg Raja Yoga meditation system on the physical health, psychological health, and emotional intelligence of the practitioners over a time span of one year. It was hypothesized that the practice of Sahaj Marg Raja Yoga Meditation system would enhance the physical health, psychological health, and the emotional intelligence of the participants.

METHOD

Participants

The participants were selected by employing purposive sampling technique. The sample consisted of 20 cases which were undergoing chronic physical ailments and crisis life situations during the span of last 5 years. The age range of the participants was 35-45 years. The minimum educational level of the participants was graduation and they belonged to upper middle socio-economic status. They were assessed twice—once before starting the practice of Sahaj Marg Raja Yoga Meditation system and secondly, after a period of 1 year of practice.

Measures

The following measures were administered individually by contacting the participants personally.

I. Cornell Medical Index Health Questionnaire (CMIHQ) was developed by Wig, Pershad, and Verma (1983) which measures physical health and psychological health. There were 18 sections out of which 12 were for physical distress and 6 were for psychological distress. The physical distress sections had 144 items and the psychological health section had 51 items making a total of 195 items.

II. Emotional Intelligence Scale (EIS) was developed by Hyde, Pethe, and Dhar (2002) for measuring emotional intelligence. There were 10 factors: self-awareness, empathy, self-

motivation, emotional stability, managing relation, integrity, self-development, value orientation, commitment, and altruistic behavior. The total number of items is 34.

III. A brief interview was also administered to reveal the innermost emotions, feelings, episodes, traumatic experiences, & stressful events in the life of the participants which happened in the duration of the last 5 years in the pre-test condition and the changes in their experiences, perception, and thought processes while practicing Sahaj Marg Raja Yoga meditation system in the post-test condition. There were 10 questions which interrogated their previous experiences of distress and changes in their physical health, psychological health, and emotional intelligence and their perception and cognition after one year practice of Sahaj Marg Raja Yoga meditation.

PROCEDURE

The participants were contacted personally and were made comfortable. Pre and post testing was employed to evaluate the effects of Sahaj Marg Raja Yoga meditation system. Firstly, the participants, who were suffering from chronic physical problems, stressful life events, or other critical crisis situations since five years were contacted. Their physical health, psychological health, and emotional intelligence were assessed. They practiced Sahaj Marg Raja Yoga Meditation system for a year after the primary assessment. Their physical health, psychological health, and emotional intelligence were again assessed after one year of practice. The mean values were drawn and t-test was employed to find significant differences between their physical health, psychological health, and emotional intelligence before and after the practice of Sahaj Marg Raja Yoga system.

RESULTS

Table-1: Showing the mean values and t-score of the participants on physical & psychological distress assessed by CMIHQ.

	MeanValues		t-scores
	Pre-Test	Post Test	
PhysicalDistress	27.4	17.85	6.2**
PsychologicalDistress	8.55	4.6	7.4*

*Significantat0.05 level

**significantat0.01 level # insignificant

Table-2: showing the mean values and t-scores on 10 factors of Emotional Intelligence Scale of the participants.

Sr.No.	Factorsofemotional intelligence	-TestMean Values	-TestMean Values	t-test
1.	Self-awareness	15.55	18.1	3.98**
2.	Empathy	17.95	21.05	6.1**
3.	Self-motivation	22.55	24.75	1.19*
4.	Emotional stability	15.3	17.35	10.5**
5.	Managing relation	15.75	18.25	3.97**
6.	Integrity	11.5	13.9	8.9**
7.	Self-development	7.65	9.35	5.5**
8.	Value orientation	7.55	9.6	6.4**
9.	Commitment	7.75	8.95	7.1**
10.	Altruistic behavior	7.05	8.7	4.5**
	Aggregate	128.6	150	6.26**

*Significant at 0.05 level

**significant at 0.01 level # insignificant

DISCUSSION

The present study was an attempt to find out the effects of Sahaj Marg Raja Yoga Meditation System on the physical health, psychological health, and emotional intelligence of its practitioners over a period of one year. The physical health, psychological health, and emotional intelligence of the participants were assessed once before they had started the practice of Sahaj Marg Raja Yoga Meditation and secondly, after they had practiced the meditation system for one year. The objective was to find whether the practice of Sahaj Marg Raj Yoga meditation system would affect the physical health, psychological health, and emotional intelligence of the participants.

It is evident through the results that the SMRYMS had considerable impact on the physical health, psychological health, and emotional intelligence of the practitioners. As shown in Table-1, the pre-test mean value of all the participants for physical distress was 27.4 and post-test mean value was 17.85. The t-test score of 6.2 represents that the difference was significant at the 0.01 level. Their physical distress reduced after one year practice of Sahaj Marg Raj Yoga meditation, which means that the participants showed improvement in their physical

health. It also gets support from the study carried by Lyubimov (1999), who found that during the Transcendental Meditation program, sensory components of the brain responded to somato-sensory stimuli which are distributed across the cortex, showing greater participation of the whole brain.

The pre-test mean value for psychological distress was 8.5 and post-test mean value was 4.6, which means that the psychological health of the participants was enhanced, representing the effectiveness of the regular practice of Sahaj Marg Raj Yoga meditation, which enabled them to alter their apperception, problem-solving approach, and finally their cognitive world. This has also been reported by Aftanas and Golocheikine (2001) that the practice of Sahaj Yoga Meditation not only regulates the brain electrophysiology and mood but also regulates the anatomical and biochemical functions for physical well-being though it is delayed because of the vast number of severe environmental confounders obscuring it. The t-test score was calculated as 7.4, which is significant at the 0.01 level. The data represents that the psychological health of the participants was enhanced with the practice of Sahaj Marg Raj Yoga meditation. This result is in line with the findings of Manocha and others (2009), who observed a positive relationship between Sahaja Yoga meditation (SYM) practices and psychological health.

As represented by Table-2, the post-test mean value for all the participants was higher than the pre-test mean values on all the factors of emotional intelligence, and this difference was found significant, which means that the practice of Sahaj Marg Raj Yoga Meditation enhanced their emotional intelligence. This notion is again supported by the aggregate significant t-test score of 6.26, which was significant at the 0.01 level. Supported by the study carried over by Itliong-Maximo (2006), who found a positive relationship between Spiritual Intelligence and Stress Management, between religious commitment and spiritual intelligence, between emotion-focused coping and SQ, and between problem-focused coping and SQ. This stresses the significant and positive relationship between Emotional Intelligence and Spiritual Intelligence. In addition to it, a brief interview revealed that though most of these participants were suffering from challenging situations such as untoward stressful life events, shattering experiences, or chronic physical health problems like arthritis, cardiac problems, severe sinusitis, disability, vasectomy, fatigability, etc., when they started the practice of Sahaj Marg Raj Yoga Meditation, it had an immediate and positive effect on their psychological health. Otherwise, it was not easy for them to deal with these problems as they were painful, distressing, depressive, and stressful.

The physical distress was higher in the pre-test assessment (as shown by mean values in Table 1) than the post-test assessment of the participants. In the interview schedule, almost all of them reported the slow improvement in their physical health after starting the practice of Sahaj

Marg Raj Yoga meditation. Case No-2 was diagnosed with third stage of uterus cancer. With regular practice of Sahaj Marg Raj Yoga meditation for one year, there was an extraordinary improvement in her health, and after one year there was no sign of the carcinogenic cells. All the participants exhibited higher emotional intelligence after the practice of Sahaj Marg Raj Yoga meditation. They reported in the interview that after being a regular practitioner of Sahaj Marg Raj Yoga meditation for a year, they felt relaxed, serene, composed, emotionally and mentally stable, pure, liberated, had clarity of thoughts, and showed positive cognitive restructured vision. All mental tensions, anxieties, negative traits, attitudes, attachments, aversions, pride and prejudice, anger, etc., got dissolved in the inner world through regular practice as Murthy (1988) found a difference in the form of better functioning of neuro-physiological aspects of the participants following Sahaj Marg in comparison to the participants not following Sahaj Marg. The higher emotional intelligence mean in the post-test for all the factors showed that the participants were self-aware, empathetic, self-motivated, emotionally stable, committed, able to manage relationships, had integrity, scope for self-development, value orientation, and altruistic behavior.

The state of constant relaxation is achieved when an individual practices Sahaj Marg Raj Yoga meditation regularly. It is supported by the finding that students quickly master the process of transcending during practice of the Transcendental Meditation (TM) technique after a few months, and frontal coherence systematically becomes a part of daily activity after meditation. The state of restful alertness increases and becomes the ground for all experience throughout the day (Gaylord, Orme-Johnson & Travis, 1989).

There are some special cases which need to be discussed due to their peculiarities—Cases No-3, 11 & 12 suffered from sudden economic setbacks and are still struggling to cope up with it. Their psychological and physical health is good with a high level of emotional intelligence. Cases-4, 5, 10, 15 & 18 are females who were harassed in marital life. Their psychological health and physical health got affected, but the emotional balance is extraordinarily high. Case-15 lost her husband very early and is taking care of her children by herself. Her physical health is very poor but has good psychological health and high emotional intelligence. Case-8 and 13 were drug addicts. With the practice of Sahaj Marg Raj Yoga meditation, their addictions are now completely removed and are leading normal lives without any psychological or medical help. Case-17 is suffering from polio of legs since childhood, still showed good psychological health & higher emotional balance. Case-16 has severe arthritis since a long time which has affected the physical and psychological health but could not affect the emotional intelligence and balance of the person. This participant has high emotional stability.

With the practice of Sahaj Marg Raj Yoga meditation, these practitioners felt tremendous change in their perception towards their problems and were happier even when living with such odds. There was an enhancement in their coping skills. In many cases, the conditions were so severe that the participants could have lost their sense of reality, mental balance, or could have been admitted in the hospital for physical or psychological health problems. This has been substantiated by the study conducted by Kabat-Zinn (1982), who found that the practitioners showed a pronounced shift in activity to the left frontal lobe due to meditation, i.e., they were calmer and happier than before. Also supported by the latest research by Lyubomirsky, Schkade and Sheldon (2005) in which it was found that people who practice a religion or have spiritual beliefs are healthier and happier than those who do not. Studies demonstrated that participants who meditated for a short time showed increased alpha waves (the relaxed brainwaves), decreased anxiety and depression. This study also showed that people who regularly engage in meditation and physical exercise are healthier and happier than those who do not.

These practitioners faced or are still facing many odds in their life but they are happier with good mental health and higher emotional stability than before. Their physical health, psychological health, and emotional intelligence were enhanced with regular practice of Sahaj Marg Raj Yoga meditation.

The practice of Sahaj Marg Raj Yoga meditation could be helpful for the welfare of those suffering from physical distress, psychological distress, and emotional problems.

REFERENCES

- Aftanas, L., & Golocheikine, S. A. (2001). Human anterior & frontal midline theta & lower alpha reflect emotionally positive state & internalized attention: high-resolution EEG investigation of meditation. *Neuroscience Letters*, 310(1), 57-60.
- Frew, D. R. (1974). Transcendental Meditation & productivity. *The Academy of Management Journal*, 17, 362–368.
- Gaylord, C., Orme-Johnson, D., & Travis, F. (1989). The effects of the transcendental meditation technique & progressive muscle relaxation on EEG coherence, stress reactivity, & mental health in black adults. *International Journal of Neuroscience*, 46(2), 77-86.
- Hyde, A., Pethe, S., & Dhar, U. (2002). *Manual for Emotional Intelligence Scale (EIS)*. Lucknow, Vedant Publications.
- Itliong-Maximo, S. (2006). The constructs of spiritual intelligence, its correlates with stress management & variation across selected variables: Thesis (M.S.), Baguio City, Saint Louis University Publication.

****National Education Policy (NEP) 2020: Vision Mission and Leadership for India's Future Education****

Kabat-Zinn, J. (1982). An outpatient program in Behavioral Medicine for chronic pain patients based on the practice of mindfulness meditation: Theoretical considerations & preliminary results. *General Hospital Psychiatry*, 4, 33-47.

Kotwal, M. (2007). Study of Meditation & other self-development techniques for effective Management. Thesis (Ph.D), Pune, Prince N

3. Reforms and Innovations in the Examination System NEP 2020

¹Dr. Mahamud Khan

¹Associate Professor, School of Education, Sanskriti University, Mathura, U.P., 281401, India

Email - mahamud.soe@sanskriti.edu.in

Abstract.

Since time immemorial India has made rich and commendable contributions to the field of education. Modern education system was introduced by Macaulay in the 20th century and since then, Indian education followed his propositions. Any reforms or amendments made in education policy were based on Macaulay's system only. The National Education Policy, 2020 attempts to reform the whole system of education right from early childhood education to research studies. A radical shift in the education system is the need-of-the-hour, especially when the world is transforming into a digital world dominated by technology. Moreover, the disparity observed in the performance of premiere institutions with respect to other institutions and the position of Indian universities in world ranking necessitates the reformation of the education system. This paper attempts to critically analyse all the components of the National Education Policy, 2020 and its projected impact on the system of education in India.

Keywords: Indian Education System, Education policy, Multilingual education, Academic credit bank, Higher education

1. Introduction

Since time immemorial India has made rich and commendable contributions to the field of education. Education system in ancient India dates back to Vedic period (1700 – 700 B.C.) where the Gurukul system was followed. In this period, teachers enjoyed **High esteem and special status and had freedom to choose their disciples** (Chand, 2015). In the Buddhist period of education (600 B.C.), a new doctrine of religious education was practiced. Monasteries were the place of education and overall development of children, i.e., physical, mental, and emotional development, was focused as the prime most important factor

(Cabezon, 1995). Education system has seen many changes during the medieval period spanning from the 10th century A.D. to the middle of the 18th century (Maheshwari, 2012). Though religion dominated, the period has seen many reforms such as establishment of schools and universities, complete authority to the institutions, emphasis on discipline, plethora of subjects—mathematics, astronomy, grammar, polity and politics, arts and literature, vocational education, etc. The modern education system was introduced by Macaulay in the 20th century. Since then, the Indian education system has followed the propositions of the Macaulay system of education (Pandya, 2015).

In this paper, an attempt is made to elaborately review the various components of the National Education Policy, 2020. The paper is organized in 5 sections excluding introduction, viz., review of literature, need for new education policy, NEP 2020 proposals for school education, NEP proposals for college education, and major challenges for its implementation.

2. REVIEW OF LITERATURE

National education policy is the policy of the Government of India aimed at regulating the education system.

2.1 Education System and Policies in Independent India

During British rule, education was for the elitist group. The leaders of independent India have envisaged the need for reconstructing and reforming the education system which led to the formation of University Education Commission in 1948-49 and Secondary Education Commission in 1952-53. With these commissions' recommendations, development and research on science and technology gained significance (National Education Policy, 2020). A comprehensive review of the education system commenced at the end of the 3rd five-year plan and an education commission, popularly known as Kothari Commission, was constituted in 1964 (Right to Education, 2009). Some of the recommendations of Kothari Commission include:

- Free and compulsory education
- Uniform Educational structure with 10+2+3 pattern
- Teacher education, academic freedom, status, and emoluments
- Language development – regional languages, three language formula, development of Hindi and Sanskrit and study of English and other international languages
- Equalization of educational opportunities irrespective of region, gender, and caste
- Enhancing quality of education
- Science education and research
- Education for agriculture and industry
- Establishment of universities
- Introduction of distance education

*****National Education Policy (NEP) 2020: Vision Mission and Leadership for India's Future Education*****

- Emphasis on extracurricular activities
- University autonomy

Based on these recommendations, national policy on education was passed during 1968. But the policy suffered serious setbacks in its implementation due to lack of financial and organizational support (Ruble, 2003). In 1986, with the 21st century approaching, the need for radical transformation in the educational system was felt and a new national education policy was proposed and adopted. NPE 1986, was referred to as the Magna-Carta of education which laid special emphasis on the removal of disparities and to equalize education opportunity. Its salient features are (National Policy of Education, 1986):

- Education for all irrespective of caste, creed, sex, or location
- Child-centered primary education
- National curriculum framework with common core to teach values such as India's cultural heritage, Indian history, environment, etc.
- Inter-regional mobility for technical students
- Strengthening of institutions such as UGC, ICAR, AICTE, IMC, NCERT, National Council of Teacher Education, and the National Institute of Adult Education
- Incentives, scholarships, hostels, and other resources to SC/ST students
- Incentives for infrastructure development in rural and remote areas
- Recruitment of teachers from Scheduled communities
- Measures for imparting education to the physically challenged and adults
- Empowerment of women through education
- Universal enrollment and retention of children up to 14 years of age
- Non-formal education for school drop-outs, children of non-school areas, and working children and girls
- Modern technological teaching tools
- Vocationalization of education
- Autonomy to institutions
- Open universities

Later in 1990 and 1991, Acharya Ramamurti Committee and Janardhana Reddy Committee were constituted respectively to review the policy. Based on their recommendations, the Central Advisory Board of Education (CABE) 1992 has incorporated a few amendments in National Policy on Education (NPE) 1986. One of the major inclusions in NPE 1992 is the introduction of common entrance examinations for admissions to technical institutions such as JEE (Joint Entrance Examination), AIEEE (All India Engineering Entrance Examinations), and SLEEE (State Level Engineering Entrance Examinations). It was also promised to ensure provision of professional education to all, irrespective of their financial background.

The education policies have helped the Indian education system significantly to increase the Gross Enrollment Ratio (GER), establishment of schools, colleges, and universities, and growth in technical education. Some of the significant achievements of these education policies are:

- India has grown into the third-largest higher education system
- Since independence, literacy rate has increased from 12% to 74.37% with men outperforming (82.37%) than women at 65.79% (Statista, 2021).
- Number of universities increased from 28 in 1950-51 to 993 in 2018 (CEIC DATA, 2018) [11].
- Enrollment ratio in schools is above 97.2% (ASER, 2018) and only 2.8% of children are out of school.
- Total Enrollment in higher education has increased from 0.17 million in 1950-51 to 37.4 million in 2018-19 (AISHE, 2018).
- Basic numeracy and literacy skills have enhanced since 2010 (ASER, 2018).

But the implementation of the recommendations faced a few issues and challenges. Allocation of 6% GDP for education promised in NPE 1968 was reiterated in 1986 and in 1992 but remains unfulfilled (Tilak, 2004). Though the emphasis on quality education for all was promised, a three-tiered school system still exists, that is, government schools, government-aided schools, and private schools. While the elite population goes to private schools, the deprived class is still dependent on government schools (Cheney et al., 2005). The skill gap of children with reading, writing, and arithmetic skills in private and government schools has widened. Though numeracy and literacy skill indicators have shown marginal improvement, more than 50% of the children showed sub-standard performance in these skills. Similarly, the standard of schools shows extreme disparities among the states (ASER, 2018). School dropout rate is 30% in secondary school education and the dropout rates show wider differences among the states and communities (Radhakrishnan, 2019).

Since 1986, the emphasis of the Government of India was more on school education and a slump in the higher education sector was observed. Consequently, enrollment in higher education has increased by the establishment of private institutions in the country (Sen, 2016; Sharma and Sharma, 2015) and more than 60% of the higher education institutions are run by the private sector (Sheikh, 2017). Sharma and Sharma (2015) analyzed and listed the various challenges faced by the Indian higher education system, such as lack of quality research work, inadequate infrastructure, industry participation in academia, and lack of well-qualified faculty. Further, India Skills Report (2020) projects the employability of graduates in India to be only 46.2%. The report further indicates a decline in employability of engineering, technology, and computer-related courses.

Very importantly, the unprecedented expansion of the higher education sector in India is characterized by “Islands of excellence in the sea of mediocrity”, i.e., while the premier institutions such as IITs, IIMs, and central universities garnered international recognition for their quality of education, other regional and local universities fail to make a mark in the national/international education scenario (Philip and Mathews, 2019).

Progressive education necessitates the system to learn from the past and the present, integrate them in future planning. National Education Policy, 2020 has considered these lacunae in the education system and emphasizes enhancing the quality of education in India.

3. NEED FOR A NEW NATIONAL EDUCATION POLICY

The 21st century is defined as the period of intense transformation in education in view of ubiquitous ICT tools, globalization of businesses, emerging technologies, skills for 21st-century job markets, rise of gig economy, etc. It is observed that the Indian education system is plagued by rote learning which is based on the testing of theoretical knowledge with abysmal practical content. The practice prevails in all domains of education, even in higher education institutions providing technical education where experiential learning is crucial (Wipro, 2011). According to a nationwide survey conducted by EzVidya (Times of India, 2012), an education provider, reported that more than 70% of the heads of the schools believed that rote learning suppresses creative thinking and rote learning leads to poor performance of the students.

International education is moving towards a “learner-centric” approach from “teacher-centric” approaches. But in India, traditional teaching practices still prevail in spite of various initiatives on teacher training. Teacher-centered paradigm in India is rooted in its cultural mindset and cultural attitudes based on a system that is highly standardized, prescriptive, and examination-oriented. The current system fails to recognize the individuality of students and the need to focus on holistic education (Miller, 2012). Hence, the National Education Policy 2020 is envisaged to address these issues and bring forth relevant education by implementing the recommendations.

4. NATIONAL EDUCATION POLICY 2020

4.1 Salient Features of NEP 2020 for School Education

4.1.1 Structure of School Education System

NEP 2020 proposes a revised 5+3+3+4 system (Kanika, 2020), replacing the existing 10+2 structure of schooling. The proposed system includes:

- **Foundation Stage (3-8 years):** This stage includes preschool (Anganwadi, Nursery, Kindergarten) and grades 1-2. The emphasis is on Early Childhood Care and Education (ECCE) which is expected to be play-based and interactive.

- **Preparatory Stage (8-11 years):** Grades 3-5 focus on experiential learning and bridging the gap between ECCE and primary education.
- **Middle Stage (11-14 years):** Grades 6-8 emphasize subjects and content based on learning outcomes and developmental stages.
- **Secondary Stage (14-18 years):** Grades 9-12 offer flexibility in subject choices and integration of vocational education with a focus on critical thinking and core competencies.

4.1.2 Early Childhood Care and Education (ECCE)

NEP 2020 emphasizes the need for quality ECCE by integrating play-based and activity-based learning. Curriculum development for ECCE is aimed to ensure foundational literacy and numeracy (UNICEF, 2021).

4.1.3 Multilingual Education

The policy supports multilingual education by promoting the use of mother tongue or local languages as a medium of instruction up to grade 5. The policy encourages bilingual education and aims to improve cognitive abilities and reduce dropouts (Benson, 2005; UNESCO, 2016).

4.1.4 Assessment Reforms

NEP 2020 proposes periodic assessments in grades 3, 5, and 8, with an emphasis on competency-based evaluations rather than rote learning. It also recommends reforming board exams to focus on learning outcomes. The policy proposes vocational training starting from grade 6, which may face challenges in terms of implementation and teacher preparedness (Anbuselvan, 2020).

4.2 Salient Features of NEP 2020 for Higher Education

4.2.1 Flexible Degree Structure

NEP 2020 introduces flexibility in undergraduate degrees, allowing students multiple entry and exit points. This includes options for diploma and certificate courses, enabling students to pursue a degree based on their interest and time constraints.

4.2.2 Academic Credit Bank

The policy proposes the establishment of an Academic Credit Bank to enable students to accumulate and transfer credits from various educational institutions. This initiative is intended to promote personalized learning pathways and facilitate lifelong learning.

4.2.3 Encouraging Research

NEP 2020 promotes research through the establishment of Multidisciplinary Education and Research Universities (MERUs) and integrating research programs into undergraduate education. It aims to foster innovation and research-driven education.

4.2.4 International Collaboration

The policy encourages international collaboration by proposing the establishment of campuses of foreign universities in India and attracting international students to Indian institutions.

5. MAJOR CHALLENGES FOR IMPLEMENTATION

5.1 Infrastructure and Funding

One of the major challenges is the establishment of new institutions and infrastructure to meet the projected increase in GER. The policy proposes a 6% GDP allocation for education, which remains a significant challenge (India Today, 2020).

5.2 Vocational Training

Training teachers for vocational education and integrating vocational subjects into the curriculum pose logistical and financial challenges. The successful implementation of vocational training will require substantial investment and curriculum development.

5.3 Digital Divide

Implementing digital learning solutions and providing equitable access to digital resources are critical challenges. The digital divide could impact the effectiveness of online and hybrid learning solutions (Learning Spiral, 2020).

5.4 Teacher Training and Development

The shift towards a learner-centric approach requires substantial teacher training and professional development. Preparing teachers to adapt to new methodologies and curricula is a significant undertaking.

6. CONCLUSION

NEP 2020 aims to revamp the Indian education system by integrating contemporary skills, promoting multilingual education, and enhancing quality. While the policy presents a promising vision for educational reform, its success will depend on addressing challenges related to infrastructure, teacher training, financial resources, and digital access.

References

- **AISHE. (2018).** All India survey on Higher Education 2017-18. Available: <http://aishe.nic.in/aishe/viewDocument.action?documentId=262>
- **Anbuselvan. (2020).** Vocational training: Old wine in new NEP glass? Available at: <https://www.newindianexpress.com/states/tamil-nadu/2020/aug/10/vocational-training-old-wine-in-new-nep-glass-2181338.html>
- **Anderson, J. (2015).** Stanford Researchers Show We're Sending Many Children to School Way Too Early. Available: <https://qz.com/546832/stanford-researchers-show-were-sending-many-children-to-school-way-too-early/>

- **ASER. (2018).** Annual Status of Education Report – 2018. Available: <http://img.asercentre.org/docs/ASER%202018/Release%20Material/aserreport2018.pdf>
- **Benson, C. (2005).** Girls, Educational Equity and Mother Tongue-Based Teaching. UNESCO Bangkok. Asia and Pacific Regional Bureau for Education, Evaluative Report, United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Available: <https://eric.ed.gov/?id=ED495412>
- **Brinkmann, S. (2015).** Learner-centred education reforms in India: The missing piece of teachers' beliefs. Policy Futures in Education, Vol. 13(3), pp. 342-359. doi:10.1177/1478210315569038
- **Businessworld. (2021).** National Education Policy 2020: Challenges And Criticism. Available: <http://www.businessworld.in/article/National-Education-Policy-2020-Challenges-And-Criticism/07-08-2020-305937/>
- **Cabezón, J. I. (1995).** Buddhist Studies as a Discipline and the Role of Theory. Journal of the International Association of Buddhist Studies, 231-268.
- **CEIC DATA (2018).** Number of Universities. Available: <https://www.ceicdata.com/en/india/number-of-universities/number-of-universities>
- **Chand, D. (2015).** Education system in pre-independence India. International Journal of Applied Research, Vol. 1 (2), pp. 110-113.
- **Cheney, G. R., Ruzzi, B. B., & Muralidharan, K. (2005).** A profile of the Indian education system. Prepared for the New Commission on the Skills of the American Workforce.
- **Deepak, Y. (2020).** Tamil Nadu Government reacts '3 Language Formula'. State to continue with Two Language policy. Available: <https://www.adda247.com/school/nep-2020-tamil-nadu-govt-rejects-3-language-formula-state-to-continue-with-two-language-policy>

4. Collaborative and Participatory Approaches Flipped Classroom Using Connectivist Approach: The Need of the Hour

¹Dr. Mohd. Sadiq Ali Khan

¹Professor, School of Education, Sanskriti University, Mathura, U.P., India

Email - sadiqsoe@sanskriti.edu.in

Abstract

In the flipped classroom method, which is accepted as one of the blended learning approaches, the traditional teaching process takes place outside of the classroom through videos. Activities, projects, and homework related to upper-level cognitive field steps are carried out during classroom time. Research and interest in the flipped classroom are increasing steadily.

Employing a cooperative learning method is suggested for using class time in the flipped classroom method. However, there has not been sufficient research on the implemented results of those suggestions. Moreover, there is no clear roadmap on how to incorporate cooperative learning methods into the flipped classroom. This research reviews theoretical infrastructures of flipped classroom and cooperative learning methods according to the Vygotsky theory and makes various suggestions for implementation and implementers.

Introduction

Constructivism has a strong impact on the modern learning-teaching process as a dominant education philosophy. The learning approaches and teaching methods based on constructivism are influenced by the theories of Piaget and Vygotsky (TzuO, 2007). In active learning methods developed based on constructivist theories, the student plays the role of the constructor of information and takes an active role (Piaget, 1968; Vygotsky, 1978). Active learning is defined as the moment when the teacher stops teaching a lesson and students work on a question or task provided to them to understand a subject (Andrews et al., 2011). In another definition, active learning is defined as any teaching method that engages the student into learning process. For example, cooperative learning, problem-based learning, and project-based learning are accepted as active learning methods and have been implemented for a long time. Based on this definition, students must carry out meaningful learning activities and think about what they are doing in an active learning process (Bonwell and Eison, 1991).

The flipped classroom method, which argues that students must be active during class time and must structure information within themselves and their own process, is one of the active

learning methods (Berrett, 2012; Milman, 2012; Strayer, 2012; Munir et al., 2018). Flipped classroom method can be defined as carrying the traditional teaching method out of the classroom through online videos. The transfer of information is carried out via videos watched by students out of the classroom. In this direction, active learning methods are used instead of traditional ones during the class time, and the students are able to deepen their learning (Foldnes, 2016). In the flipped classroom, the process of transferring information in traditional classrooms goes outside the classrooms through computer technologies and the Internet, and the “information transfer” is carried out by interactive activities within an active learning environment (Berrett, 2012). Flipped classroom is where the activities carried out in the classroom environment in traditional learning approach (lecturing, teaching of concepts) are carried out of the classroom with the help of technological means, and the activities that are conducted outside of the classroom environment in traditional approach (homework, projects, upper-level activities) are carried out within the classroom environment. Bishop and Verleger (2013) based their reasoning on including the flipped classroom in active learning methods on the student-centered learning theories of Piaget (1968) and Vygotsky (1978). According to both Piaget and Vygotsky, the outer world and the interactions carried out with the outer world play an important role in an individual's development. While Piaget refers to the concept of cognitive conflict that occurs as a result of peer interactions, Vygotsky explained the learning that occurs as a result of interactions with individuals that are more advanced than the first with the zone of proximal development (ZPD) concept (Tudge and Winterhoff, 1993). Both theoreticians highlight the fact that the learning process depends on interactions with others and the importance of the reflection of this interaction process to an individual's inner world. The cooperative learning method, which was defined as utilization of small groups for educational purposes (Johnson et al., 2007), is a teaching method developed for over 40 years, and the effects of which on various areas such as student success, attitude, and motivational levels are proven by research (Johnson et al., 2000; Hattie, 2009; Kyndt et al., 2013; Kocabaş et al., 2015; Dirlikli et al., 2016; Erbil and Kocabaş, 2018). Cooperative learning is a learning approach in which students work in small, independent groups for common educational goals, and their work is evaluated both individually and as a group. According to Johnson and Johnson (2009), the social interdependence theory brought forward by Lewin and Deutsch is the foundation of the cooperative learning method. Social interdependence theory posits that individuals are affected by their own acts or those of other individuals (Johnson and Johnson, 1989). This theory was improved by Johnson and Johnson (2009) and designated the cooperative learning method. Cooperative learning study must have five basic characteristics: positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal and small group skills, and group processing (Johnson et al., 2000, 2007; Sharan,

2015). These five basic elements are what separate the cooperative learning method from other group work methods and may also be defined as the core principles providing the power of the method.

During class time in the flipped classroom, any active learning method can be used. Discussion (Wei et al., 2020), problem solving (Khanova et al., 2015), brainstorming (Kong, 2014), concept mapping (Porcaro et al., 2016), students' presentations (Wang et al., 2019), and gaming (Jo et al., 2018) were used as in-class activities by researchers. However, using a cooperative learning method in flipped classrooms is especially suggested by some researchers (Bergmann and Sams, 2012; Tucker, 2012; McLaughlin et al., 2013; Flynn, 2015; Long et al., 2017; Spector and Ball, 2017). In a flipped classroom environment, the lesson content is transferred to the online environment via videos. Students come to class after having watched these videos. Learning activities suitable for upper-level cognitive field achievements must be carried out in the classroom environment. At this point, the cooperative learning method is one of the most suitable teaching methods for flipped classroom environment (Bishop and Verleger, 2013; Betihavas et al., 2016; Lai and Hwang, 2016). There are few research studies in which the cooperative learning method is applied in a flipped classroom environment (Foldnes, 2016). Utilization of the cooperative learning method in a flipped classroom environment is at a development stage, and there are no clear data regarding its results (Munir et al., 2018). However, the existing research has concluded that utilizing cooperative learning methods in a flipped classroom environment has a positive impact on students' academic success levels (Chen et al., 2015; Foldnes, 2016; Guo et al., 2018; Munir et al., 2018; Zhang, 2018).

Literature survey

This research will review the flipped classroom and cooperative learning method in aspect of Vygotsky's learning theories. As a result of this review, common points of cooperative learning and flipped classroom will be established. This research will then make some suggestions on how the flipped classroom will be integrated into the cooperative learning method. It is expected that the outcomes will benefit researchers, the implementation process, and the implementers.

Flipped Classroom and Vygotsky Theory

The flipped classroom environment is one in which active learning methods are used (Betihavas et al., 2016). Its conceptual foundations are based on simply not teaching the lessons in a classroom environment and on student-centered learning theories (Piaget, 1968; Vygotsky, 1978). In a flipped classroom, the information—the part given face-to-face in a traditional approach—is taken out of the classroom in an active and cooperative way (Strayer, 2012; Chen et al., 2015; Betihavas et al., 2016; Foldnes, 2016; Lai and Hwang,

2016; Zhang, 2018). Students prepare for the lesson using the resources used in a traditional lesson. When they come to the classroom environment, they share the information they acquired with their classmates. The flipped classroom is basically a learning model that aims to eliminate the traditional learning approach in which students are generally passive and which is based only on transfer of information. In the flipped classroom, students are active during the lesson and have the role of structuring the information (Munir et al., 2018). This role is carried out by applying activities suitable for upper-level cognitive field achievements in classroom environment in school (Bergmann and Sams, 2012; Sarawagi, 2013). Because the traditional teaching approach is flipped, in the classroom environment (or small group works), which is a large learning group, the individual has the opportunity to experience learning with their classmates and also internalizing these experiences individually. Looking from the aspect of these assumptions, flipped classroom is a teaching model that is suitable for active learning approach.

In a flipped classroom, unless class time is enhanced with active learning methods, it can depart from being an approach that is based on constructivism. In other words, the effectiveness of a flipped classroom depends on using class time for strong and successful activities. Solely taking the lesson content out of the classroom via videos does not guarantee effectiveness of learning. Moreover, it is imperative that class time be structured based on active learning methods and activities.

While Bishop and Verleger (2013) are the first researchers to link flipped classroom and Vygotsky theory, some research carried out afterward has tried to strengthen this link. According to Maciejewski (2016), in a flipped classroom environment, there is more available time to be utilized within the classroom. This time can be structured so that students are able to communicate and interact with each other more in the classroom. Students can also work within the group during this time and interact with each other for problem-solving exercises. Hao (2016) has also approached flipped classroom over Vygotsky's (1978) point of view, and in this theory, the interaction of individuals is quite important. Therefore, in his research, he provided the students opportunity to work in groups to enable them to help each other more.

Vygotsky (1978) emphasizes two main points in the learning process. The first is culture, and the second is language.

Flipped Classroom as a Means of Cultural Transmission

The most important point that emerges when we approach the flipped classroom using the Vygotsky theory is that the flipped classroom provides a suitable environment for transmission of culture. The flipped classroom does this in two ways: (1) videos prepared as lesson content and (2) class time in which active learning methods are used.

Vygotsky, Language, and Flipped Classroom

According to Vygotsky (1962, 1987), language is improved with social interactions carried out for communication purposes and has two roles that are critical for cognitive development. The first role of language is that it is the means of transmission of knowledge of adults to the child, and the second is that language is single-handedly a very powerful means that provides for the child's intellectual harmony. This section will focus on the first role of language, because the second role pertains more to results of internal and external speech carried out by the individual (Vygotsky, 1987). As a result of the individual's social interactions, their talks with others, their talks with themselves privately, and their internal talks are more related to cooperative learning, so they will be mentioned in that section.

In a flipped classroom, the teacher prepares lesson content as a video and puts it on the Internet. The students watch those videos in extracurricular time, and they gain lesson content. Vygotsky (1962) emphasizes the importance of language in transmission of culture. The rules of society value judgments; in short, anything regarding social structure is structured in spoken language and transmitted to the child via language. Therefore, in a flipped classroom, lesson content, in other words, teaching programs prepared by the institutions, the values, rules, restrictions, and so on, to be transmitted to students, is transmitted via the videos. As a more knowledgeable person, the teacher continues this role within the classroom and also carries this role to out-of-school time. A more knowledgeable person has an important role in a child's learning, in Vygotsky theory (Vygotsky, 1978). In the traditional teaching-learning process, the teacher (therefore managers) cannot interfere in extracurricular time. At maximum, they present textbooks, workbooks, and Internet resources to students, and students process information by themselves in homework, activities, and project tasks. However, in a flipped classroom, students watch videos in extracurricular time, and at this point, language plays an important role as a culture transmission tool. Furthermore, the homework, activity, and project process in which the student works on his/her own and leans on internal speak more is carried to the school environment. From this point of view, social structures and means direct the student both in the school environment and at home in a flipped classroom. The transmission of culture continues incessantly in and outside of school.

Proposition 1: The flipped classroom utilizes the videos in extracurricular time as a means of culture transmission. In social aspect, social structures, tools, and values are transmitted to students in extracurricular time.

A More Knowledgeable Person, Zone of Proximal Development, and Flipped Classroom

In a flipped classroom, it is important to engage active learning methods in the class time and use them (Bishop and Verleger, 2013; Roehl et al., 2013; Gopalan et al., 2018). Active

learning is an umbrella term that consists of the teaching methods focused on participation of students in the learning process and their loyalty (Prince, 2004). However, in active learning process, students do not only learn on their own, but the teacher is also a guide in active learning, and the student's peers are also included in each other's learning process.

Vygotsky (1978) also argues that cognitive development is carried out via social interactions. He states that the learning process will continue more effectively as a result of interactions students engage in with peers that are more knowledgeable or adults (e.g., teacher, family). His principle of ZPD is based on the difference between things an individual can do on his/her own independently and without any help and those he/she can do with the help or encouragement of a peer or an adult (a more knowledgeable person). The individual learns more effectively as a result of an interaction with more knowledgeable peers or adults. Moreover, it is based on the view that the individual can do things with the help of others without any help. In a flipped classroom, in extracurricular time, the individual watches the lesson content videos prepared by an adult who is more knowledgeable (teacher). If the active learning methods that encourage the individual to gather around with their peers and provide such an environment are used in class time, the individual's learning process will be positively impacted (we hereby refer to cooperative learning). When the individual carried out the upper-level cognitive studies, activities, and homework together with their peers, especially the students with lower levels of success will interact with peers who are more knowledgeable than they are and therefore will benefit from them within the context of ZPD.

Thus, if the flipped classroom's achievement is aimed according to Vygotsky theory, class time must be carried out with teaching methods that are based on active learning methods in which the students will work together as a group and benefit optimally from each other in terms of information. At this point, cooperative learning method is one of the most suitable teaching methods that can be included in the flipped classroom, and this result is supported by the research in literature.

Proposition 2: If we aim to benefit from the flipped classroom method to the maximum level according to Vygotsky theory, the active learning approaches that have students interact with their peers and that support group work must be preferred.

Cooperative Learning Method and the Vygotsky Theory

Even though they lived in the same period, Lewin and Vygotsky conducted research on similar issues completely independent of and unbeknown to each other. Vygotsky also conducted important research that empowers the theoretical framework of cooperative learning. In 1970s, while several research projects on cooperative learning had already been made in Western literature, the works of Vygotsky were translated into English as late as 1978. Vygotsky entered the educational sciences literature of Europe and the United States after this date.

However, according to the radical impact of constructivism on individual learning and internalization of information on the Western society and culture, the fact that Vygotsky talks about “constructivism,” even under other names, in his works written in 1920s, has created a great impact. In his book entitled *Mind in Society*, translated into English in 1978, Vygotsky approached humans as beings in interaction with other individuals as opposed to individual, lonely beings while explaining the cognitive development of humans. According to him, cognitive development is the skill of the individual to learn how to use suitable social tools (e.g., car, mobile phone, money, etc.) and cultural signs (writing, language, numbers) via their peers and teachers that provide for cultural socialization of the individual and in social interaction. He argues that a child learns to carry out simple cognitive activities (such as basic perceptions, attention without awareness, etc.) first. Then they gain the upper-level skills by interacting with peers and teachers in a social environment. These upper-level skills are skills such as language, mind, problem-solving, and moral reasoning. Another concept Vygotsky worked on is internalization. He defines internalization as the individual experiencing a thought, behavior, or attitude in a social environment for the first time and making this experience cognitively functional. He argues that the social interactions and cultural signs are important in an individual's learning process. Individuals must get into social interaction with peers that are more competent and knowledgeable or their family–teachers in order to improve their own learning or learn a new subject. Using cultural signs for this interaction is very important (Vygotsky, 1978).

Zone of proximal development is one of Vygotsky's most important theories. Zone of proximal development is defined as “the difference between the developmental level of the individual at that moment defined by their independent problem-solving skills and their potential developmental level to be reached as a result of adult guidance or their collaboration with their more advanced peers” (Vygotsky, 1978).

Cooperative Learning and Zone of Proximal Development

This section of the research will review the relation between ZPD and cooperative learning. In this review, Moll's (1990) three basic keys to understanding the Vygotsky theory will be evaluated in aspect of evaluation of positive dependency, face-to-face supportive interaction, assessment of group process, individual accountability, and interpersonal and small group skills, which are the basic characteristics of cooperative learning (Johnson et al., 2000, 2007). Moll (1990) stated that Vygotsky's ZPD theory depends on the understanding of three basic issues. These are holistic use of authentic activities, the need for social interaction, and the individual's process of change.

Holistic Use of Authentic Activities

According to Vygotsky, the process of working, learning, and teaching must be carried out

holistically by teachers and must be realized via authentic activities. Authentic activities must be based on real-life situations and must be meaningful to the students. Students must also feel the need to learn that subject (Vygotsky, 1978).

The Need for Social Interaction

According to Vygotsky, students learn via the social interactions they engage in with their more competent peers or their teachers. Within this interaction, students who have newly acquired information from their more competent peers or teachers learn it directly through primary experience, by doing and living, and internalize it (Vygotsky, 1978). This process is seen by Doolittle (1997) as the most important proof of social dependency. Here, ZPD is not only single-sided according to students, peers, or teachers, but it is also interactive. Social interaction is a condition in ZPD, and social dependency is a prerequisite between individuals in ZPD process.

The Individual's Process of Change

Vygotsky (1987) argued that the objective of cognitive development is the change of the individual. According to him, ZPD is an ongoing change. As individuals learn and improve themselves, the interactions they go into with other individuals lead to culturally necessary changes in their behavior.

Positive Dependency

According to Doolittle (1997), there is a very important relation between Vygotsky's views and positive dependency. Each individual is dependent on the other individuals in the society with regard to presentation of resources that will be beneficial for their cognitive development. The society is, in turn, responsible for enculturation of the individual, that is, transmission of the existing culture (Valsiner, 1988).

Face-to-Face Interaction

The correspondence of face-to-face interaction in Vygotsky theory is social mediation and enculturation. Social mediation is the individual gaining information and skills via social interactions. Transmission of society's cultural signs to the individual and utilization of these signs by the individual in the learning process is defined as enculturation. Enculturation is related to "what" is learned, whereas social mediation is more related to "how" it is learned (Doolittle, 1997).

Individual Accountability

In Vygotsky theory, individuals are responsible for developing their own zones of proximal development. Each individual must learn within the lesson process and advance their own learning. For example, in group work, the individual must be able to repeat a skill they could do with the group yesterday by themselves and without help today (Doolittle, 1997).

Interpersonal and Small Group Skills

In both cooperative learning and Vygotsky theory, interpersonal and small group skills are used. In Vygotsky theory, individuals use cultural signs (writing, pictures) in social interactions. Cultural signs are important tools in the social mediation and enculturation process (Vygotsky, 1978; Doolittle, 1997).

Assessment of Group Process

According to Doolittle (1997), assessment of the group process occupies a major place within ZPD because, in the ZPD process, both their peers and their teacher are responsible for the individual's learning. Moreover, a learning goal that is even lower than the lower limit of ZPD level will be boring to the individual. On the other hand, a learning goal that is beyond the individual's ZPD level will be found very difficult by the individual and probably will not be achieved. In both possibilities, the individual will not be able to acquire the desired behavior. Therefore, it is very important to keep the learning goal within ZPD.

The cooperative learning method was not developed by Vygotsky. However, his approach (1978) is similar to the roots of the cooperative learning method. The five basic characteristics of cooperative learning (positive dependency, face-to-face supportive interaction, individual accountability, interpersonal and small group skills, and assessment of group process) are closely related to the three basic issues argued by Vygotsky, namely, holistic use of authentic activities, need for social interactions, and the individual's process of change.

Proposition 3: One of the major learning approaches that might carry Vygotsky's (1978) ZPD approach in teaching–learning process is the cooperative learning method.

Cooperative Learning Method and Flipped Classroom

According to Tzuo (2007), student-centered learning theories, and therefore the teaching methods that arise out of those theories, are heavily based on the cognitive constructivism theory of Piaget and social constructivism theory of Vygotsky. Both theories state that individuals structure information within themselves. However, each theory explains how this structuring occurs differently.

Piaget's point of view is that structuring of information majorly depends on the previous experience of the individual; learning occurs as a result of the individual's interactions with the environment (Lourenço and Machado, 1996; Tzuo, 2007). Vygotsky emphasized the importance of interaction between individuals in construction of information. He also stated that cultural-historical and personal factors are the basic elements of human development (Tudge and Scrimsher, 2003). Zone of proximal development is one of the most important concepts in Vygotsky theory. According to Puntambekar and Hubscher (2005), ZPD refers to the level or developmental rank, which students can achieve under suitable educational conditions.

Dockett and Perry (1996) state that the main difference between Piaget and Vygotsky is

related to the direction of the impact of social interaction. In Piaget's theory, information is formed by the individual through experience. This information is tested and edited within a social interaction process, whereas in Vygotsky theory, information is structured in the social structures within the cultural heritage in which the learning process does not occur and in the social relations (Cole and Wertsch, 1996; Dockett and Perry, 1996). Schunk (2012) says that, in Vygotsky theory, the methods of interaction with the persons, objects, and institutions in students' world change their thoughts.

Another difference between Piaget and Vygotsky occurs in explanation of developmental phases. While Piaget explains developmental phases steadily, Vygotsky makes a more flexible and fluid explanation (Blake and Pope, 2008). The cognitive development phases presented by Piaget have continuity and transformation and are viable for each person, although differing according to maturity, experience, and cultural conditions (Ojose, 2008). Vygotsky utilizes ZPD to explain developmental phases and emphasizes that social impacts such as collaboration and structural ladder in learning are the most important concepts for explaining development (Dockett and Perry, 1996; Vianna and Stetsenko, 2006).

In the flipped classroom method, active learning methods are used in class time (Bishop and Verleger, 2013; Roehl et al., 2013; Gopalan et al., 2018). Active learning is an umbrella term that encompasses the teaching methods focused on participation of students in the learning process and their engagement (Prince, 2004). Therefore, we can conclude that there is an active learning method in a flipped classroom and that it is shapes as a teaching method based on constructivist theories.

The cooperative learning method, dating back to a much older time and an older history of literature than the flipped classroom, is among the active learning methods (Johnson et al., 1995; Keyser, 2000). Therefore, the cooperative learning method is based on constructivist theories, as well.

During class time in the flipped classroom, any active learning method can be used. However, using a cooperative learning method in flipped classrooms is especially suggested by some researchers (Bergmann and Sams, 2012; Tucker, 2012; McLaughlin et al., 2013; Flynn, 2015; Long et al., 2017; Spector and Ball, 2017).

In a flipped classroom environment, lesson content is transferred to the online environment via videos. Students come to class having watched these videos. The learning activities suitable for upper-level cognitive field achievements must be carried out in classroom environment. At this point, the cooperative learning method is one of the most suitable teaching methods for flipped classroom environment (Bishop and Verleger, 2013; Betihavas et al., 2016; Lai and Hwang, 2016).

The research shows that the flipped classroom method has a positive impact as an active

learning method on various attitudes and behaviors such as student success (Bhagat et al., 2016), motivation (Huang and Hong, 2016), dependency (Khanova et al., 2015), critical thinking capability (van Vliet et al., 2015), creativity (Al-Zahrani, 2015), and problem-solving capability (Chen et al., 2015; Akçayir and Akçayir, 2018). The conclusion has been reached that both cooperative learning method and flipped classroom applications fall under the umbrella of active learning as a result of literature review (Bergmann and Sams, 2012, 2016; Tucker, 2012; Foldnes, 2016). Therefore, it is thought that the cooperative learning method will be effective in carrying out the class activities needed by the flipped classroom method.

Proposition 4: Cooperative learning method and flipped classroom are among the active learning approaches based on constructivist theory. Utilizing the cooperative learning method in flipped classroom environment will increase the effectiveness of the teaching-learning process compared to individual use of the flipped classroom and the cooperative learning method.

Cooperative Learning Method in Flipped Classroom Environment

Up to this point in the research, we tried to present the relation between the flipped classroom and the cooperative learning method. At this point, we will make some suggestions on how the cooperative learning method can be integrated into flipped classroom.

The research conducted by Munir et al. (2018) on how to include cooperative learning into the flipped classroom comes as an important beginning. In application of cooperative learning method to a flipped classroom environment, students watch the content prepared by the teacher as a video before the lesson and prepare for the class. When they come to class, a cooperative learning method is applied, and the students carry out learning activities in small groups. Apart from that, teaching activities such as group discussion, teaching basic concepts, and providing feedback are carried out by the teacher within the lesson (Munir et al., 2018). However, this research has only tackled the cooperative learning method as a general approach and has not employed the techniques of the method. Several techniques have been developed on how to apply the cooperative learning method more effectively and openly in the application process. The most used and most researched of these techniques are Learning Together (Johnson et al., 2007), Student Teams and Achievement Divisions (STAD) (Slavin, 1994), Group Research (Thelen, 1981; Sharan and Sharan, 1992), and Jigsaw (Aronson et al., 1978).

Learning Together Technique

In this learning together technique, certain roles are given to students, and they are appointed into heterogeneous groups. Students strive to achieve the common group objective in different roles in these groups; that is, each student completes the part of the work he/she is assigned

to Johnson and Johnson (2002).

In the learning together technique to be used in the flipped classroom environment, a separate video can be prepared for each role and subject part of each student. Therefore, each student views the video related to his/her issue field at home, and he/she can combine the parts he/she viewed in classroom environment when he/she comes to school. As another method, after each student watches the same video, the activity or homework to be done is divided among students, and each student carries out his/her own learning task.

Student Teams and Achievement Divisions

This technique was developed by Slavin and his colleagues in John Hopkins University (Slavin, 1994). Similar to other cooperative learning techniques, students work in small heterogeneous groups together to achieve learning goals and master the subject, and each student is responsible for the learning of his/her group mates in STAD. The main characteristic of the technique is that the team goals and achievement can be achieved only when all the group members achieve their individual goals. Students are given short tests on the subject, and they earn a certificate or rewards as a result of the points they get from this test. There are also team awards in this technique, and these awards motivate the students to help other group members (Slavin, 1994, 2015; Sharan, 2015). According to Slavin (1995), if the group reward is given for only one work, it would not motivate each student to study. In this case, some students will be reluctant to explain the subject to their friend, or one or two students might have to carry out the whole group's work.

In a STAD technique to be used in flipped classroom environment, the students might control whether their classmates have watched the prepared videos. They might also be evaluated by the teacher according to the degree to which they follow the lesson content transmitted out of the school. By this means, each student may be expected to be included in the extracurricular learning process for his/her group's achievement and therefore engage in integration both in his/her group and to his/her subject.

Jigsaw

In this technique, the students are assigned to learning groups consisting of six people. One subject is divided into six equal parts, and each student is assigned a part. These parts can be visualized like a jigsaw; when they are combined, they become a full learning product. Each student must learn his/her part well. Thus, he/she can provide for his/her classmates' learning of that part. In this technique, students are the expert in their part of the subject (Aronson et al., 1978).

Jigsaw is one of the most important techniques that may be adapted to flipped classroom. The lesson content to be prepared as a video is prepared separately for each group. Therefore, when the students come to the classroom, they will need the information of other groups for

the studies to be carried out. The students will come together with the members of other groups in order to learn the respective part of each group, and they will return to their groups and share what they learned from the expert group with their group classmates.

Proposition 5: The cooperative learning method must be applied by using learning techniques such as cooperative learning, STAD, and jigsaw while integrating to a flipped classroom, as opposed to a general approach.

Conclusion

Flipped classroom and cooperative learning methods are teaching methods that support the approaches stated by Vygotsky. It is suggested to utilize cooperative learning method together with flipped classroom, because the conceptual roots of both are based on active learning and constructivist philosophy, and the existing research has concluded that they are effective (Chen et al., 2015; Foldnes, 2016; Guo et al., 2018; Munir et al., 2018; Zhang, 2018).

This research has reviewed the flipped classroom and cooperative learning method in aspect of Vygotsky's learning theories. The research provided five propositions. We can classify these five propositions in the context of transmission of culture, social interaction, ZPD, active learning approaches, and cooperative learning techniques.

Flipped classroom is important as a culture transmission tool, because it uses videos during extracurricular time and supports enculturation of the individual by a more knowledgeable person and therefore ZPD (Steen-Utheim and Foldnes, 2018; Zheng et al., 2020). Also, in social aspect, the social structures, tools, and values are transmitted to students in extracurricular time.

Researchers have expected the conclusion that the flipped classroom supports ZPD to a greater extent (Little, 2015). However, it is suggested to use the cooperative learning method during class time in order to realize this condition (Bishop and Verleger, 2013; Foldnes, 2016; Fox and Docherty, 2019). Therefore, the cooperative learning method will provide for better interaction of students with each other. As a result of this interaction, the more knowledgeable peers will carry out information transmission to their less advanced peers, and the disadvantaged peers will benefit from this. As a result of ZPD, the individual will work in the same group with a more knowledgeable peer and will improve themselves. Also, in a flipped classroom, the videos prepared by the teacher and more knowledgeable peers (Steen-Utheim and Foldnes, 2018; Zheng et al., 2020) will support the individual's learning.

Cooperative learning in flipped classroom method, which is a combination of both methods, supports holistic use of authentic activities, makes the students need social interaction, and realizes the change process of the individual when reviewed from the aspect of Vygotsky theory (Doolittle, 1997). Therefore, utilizing the cooperative learning method together with the flipped classroom method matches perfectly in aspect of constructivism, active learning, and

Vygotsky approaches (Bishop and Verleger, 2013; Hayashi et al., 2015; Kanjug et al., 2018; Eryilmaz and Cigdemoglu, 2019). It is also thought to bring great benefit for the students.

Cooperative learning and flipped classroom are among the active learning approaches based on constructivist theory (Felder, 2012; Bishop and Verleger, 2013; Jensen et al., 2015; Foldnes, 2016). Utilizing cooperative learning method in flipped classroom environment will increase the effectiveness of the teaching-learning process compared to individual use of each flipped classroom and the cooperative learning method. When flipped classroom and cooperative learning method are used together, research has shown that they have positive impacts on student success, as well as attitudes and behaviors (Chen et al., 2015; Foldnes, 2016; Guo et al., 2018; Munir et al., 2018; Zhang, 2018).

Cooperative learning method in flipped classroom environment must be planned well, and the cooperative learning techniques must be used within class time. It is stated with time that cooperative learning must be handled as a pedagogic umbrella or an approach, as opposed to a technique or method (Sharan, 2015). It is suggested that the cooperative learning techniques are applied selectively according to different subjects and learning gains (Slavin, 1996; Johnson et al., 2000). Cooperative learning techniques, such as learning together, group investigation, STAD, and Jigsaw, can be adapted to the classroom easily and applied by teachers.

References

AISHE.(2018).

AllIndiasurveyonHigherEducation2017-18.Available:

<http://aishe.nic.in/aishe/viewDocument.action?documentId=262>

Anbuselvan. (2020). Vocational training: Old wine in new NEP glass?, Available at:

<https://www.newindianexpress.com/states/tamil-nadu/2020/aug/10/vocational-training-old-wine-in-new-nep-glass-2181338.html>

Anderson, J. (2015). Stanford Researchers Show We're Sending Many Children to School Way Too Early, Available: <https://qz.com/546832/stanford-researchers-show-were-sending-many-children-to-school-way-too-early/>

5. Collaborative and Participatory Approach in NEP 2020

¹Dr. Brijesh kumar verma

¹Chief Librarian & Head of Department Library and Information Science,

Sanskriti University, Mathura, Uttar Pradesh, India

Email - info@sanskriti.edu.in

Abstract

Collaborative classrooms seem to have four general characteristics. The first two capture changing relationships between teachers and students. The third characterizes teachers' new approaches to instruction. The fourth addresses the composition of a collaborative classroom. In traditional classrooms, the dominant metaphor for teaching is the teacher as information giver; knowledge flows only one way from teacher to student. In contrast, the metaphor for collaborative classrooms is shared knowledge. The teacher has vital knowledge about content, skills, and instruction, and still provides that information to students. However, collaborative teachers also value and build upon the knowledge, personal experiences, language, strategies, and culture that students bring to the learning situation.

Consider a lesson on insect-eating plants, for example. Few students, and perhaps few teachers, are likely to have direct knowledge about such plants. Thus, when those students who do have relevant experiences are given an opportunity to share them, the whole class is enriched. Moreover, when students see that their experiences and knowledge are valued, they are motivated to listen and learn in new ways, and they are more likely to make important connections between their own learning and "school" learning. They become empowered. This same phenomenon occurs when the knowledge parents and other community members have is valued and used within the school.

Additionally, complex thinking about difficult problems, such as world hunger, begs for multiple ideas about causes, implications, and potential solutions. In fact, nearly all of the new curricular goals are of this nature--for example, mathematical problem-solving--as are new requirements to teach topics such as AIDS. They require multiple ways to represent and solve problems and many perspectives on issues.

Introduction

Shared authority among teachers and students

In collaborative classrooms, teachers share authority with students in very specific ways. In

most traditional classrooms, the teacher is largely, if not exclusively, responsible for setting goals, designing learning tasks, and assessing what is learned.

Collaborative teachers differ in that they invite students to set specific goals within the framework of what is being taught, provide options for activities and assignments that capture different student interests and goals, and encourage students to assess what they learn. Collaborative teachers encourage students' use of their own knowledge, ensure that students share their knowledge and their learning strategies, treat each other respectfully, and focus on high levels of understanding. They help students listen to diverse opinions, support knowledge claims with evidence, engage in critical and creative thinking, and participate in open and meaningful dialogue.

Suppose, for example, the students have just read a chapter on colonial America and are required to prepare a product on the topic. While a more traditional teacher might ask all students to write a ten-page essay, the collaborative teacher might ask students to define the product themselves. Some could plan a videotape; some could dramatize events in colonial America; others could investigate original sources that support or do not support the textbook chapter and draw comparisons among them; and some could write a ten-page paper. The point here is twofold: (1) students have opportunities to ask and investigate questions of personal interest, and (2) they have a voice in the decision-making process. These opportunities are essential for both self-regulated learning and motivation.

Literature Survey

As knowledge and authority are shared among teachers and students, the role of the teacher increasingly emphasizes mediated learning. Successful mediation helps students connect new information to their experiences and to learning in other areas, helps students figure out what to do when they are stumped, and helps them learn how to learn. Above all, the teacher as mediator adjusts the level of information and support so as to maximize the ability to take responsibility for learning. This characteristic of collaborative classrooms is so important, we devote a whole section to it below.

4. Heterogeneous groupings of students

The perspectives, experiences, and backgrounds of all students are important for enriching learning in the classroom. As learning beyond the classroom increasingly requires understanding diverse perspectives, it is essential to provide students opportunities to do this in multiple contexts in schools. In collaborative classrooms where students are engaged in a thinking curriculum, everyone learns from everyone else, and no student is deprived of this opportunity for making contributions and appreciating the contributions of others.

Thus, a critical characteristic of collaborative classrooms is that students are not segregated according to supposed ability, achievement, interests, or any other characteristic. Segregation

seriously weakens collaboration and impoverishes the classroom by depriving all students of opportunities to learn from and with each other. Students we might label unsuccessful in a traditional classroom learn from "brighter" students, but, more importantly, the so-called brighter students have just as much to learn from their more average peers. Teachers beginning to teach collaboratively often express delight when they observe the insights revealed by their supposedly weaker students.

Thus, shared knowledge and authority, mediated learning, and heterogeneous groups of students are essential characteristics of collaborative classrooms. These characteristics, which are elaborated below, necessitate new roles for teachers and students that lead to interactions different from those in more traditional classrooms.

Teacher Roles in a Collaborative Classroom

Across this nation, teachers are defining their roles in terms of mediating learning through dialogue and collaboration. While mediation has been defined in different ways by Reuven Feuerstein, Lev Vygotsky and others, we define mediation here as facilitating, modeling, and coaching. Most teachers engage in these practices from time to time. What is important here is that these behaviors (1) drive instruction in collaborative classrooms, and (2) have specific purposes in collaborative contexts.

Facilitator Facilitating involves creating rich environments and activities for linking new information to prior knowledge, providing opportunities for collaborative work and problem solving, and offering students a multiplicity of authentic learning tasks. This may first involve attention to the physical environment. For example, teachers move desks so that all students can see each other, thus establishing a setting that promotes true discussion. Teacher may also wish to move their desks from the front of the room to a less prominent space.

Additionally, teachers may structure the resources in the classroom to provide a diversity of genres and perspectives, to use and build upon cultural artifacts from the students' homes and communities, and to organize various learning activities. Thus, a collaborative classroom often has a multiplicity of projects or activity centers using everyday objects for representing numerical information in meaningful ways and for conducting experiments that solve real problems. These classrooms also boast a rich variety of magazines, journals, newspapers, audiotapes, and videos which allow students to experience and use diverse media for communicating ideas. In Video Conference 1, for example, students were shown investigating science concepts using everyday materials, such as paper and straw, found in their neighborhoods.

Facilitating in collaborative classrooms also involves people. Inside the classroom, students are organized into heterogeneous groups with roles such as Team Leader, Encourager, Reteller, Recorder, and Spokesperson. (See Elizabeth Cohen's work for further elaboration.)

Additionally, collaborative teachers work to involve parents and community members. Examples are: A workshop center in New York invites parents to come and experience the thinking processes involved in conducting experiments using everyday objects so that they can provide such learning experiences at home (Video Conference 1); teachers in Tucson involve parents and the community in academic tasks their students engage in (Video Conference 3), and rural students in Colorado perform community services such as producing a local newspaper (Video Conference 5).

Another way that teachers facilitate collaborative learning is to establish classrooms with diverse and flexible social structures that promote the sort of classroom behavior they deem appropriate for communication and collaboration among students. These structures are rules and standards of behaviors, fulfilling several functions in group interaction, and influencing group attitudes. Particular rules depend, of course, on the classroom context. Thus, teachers often develop them collaboratively with students and review or change them as needed. Examples of rules are giving all members a chance to participate, valuing others' comments, and arguing against (or for) ideas rather than people. Examples of group functions are: asking for information, clarifying, summarizing, encouraging, and relieving tension. To facilitate high quality group interaction, teachers may need to teach, and students may need to practice, rules and functions for group interaction.

Finally, teachers facilitate collaborative learning by creating learning tasks that encourage diversity, but which aim at high standards of performance for all students. These tasks involve students in high-level thought processes such as decision making and problem solving that are best accomplished in collaboration. These tasks enable students to make connections to real-world objects, events, and situations in their own and an expanded world, and tap their diverse perspectives and experiences. Learning tasks foster students' confidence and at the same time, are appropriately challenging.

Model Modeling has been emphasized by many local and state guidelines as sharing one's thinking and demonstrating or explaining something. However, in collaborative classrooms, modeling serves to share with students not only what one is thinking about the content to be learned, but also the process of communication and collaborative learning. Modeling may involve thinking aloud (sharing thoughts about something) or demonstrating (showing students how to do something in a step-by-step fashion).

In terms of content, teachers might verbalize the thinking processes they use to make a prediction about a scientific experiment, to summarize ideas in a passage, to figure out the meaning of an unfamiliar word, to represent and solve a problem, to organize complicated information, and so on. Just as important, they would also think aloud about their doubts and uncertainties. This type of metacognitive thinking and thinking aloud when things do not go

smoothly is invaluable in helping students understand that learning requires effort and is often difficult for people.

With respect to group process, teachers may share their thinking about the various roles, rules, and relationships in collaborative classrooms. Consider leadership, for example. A teacher might model what he or she thinks about such questions as how to manage the group's time or how to achieve consensus. Similarly, showing students how to think through tough group situations and problems of communication is as invaluable as modeling how to plan an approach to an academic problem, monitoring its progress, and assessing what was learned.

A major challenge in mediating learning is to determine when it is appropriate to model by thinking aloud and when it is useful to model by demonstrating. If a teacher is certain that students have little experience with, say, a mathematical procedure, then it may be appropriate to demonstrate it before students engage in a learning task. (This is not to say that the teacher assumes or states that there is only one way to perform the procedure. It is also important to allow for individual variations in application.) If, on the other hand, the teacher believes students can come up with the procedure themselves, then he or she might elect to ask the students to model how they solved the problem; alternatively the teacher could give students hints or cues. (See below.)

Coach Coaching involves giving hints or cues, providing feedback, redirecting students' efforts, and helping them use a strategy. A major principle of coaching is to provide the right amount of help when students need it--neither too much nor too little so that students retain as much responsibility as possible for their own learning.

For example, a collaborative group of junior high students worked on the economic development of several nations. They accumulated a lot of information about the countries and decided that the best way to present it was to compare the countries. But they were stymied as to how to organize the information so they could write about it in a paper, the product they chose to produce. Their teacher hinted that they use a matrix--a graphic organizer they had learned--to organize their information. When the group finished the matrix, the teacher gave them feedback. In so doing, he did not tell them it was right or wrong, but asked questions that helped them verbalize their reasons for completing the matrix as they did. The principle the teacher followed was to coach enough so that students could continue to learn by drawing on the ideas of other group members.

Student Roles in a Collaborative Classroom

Students also assume new roles in the collaborative classroom. Their major roles are collaborator and active participator. It is useful to think how these new roles influence the processes and activities students conduct before, during, and after learning. For example,

before learning, students set goals and plan learning tasks; during learning, they work together to accomplish tasks and monitor their progress; and after learning, they assess their performance and plan for future learning. As mediator, the teacher helps students fulfill their new roles.

Goal setting Students prepare for learning in many ways. Especially important is goal setting, a critical process that helps guide many other before-, during-, and after-learning activities. Although teachers still set goals for students, they often provide students with choices. When students collaborate, they should talk about their goals. For example, one teacher asked students to set goals for a unit on garbage. In one group, a student wanted to find out if garbage is a problem, another wanted to know what happens to garbage, a third wanted to know what is being done to solve the problem of garbage. The fourth member could not think of a goal, but agreed that the first three were important and adopted them. These students became more actively involved in the unit after their discussion about goals, and at the end of the unit, could better evaluate whether they had attained them.

Designing Learning Tasks and Monitoring While teachers plan general learning tasks, for example, to produce a product to illustrate a concept, historical sequence, personal experience, and so on, students assume much more responsibility in a collaborative classroom for planning their own learning activities. Ideally, these plans derive in part from goals students set for themselves. Thoughtful planning by the teacher ensures that students can work together to attain their own goals and capitalize on their own abilities, knowledge, and strategies within the parameters set by the teacher. Students are more likely to engage in these tasks with more purpose and interest than in traditional classrooms.

Self-regulated learning is important in collaborative classrooms. Students learn to take responsibility for monitoring, adjusting, self-questioning, and questioning each other. Such self-regulating activities are critical for students to learn today, and they are much better learned within a group that shares responsibility for learning. Monitoring is checking one's progress toward goals. Adjusting refers to changes students make, based on monitoring, in what they are doing to reach their goals. For example, a group of students decided that the sources of information on the Civil War they selected initially were not as useful as they had hoped, so they selected new materials. Another group judged that the paper they had planned to write would not accomplish what they thought it would the way they had organized it, so they planned a new paper.

Students can further develop their self-regulating abilities when each group shares its ideas with other groups and gets feedback from them. For example, in the first video conference, elementary students were shown collaborating in small groups to define and represent math problems. Working in small groups, the children determined what was being asked in story

problems and thought of ways to solve the problems. Then each group shared its ideas with the whole class. Members of the class commented on the ideas. As students developed problem-solving skills with feedback from other groups, they learned more about regulating their own learning which they could use in the future.

Assessment While teachers have assumed the primary responsibility for assessing students' performance in the past, collaborative classrooms view assessment much more broadly. That is, a major goal is to guide students from the earliest school years to evaluate their own learning. Thus, a new responsibility is self-assessment, a capability that is fostered as students assess group work.

Self-assessment is intimately related to ongoing monitoring of one's progress toward achievement of learning goals. In a collaborative classroom, assessment means more than just assigning a grade. It means evaluating whether one has learned what one intended to learn, the effectiveness of learning strategies, the quality of products and decisions about which products reflect one's best work, the usefulness of the materials used in a task, and whether future learning is needed and how that learning might be realized.

Collaborative classrooms are natural places in which to learn self-assessment. And because decisions about materials and group performance are shared, students feel more free to express doubts, feelings of success, remaining questions, and uncertainties than when they are evaluated only by a teacher. Furthermore, the sense of cooperation (as opposed to competition) that is fostered in collaborative work makes assessment less threatening than in a more traditional assessment situation. Ideally, students learn to evaluate their own learning from their experiences with group evaluation.

Interactions in a Collaborative Classroom

The critical role of dialogue in collaborative classrooms has been stressed throughout this **Guidebook**. The collaborative classroom is alive with two-way communication. A major mode of communication is dialogue, which in a collaborative classroom is thinking made public. A major goal for teachers is to maintain this dialogue among students.

Consider examples of interactions in collaborative groups. Members discuss their approaches to solving a math problem, explain their reasoning, and defend their work. Hearing one student's logic prompts the other students to consider an alternative interpretation. Students are thus challenged to re-examine their own reasoning. When three students in a group ask a fourth student to explain and support her ideas, that is, to make her thinking public, she frequently examines and develops her concepts for herself as she talks. When one student has an insight about how to solve a difficult problem, the others in the group learn how to use a new thinking strategy sooner than if they had worked on their own. Thus, students engaged in interaction often exceed what they can accomplish by working independently.

Collaborative teachers maintain the same sort of high-level talk and interaction when a whole class engages in discussion. They avoid recitation, which consists primarily of reviewing, drilling, and quizzing; i.e., asking questions to which the answer is known by the teacher and there is only one right answer. In true discussion, students talk to each other as well as to the teacher, entertain a variety of points of view, and grapple with questions that have no right or wrong answers. Sometimes both students and the teacher change their minds about an idea. In sum, interactions in whole group discussion mirror what goes on in small groups.

Still a third way interactions differ in collaborative classrooms has been suggested above. Teachers, in their new roles as mediators, spend more time in true interactions with students. They guide students' search for information and help them share their own knowledge. They move from group to group, modeling a learning strategy for one group, engaging in discussion with another, giving feedback to still another.

Conclusion

When teachers and schools move from traditional to collaborative instruction, several important issues are likely to arise. They are important concerns for teachers, administrators, and parents.

Classroom Control Collaborative classrooms tend to be noisier than traditional classrooms. This is a legitimate issue for a number of people. Some teachers believe that noisy classrooms indicate lack of discipline or teacher control. In such situations, they argue, students cannot learn.

Earlier in this essay we stressed that collaborative classrooms do not lack structure. Indeed, structure becomes critical. Students need opportunities to move about, talk, ask questions, and so on. Thus, we argue that the noise in a smoothly running collaborative classroom indicates that active learning is going on. However, students must be taught the parameters within which they make their choices. Rules and standards must be stressed from the beginning, probably before any collaboration is initiated, and reviewed throughout a school year.

Preparation Time for Collaborative Learning Teachers and administrators may believe that new lesson plans must be formed for these classrooms. To a certain extent, they are correct. But many teachers already have created engaging units and activities that are easily implemented in a collaborative classroom. Furthermore, teachers can begin slowly, making changes in one subject area or

unit within a subject area, probably one they are already very comfortable teaching, and then add other subjects and units. Teachers can also share their plans with each other. Indeed, if we expect students to collaborate, we should encourage teachers to do the same! Principals and curriculum specialists can also collaborate with teachers to plan effective segments of instruction. Moreover, there is a tradeoff between the extra planning time needed and benefits

such as less time correcting lessons, increased student motivation, and fewer attendance and discipline problems.

Individual Differences Among Students We have touched on this concern in the section on heterogeneous grouping. Nevertheless, many people will still doubt that individual differences can be better addressed in collaborative classrooms than in traditional classrooms with homogeneous grouping.

A major question people have concerns the advantage collaboration affords gifted or high-achieving students. There are two tough issues here. First, many teachers do not believe that low-achieving students have much to contribute to the learning situation; in effect, that they have no prior experiences or knowledge of value. Second, teachers worry that high-achieving students will be held back.

In response to the first issue, many collaborative teachers have expressed surprise when seemingly less-able students had insights and ideas that went way beyond what teachers expected. Further, if each student contributes something, the pool of collective knowledge will indeed be rich. In answer to the second concern, data suggest that high-achieving students gain much from their exposure to diverse experiences and also from peer tutoring (e.g., Johnson and Johnson, 1989). Also, students who may be high achieving in one area may need help in other areas.

Teachers and others also wonder whether shy students can fully participate in a classroom that depends so much on dialogue. We suggest that these students might feel more comfortable talking in small groups that share responsibility for learning. Furthermore, interaction between learners can happen in ways other than oral dialogue, for example, writing and art.

A related concern is that many schools are structured homogeneously so that an individual teacher cannot form heterogeneous groups without involving changes in the entire school. A whole class of "low" readers are taught by one teacher, "average" by another. High school tracks are even more systematically entrenched. Clearly, these practices are not conducive to collaborative learning and require system-wide restructuring. Individual teachers or groups of teachers can initiate dialogue on the problem, however.

Individual Responsibility for Learning This concern is a difficult one to solve unless major changes in other areas of schooling are also undertaken. Students are used to being graded for individual work; parents expect to know how their students fare in school. School staff and state departments depend on traditional assessments. In collaborative classrooms, it is often difficult to assign individual grades. Some teachers give group grades, but many students and parents are uncomfortable with these.

Ideally, assessment practices should be changed so that they are consistent with collaboration, with a new view of learning and with a thinking curriculum. Video Conference 4 addresses

recent research and practice on assessment. In the meantime, effective ways have been developed whereby individual students can be evaluated in collaborative classrooms. For example, David Johnson and Roger Johnson, as well as Robert Slavin, advise making individuals responsible for subtasks in group work and then determining both group and individual grades.

Conflict of Values Susan Florio-Ruane has observed that many teachers do not feel comfortable allowing students to initiate dialogue, determine topics, or explore perspectives other than the teacher's. This reluctance conflicts with the way effective caregivers teach their children in the home. Florio-Ruane and others, such as Annemarie Palincsar, have found that teachers often have difficulty helping students construct meaning, especially linking the new information to the prior knowledge and culture of the students. In part this is because many teachers believe that their role is to transmit knowledge; in part it is because they are held accountable for teaching discrete skills. In one poignant example, a student teacher's concern for grammar and punctuation prevented her from seeing the sophistication and meaning in what the child was actually communicating in a book report.

The reluctance people feel when asked to make major changes in the way they do things is clearly the most serious issue of those discussed here. Hardly a person exists who eagerly gives up familiar ways of behaving to attempt something that is unknown and is likely to have many challenges of implementation.

This problem requires leadership, support, and time to address. Staff development needs to address teachers' concerns. We urge that educators first examine their assumptions about learning and then consider new curriculum guidelines. There is an intimate relationship among one's definition of learning, one's view of the content and scope of curricula, and instructional practices. Examining one's assumptions honestly and forthrightly, in a supportive group, often spurs educators to change. The already-convinced must allow time for the less-convinced to reflect and grapple with implications for the views expressed in this **Guidebook**. They must also accept the possibility that some educators may not change. We are urging that students be treated with such respect; we must urge the same respect for adults.

References

1. Singh, V. (2020). National Education Policy 2020: A Paradigm Shift in Indian Education System. *International Journal of Research and Analytical Reviews*.
2. Sharma, A. (2021). The Impact of National Education Policy 2020 on Holistic Development of Students. *International Journal of Scientific Research and Engineering Development*, 5(2).
3. Verma, P., & Kapoor, S. (2021). Holistic Development through the National Education Policy 2020: A Review. *Indian Journal of Educational Research and Development*.

6. Holistic Understanding of NEP 2020

¹Dr. Mahamud Khan

*¹Associate Professor, School of Education, Sanskriti University, Mathura, U.P., 281401, India
Email - mahamud.soe@sanskriti.edu.in*

Abstract

This study examines the perceptions of 100 secondary school teachers regarding the influence of the National Education Policy (NEP) 2020 on students' personalities. The aim is to gain insights into the specific areas of NEP 2020 that teachers perceive as having a positive impact on personality development in the secondary level. The findings reveal varying perceptions among teachers, highlighting the significance of different areas in shaping students' holistic personalities. The results indicate that Experiential Learning is highly regarded, with 75% of teachers recognizing its profound impact. This finding emphasizes the importance of hands-on experiences in fostering students' personality development. Life Skills Education follows closely behind, with 64% of teachers acknowledging its significance in equipping students with essential life skills. Personal and Social Development also receives recognition from 59% of teachers, underscoring its role in nurturing well-rounded individuals. Co-curricular Activities, Value Education, Inclusion and Diversity, and Career Guidance and Counseling are also perceived as contributing factors, albeit ranking lower in terms of perceived impact.

These findings suggest that teachers value practical experiences and the development of life skills as fundamental components of holistic personality development. The study sheds light on the perceptions of secondary school teachers regarding NEP 2020 and its implications for personality development. It highlights the importance of incorporating experiential learning and life skills education, along with fostering personal and social development, to nurture students' holistic personalities. Policymakers, educators, and stakeholders can utilize these insights to further enhance the implementation of NEP 2020 and create an environment conducive to the comprehensive growth and development of students' personalities in the secondary level.

Keywords: Perceptions of Teachers, NEP: 2020, Holistic Personality.

Introduction

The National Education Policy (NEP) 2020 in India marks a transformative shift in the education system, aiming to promote holistic development among students. The policy recognizes that education should go beyond academic achievements and focus on nurturing the overall growth and development of students' personalities. To assess the impact of NEP 2020 on personality development, it is essential to understand the perspectives of those at the forefront of education: the teachers. This study examines the perceptions of secondary school teachers regarding the influence of NEP 2020 on the holistic personality development of students. Teachers play a pivotal role in shaping students' personalities during their formative years, making their insights and perspectives crucial in evaluating the effectiveness of the policy. The study aims to identify the specific areas of NEP 2020 that teachers perceive as having a positive impact on personality development at the secondary level.

These areas include Life Skills Education, Co-curricular Activities, Value Education, Career Guidance and Counseling, Inclusion and Diversity, Experiential Learning, and Personal and Social Development. By understanding teachers' perceptions, this research aims to provide valuable insights into the implementation and effectiveness of NEP 2020 in fostering holistic personality development. The findings of this study will contribute to the existing body of knowledge on the impact of educational policies on personality development. Policymakers, educators, and stakeholders can utilize these insights to refine the implementation strategies, allocate resources effectively, and design professional development programs that align with the goals of NEP 2020. Ultimately, the study aims to support the creation of an educational environment that fosters the comprehensive growth and development of students' personalities at the secondary level, in line with the objectives outlined in NEP 2020.

Developing a holistic personality is essential due to the recognition that individuals are multifaceted beings whose well-being and success depend on more than just academic achievements. A holistic approach to personality development focuses on nurturing various dimensions of an individual, including cognitive, emotional, social, physical, and ethical aspects. By addressing these dimensions, individuals can develop a well-rounded personality, equipped with a diverse set of skills, attitudes, and values. A key reason for the need to develop a holistic personality is to achieve well-rounded development. This approach recognizes that individuals are not solely defined by their academic achievements, but also by their emotional intelligence, social skills, physical well-being, and ethical understanding. By fostering these different dimensions, individuals can navigate various life situations and challenges more effectively, leading to a more fulfilling and successful life.

Significance of the Study

This study's focus on secondary school teachers and their thoughts on how NEP 2020 may affect students' overall personality development makes it significant. Teachers in secondary

schools are crucial in helping students develop their personalities during this crucial period. Therefore, assessing their perspectives on NEP 2020's success is essential for determining the policy's practical implications and spotting any potential implementation difficulties. By examining the perspectives of secondary school teachers, this research fills a gap in the existing literature and contributes to the body of knowledge regarding the effectiveness of NEP 2020 in fostering holistic development. The insights gained from this study will provide valuable information to educators and policymakers, allowing them to make informed decisions regarding the implementation and refinement of NEP 2020 in secondary schools. The findings of this study will help educators gain a deeper understanding of how NEP 2020 aligns with their teaching practices and the challenges they may face in integrating the policy's provisions into their classrooms. This knowledge will enable teachers to proactively address these challenges and capitalize on the opportunities presented by NEP 2020 to promote holistic personality development among their students. Furthermore, policymakers can utilize the findings to assess the impact of NEP 2020 on secondary school education and make informed decisions about policy adjustments and improvements. The insights gained from teachers' perspectives can guide the refinement of implementation strategies, the allocation of resources, and the development of professional development programs for teachers to effectively incorporate the policy's provisions into their teaching practices. It provides valuable insights that can inform decision-making processes, enhance the implementation of NEP 2020, and contribute to the holistic personality development of students in secondary schools.

Review of Related Literature

The National Education Policy (NEP) 2020 has been widely recognized as a transformative shift in the Indian education system. Singh (2020) emphasizes the paradigm shift brought about by NEP 2020, highlighting its potential impact on the holistic development of students. The policy aims to go beyond traditional approaches, embracing a comprehensive approach to education that nurtures various aspects of students' personalities and fosters their overall growth. Sharma (2021) focuses specifically on the impact of NEP 2020 on holistic development. The study highlights how the policy promotes a comprehensive approach to education, encompassing academic, social, emotional, and physical aspects. By emphasizing the development of these dimensions, NEP 2020 strives to cultivate well-rounded individuals capable of meeting the challenges of the modern world. Verma and Kapoor (2021) provide a review that delves deeper into the implications of NEP 2020 for holistic development. Through a detailed analysis of the policy's provisions, the authors shed light on its commitment to facilitating a well-rounded development of students. NEP 2020 recognizes the importance of academic excellence while also addressing the social, emotional, and physical

well-being of learners. Kumar and Choudhary (2021) conduct a comprehensive analysis of NEP 2020, focusing on its implications for personality development. The study underscores the policy's recognition of the need to nurture individuality, creativity, and critical thinking skills. By prioritizing these aspects, NEP 2020 contributes to the holistic development of students' personalities, enabling them to thrive in a rapidly evolving world. Gupta (2021) explores NEP 2020 as a catalyst for holistic development, emphasizing its potential to foster skill development, values education, and an inclusive learning environment. The policy recognizes the importance of equipping students with relevant skills and values, enabling them to become active participants in society and promoting their overall growth. Sood and Grover (2021) discuss the link between NEP 2020 and holistic development, particularly in terms of skill enhancement.

These studies collectively provide valuable insights into the potential of NEP 2020 to drive holistic personality development. By embracing a comprehensive approach to education and addressing various dimensions of students' growth, the policy lays the foundation for nurturing well-rounded individuals capable of thriving in a dynamic and ever-changing world.

Objectives of the Study

1. To study the perceptions of secondary school teachers on the impact of NEP 2020 on holistic personality development.
2. To explore the awareness and understanding of secondary school teachers regarding the provisions and objectives of NEP 2020 related to holistic personality development.
3. To examine the perceived effectiveness of NEP 2020 in promoting holistic personality development among secondary school students, as perceived by teachers.

Methodology

This study utilizes a qualitative research methodology to gather in-depth insights from secondary school teachers in the Nandyal district of Andhra Pradesh. A sample size of 100 teachers was selected using purposive sampling. Data collection involved interviews and surveys conducted with the teachers, allowing for a comprehensive exploration of their perspectives on NEP 2020 and its impact on holistic personality development. Thematic analysis was employed to analyze the collected data and identify recurring themes and patterns.

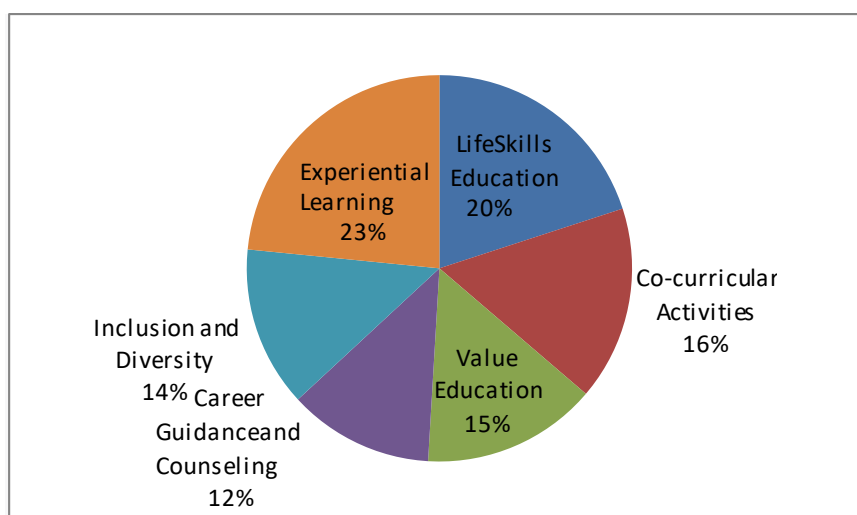
Analysis of Data

Table 1: Teacher's perception on NEP 2020 for holistic development of students' personalities

Area	Percentage N=100	Rank
------	---------------------	------

****National Education Policy (NEP) 2020: Vision Mission and Leadership for India's Future Education****

Life Skills Education	64	2
Co-curricular Activities	52	4
Value Education	47	5
Career Guidance and Counseling	39	7
Inclusion and Diversity	43	6
Experiential Learning	75	1
Personal and Social Development	59	3



Graph1:Teacher’s perception on NEP 2020 for holistic development of students' personalities

According to the perceptions of 100 surveyed teachers, the impact of NEP 2020 on students' personalities in the secondary level varies across different areas. Experiential Learning emerged as the most highly regarded area, with 75% of teachers perceiving it to have a significant positive influence. Life Skills Education followed closely behind with 64% of teachers recognizing its importance. Personal and Social Development received a recognition of 59% and ranked 3rd. Co-curricular Activities, Value Education, Inclusion and Diversity, and Career Guidance and Counseling were also acknowledged, although they ranked lower in terms of perceived impact. These findings suggest that teachers highly value hands-on

experiences and the development of life skills in students, which they consider essential for holistic personality development.

Conclusion

This study provides insights into the potential of NEP 2020 in fostering holistic personality development among secondary school students in the Nandyal district of Andhra Pradesh. The findings highlight the significance of NEP 2020 in shaping students' overall growth and suggest that its implementation has the potential to unlock their full potential. Educators and policymakers can benefit from the findings to develop effective strategies and policies aligned with NEP 2020. However, further research is required to explore the experiences of students and parents, regional variations, and long-term effects, ensuring continuous improvement and refinement of NEP 2020 for the holistic development of students.

References

4. Singh, V. (2020). National Education Policy 2020: A Paradigm Shift in Indian Education System. *International Journal of Research and Analytical Reviews*.
5. Sharma, A. (2021). The Impact of National Education Policy 2020 on Holistic Development of Students. *International Journal of Scientific Research and Engineering Development*, 5(2).
6. Verma, P., & Kapoor, S. (2021). Holistic Development through the National Education Policy 2020: A Review. *Indian Journal of Educational Research and Development*.
7. Kumar, R., & Choudhary, S. (2021). A Comprehensive Analysis of the National Education Policy 2020: Implications for Personality Development. *Indian Journal of Applied Research*, 11(5).
8. Gupta, A. (2021). NEP 2020: A Catalyst for Holistic Development of Students. *International Journal of Trend in Research and Development*.
9. Sood, A., & Grover, K. (2021). Holistic Development and Skill Enhancement through the National Education Policy 2020. *Journal of Education and Practice*.

7. Equity and Inclusion in Higher Education

¹Dr. Sirazul Haq

¹Assistant Professor, School of Education, Sanskriti University, Mathura, U.P., India

Email - sirazulsobas@sanskriti.edu.in

Abstract

Entry into quality higher education can open a vast array of possibilities that can lift both individuals as well as communities out of the cycles of disadvantage. For this reason, making quality higher education opportunities available to all individuals must be among the highest priorities. This Policy envisions ensuring equitable access to quality education to all students, with a special emphasis on SEDGs.

Introduction

The dynamics and also many of the reasons for exclusion of SEDGs from the education system are common across school and higher education sectors. Therefore, the approach to equity and inclusion must be common across school and higher education. Furthermore, there must be continuity across the stages to ensure sustainable reform. Thus, the policy initiatives required to meet the goals of equity and inclusion in higher education must be read in conjunction with those for school education.

There are certain facets of exclusion, that are particular to or substantially more intense in higher education. These must be addressed specifically, and include lack of knowledge of higher education opportunities, economic opportunity cost of pursuing higher education, financial constraints, admission processes, geographical and language barriers, poor employability potential of many higher education programmes, and lack of appropriate student support mechanisms.

Conclusion

For this purpose, additional actions that are specific to higher education shall be adopted by all Governments and HEIs:

Steps to be taken by Governments

- (a) Earmark suitable Government funds for the education of SEDGs
- (b) Set clear targets for higher GER for SEDGs
- (c) Enhance gender balance in admissions to HEIs
- (d) Enhance access by establishing more high-quality HEIs in aspirational districts and Special Education Zones containing larger numbers of SEDGs

*****National Education Policy (NEP) 2020: Vision Mission and Leadership for India's Future Education*****

- (e) Develop and support high-quality HEIs that teach in local/Indian languages or bilingually
- (f) Provide more financial assistance and scholarships to SEDGs in both public and private HEIs
- (g) Develop and support technology tools for better participation and learning outcomes.

REFERENCES

- [1] K. Kasturirangan (Chairman) et al., Draft National Education Policy 2019.
 - [2] Draft National Education Policy 2019, published by Ministry of Human Resource Development, Govt. of India, New Delhi.
- All India Survey on Higher Education 2018-19 Report, realized by MHRD, Dep. of Higher Education

8. Teacher education in Spirit and Intent of NEP 2020

¹Dr. Uday Narayan Mishra

*¹Associate Professor, Department of Special Education and Rehabilitation Science, Vatika,
Jaipur, Rajasthan, 303903, India
Email: - udaymishra14feb@gmail.com*

Abstract

In pursuance of the goals and objectives of the National Education Policy 2020 and to assist States and UTs in this task, the Department of School Education and Literacy, Ministry of Education has developed an indicative and suggestive NEP Implementation Plan for School Education, called 'Students' and Teachers' Holistic Advancement through Quality Education (SARTHAQ)'. I am happy to share that this implementation plan keeps in mind the concurrent nature of education and adheres to the spirit of federalism.

The major focus of SARTHAQ is to define activities in such a manner that clearly delineates goals, outcomes, and timeframe i.e., it links each recommendation of NEP with 297 Tasks along with responsible agencies, timelines, and 304 outputs of these Tasks.

Introduction

SARTHAQ has also been prepared as an evolving and working document and is broadly suggestive/indicative in nature and will be updated from time to time based on the inputs/feedback received from the stakeholders.

An attempt has also been made to propose activities in a manner, such that it will be built upon the existing structure rather than creating new structures. Thus, SARTHAQ takes care of the spirit and intent of the Policy and is planned to be implemented in a phased manner.

The world is undergoing rapid changes in the knowledge landscape. Under the leadership of Hon'ble Prime Minister Shri Narendra Modi ji, the National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the fundamental duties and Constitutional values, bonding with one's country, and conscious awareness of one's roles and responsibilities in a changing world.

Conclusion

*****National Education Policy (NEP) 2020: Vision Mission and Leadership for India's Future Education*****

SARTHAQ will pave the way for our youth to meet the diverse national and global challenges of the present and the future. It will help them to imbibe the 21st-century skills along with India's tradition, culture and value system as envisioned in National Education Policy 2020. The implementation of SARTHAQ would benefit all stakeholders including 25 crore students, 15 lakh schools, 94 lakh teachers, educational administrators, parents, and the community at large.

References

- B. Mallikarjun, Language policy for education in Indian states: Karnataka, 2 Language in India (December 2002).
- Barbara Burnaby, Language Policy and Education in Canada, pp. 331-341 (2008).

9. Understanding Elementary Level School Children: Teaching and Parenting Understanding Elementary Level School Children: Teaching and Parenting

¹Dr. Salil Kumar

*¹Assistant Professor, School of Education, Sanskriti University, Mathura, Uttar Pradesh,
281401, India*

Email - salilsoe@sanskriti.edu.in

Abstract

This chapter means to contribute to the discussions on understanding childhood education in elementary school. It has been maintained, extra time and in various establishments, in a persistent cycle of development of portrayals about tutoring and characters of kids. This chapter features some fundamental angles that portray the passage of these youngsters in elementary school: Educating, Language, and Parenting. There was an incredible jumble between the desires for youngsters and their families with what was proposed by the schools. The related research uncovers the troubles during the time spent instructing and learning of offspring of rudimentary level alongside parenting. There is a wide gap between the acts of primary schools and youth instruction, an instructive stage that can't be overlooked during the time spent training contemporary adolescence.

Keywords: Elementary Child, Teaching, Language Development, and Parenting.

Introduction

In case we open the pages of history, we find that simple preparing was given to understudies essentially on account of severe interest or on philanthropic ground. In past events, there could have been no comprehension of mass guidance in those periods as a result of nonappearance of transportation workplaces, detachment of expansive interchanges of correspondence, nonattendance of books, forming materials, etc. There was an enormous blast of information because of logical and mechanical turn of events. The progressions were achieved in sociological and political situations; different sorts of unrests required remarkable changes in the training structure. The established mandate to give basic instruction to all youngsters up to age 14 by 1960 still remains a slippery objective. The sum total of what endeavors have been built to achieve the public objective of training. Understanding the inauspicious realities, NPE (1986) emphasized the responsibility of universalization of basic instruction of the age bunch

6-14 by 1995. Despite the arrangement of a far-reaching plan, selection and support of youths in schools, the NPE (1986) imagined endless deliberate ventures of non-formal guidance for school dropouts, for kids from habitations without schools, working children, and youngsters who can't go to whole-day school.

NEP (2020) underlines the need to give "evenhanded and quality training from the basic stage through Grade 12 to all kids up to the age of 18." Yet, it doesn't state what "reasonable encouraging framework" could be. By reworking the curricular and instructive structure of school training from 10+2 to 5+3+3+4, the approach can establish the way that the Right to Education has not been expanded. The Right to Education Act, 2009, set up the "obligation of the state" to give basic training to all offspring of India. Thus, the quantity of out-of-school younger students (matured 6-14) tumbled from 13 million out of 2006 to 6 million out of 2014, as per UNICEF. The NEP 2020 was relied upon to stretch out the Right to Education to incorporate youngsters from preschool years to the age of 18, as was expressed in the 2029 draft in NEP. The archive underscores intercessions in youth instruction; central proficiency and numeracy; revision of curricular and academic structure of school training.

Major Problems and Needs of Elementary Level Students have to be Discussed

- **Wastage and Stagnation:** The drawn-out answer for this issue must come through broad monetary turn of events. Yet, the quick answer for defeat this trouble is to give Education.
- **Part-Time Education:** To balance wastage is to give low-maintenance instruction to youngsters who have finished the lower essential stage and who want to concentrate further. The substance of low-maintenance training ought to be versatile and ought to be resolved by the necessities and aptitudes of the kids getting it.
- **Literacy Classes:** Various kids don't get to take a crack at schools, who are not going to schools and who have not finished the essential phase of instruction might be acquainted with Literacy Classes to forestall the consistently expanding pace of non-literacy. They should be needed to go to proficiency classes for a time of one year at any rate. Such classes can be sorted out by educators in elementary schools outside the ordinary school hours. The circumstance of the classes would need to be versatile and controlled by neighborhood conditions. The instructors ought to be sufficiently compensated for their reason.
- **Finance:** Paucity of assets or budgetary slack constitutes the best hindrance in the manner of presenting general, free, and necessary training in the nation.
- **Administration and Supervision:** Provision, development, and upkeep of school buildings. Arrangement of instructive supplies, for example, books, composing

materials, etc. at school. Requirement of obligatory instruction inside the zone.

Building up a nearby connection between the school and the neighborhood network.

- **Education of Girls:** The training of girls is behind that of kids at the rudimentary stage, especially in provincial regions. At the higher essential stage, the hole between the training of kids and that of girls is more extensive still. The issue of fulfilling the sacred orders is basically the issue of teaching young ladies. The issue can be successfully handled by delegating ladies educators; opening separate schools for young ladies at the higher essential stage; giving free books and composing materials; giving separate curriculum to young ladies; and giving appropriate facilities to young ladies in school.
- **Enrichment of Curricula and Improvement of Quality:** Work experiences or SUPW ought to be presented as a vital aspect of the essential instruction. The instructing of sciences and arithmetic must be vitalized. The educational program ought to be founded on neighborhood needs and offices in the schools.
- **Provision of Schools:** The current school offices ought to be broadened so every kid can get the presence of a grade school inside one km from his habitation.
- **Accommodation:** The materials states of the greater part of the grade schools are unsuitable. These are not well-ventilated and unhygienic. The school circumstance is dull and non-alluring. It ought to be changed really on the grounds that it has an unsettling impact on the students who are disheartened to remain in the school for a more extended period. The dull character of a large portion of the schools and their helpless ability to draw in understudies and hold them lead to wastage.
- **Equipment and Ancillary Services:** Most of the elementary schools are unfit. Course readings and other instructive supplies ought to be provided liberated from cost in the start of the scholastic meeting. The nonappearance of auxiliary administrations like school suppers and wellbeing energizes dropouts. One of the fundamental drivers of wastage in essential training is the neediness of the guardians.
- **Parental Education:** The normal guardians in India are uninterested or aloof to the instruction of their youngsters. Indeed, even today numerous guardians feed the conventional confidence in the pointlessness of the training of young ladies.
- **Parental Abuse:** Parental maltreatment happens when guardians purposely dispense hurt on their kids. There are two kinds of misuse: one is physical and the other is passionate or mental.
- **Learning Disability:** It is a neurological issue. Kids with learning incapacities are as keen as or more astute than their companions. Yet, they may experience issues perusing, composing, spelling, thinking, and reviewing. Guardians can assist kids with

learning incapacities by encouraging their qualities, knowing their shortcomings, understanding the instructive framework, working with experts, and finding out about techniques for managing explicit challenges.

- **Bullying:** Bullies in primary school are bound to single out kids more youthful than themselves. Harassing is frequently exceptionally physical in nature, with open assaults of animosity being the most widely recognized. Young men are bound to do the tormenting, yet young ladies and young men are similarly liable to be casualties.
- **Rejection:** Children who are dismissed by peers experience expanding peer maltreatment after some time, which thus can bring about different negative results. The absolute most referred to conduct that makes peer dismissal is hostility. Peer dismissal will ordinarily lessen confidence; anyway, getting your youngster engaged with a movement that he can discover accomplishment with can assist with switching the way toward decreasing confidence.

Language Development in Elementary Level School Students

Language improvement is a fundamental part of your child's overall development. It reinforces your child's ability to give and impart, and getting feelings. It additionally supports thinking and basic reasoning and making caring for associations. Making sense of how to get, use, and acknowledge language is the fundamental introductory stage in instruction. The purpose behind learning is to examine, create, and talk. Here are several key things your child may achieve in language progression between three months and eight years:

- **(3-12 months):** In this period, your baby will in all probability coo and snicker, play with sounds, and start to speak with motions like waving. Chattering is a significant advancement stage during the principal year. Jabbering is regularly trailed by the 'Language Phase' where your youngster may seem as though he's talking or having a discussion. At this stage, however, this 'Discourse' doesn't mean anything. First words regularly start by around a year.
- **(12-18 months):** At this stage, youngsters frequently state their first words with importance. For instance, when a kid says 'Maa', he is requiring his mom. In the following hardly any months, your infant will add more words to his jargon. He can see beyond what he can say and adhere to basic directions as well. For instance, your child can comprehend you when you state 'No' in spite of the fact that he won't generally comply.
- **(Year and a half to 2 Years):** Up to the second year, baby's jargon has developed and the youngster begins to assemble two words into short sentences. The youngster can see quite a bit of what you tell them; language advancement changes gigantically during this stage.

References

[1] British Council, UK. India's New Education Policy 2020: Highlights and opportunities. Available on: <https://educationservices.britishcouncil.org/insights-blog/india%E2%80%99s-new-education-policy-2020-highlights-and-opportunities>

[2] Education world. NEP 2020: Implementation Challenges. Available on: <https://www.educationworld.in/nep-2020-implementation-challenges>

10. Expectation, Aspiration and Challenges of New National education policy 2020

¹Dr. Anju Rani Gupta

*¹Associate Professor, School of Education, Sanskriti University, Mathura, U.P., 281401, India
Email - anjusoe@sanskriti.edu.in*

Abstract

It is praiseworthy that the NEP 2020 is putting so much of focus on Early Childhood Care and Education with new standardized curriculum designed by NCERT under the guidance of Special Joint Task Force of Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. However, there are certain areas that we need to rethink and plan before implementation: Firstly, Extensive training is required for teachers especially the existing Anganwadi Teachers whom the government is planning to use for this purpose. I don't think mere digital/distance training mode using DTH channels as well as smartphones would be enough effective to train the teachers sufficiently.

ECCE teachers need to possess a lot of knowledge of both cognitive and metacognitive skills in order to achieve learning outcomes. They should be able to interpret what young children feel, say and do and to maintain reasonable expectations from young children. This will require a lot of hand-holding, mentoring and sharing of experience. The Anganwadi can be paired with existing Preschools who have experience of handling children of this age-group so that the Anganwadi teachers can directly interact and learn from shared experiences and mentorship of experienced Pre-school teachers, who can even monitor and support them as and when required. It's good that steps are taken to prepare initial cadre of high quality ECE Teachers as government plans to introduce 6-month certificate program in ECE or 1 year diploma program covering early literacy, numeracy and other aspects. Secondly, another biggest challenge even with the existing system is the lack of a system of Registration and Certification of Pre-school systems which implies that there are no guidelines of basic requirement of facilities like size of classrooms, standard of safety and security and quality of infrastructure or mandatory presence of tools and equipment required for development of cognitive and psychomotor skills of children during early childhood. Since in all these years we are finally thinking of re-vamping our preschool system nation-wide, introduce ECCE

Curriculum and pedagogy development, it is high time we introduce some system to monitor the basic facilities including safety of young children in the preschools.

Introduction

Foundational Literacy and Numeracy:

The initial pages of the Policy documents grandly state the ambitions and targets with which the Policy has been framed. Somehow, as we reach the section of Foundational Literacy and Numeracy it articulates the foundational learning outcomes with the notion of ‘basic’ ability to read and comprehend basic text and the ability to carry out basic addition and subtraction with Indian numerals even though the same Policy document states that – “The rest of this policy will become relevant for our students only if this most basic learning requirement (i.e. reading, writing and arithmetic at the foundation level) is first achieved.”

In our country where parents still prefer their child to accompany them to the fields instead of sending them to school the target of achieving of 100 % foundational literacy and numeracy seems to be a dream but it is achievable. The provision for giving breakfast in addition to mid-day meals to the students so that they can be lured and made to come school will be a good initiative but this will ultimately result in a high pressure on the government exchequer only. In rural India, student presently come to school with utensils instead of books and copies to have the mid-day meal and leave just as the meal is over. Majority of the learners do not have access to early child care so going to school is still a dream by whatever name we called them may be aganwadi or ashramshals.

As per the 2011 census Bihar has the lowest Literacy Rate of 63.82 % whereas the average Literacy rate of our country is 74.04%. Keeping these data in mind, the policy makers need to formulate alternative methodologies where education is not restricted to infrastructure. Radio programme, TV Programme in addition to modern aids must be used to achieve the 100% target. Quality books should be made available to the needy through government provisions. Adequate stock should be there in public libraries which can be accessed by all and sundry. Moreover, to actually make our foundational education relevant and befitting of turning the entire ambition of this Policy into reality, ‘basic’ should be interpreted as those significant cognitive and psycho-social skills that are necessary to interact with and interpret the world. ‘Basic’ must mean the necessary thinking structures that the children must have or must develop to be able to become the mentioned ‘lifelong learners’. The understanding of these ‘basic’ skills must shift from mere reading and writing to language proficiency from ‘basic’ mathematical operations of addition and subtraction to mathematical and spatial thinking through scientifically researched pedagogic practices.

While most part of this segment in the Policy deals with the issue of making ‘foundational’ education accessible to all children focusing especially the children belonging

to the disadvantaged areas, it does not highlight on the 'quality' of education. Unless we stress on quality as much as we stress about accessibility, the outcomes of the policy in the later stages will be achieved only by the students from a more privileged clusters (if at all) and would never become part of the expectations and aspirations of students all across the nation irrespective of other privileges. The increased participation of SEDGs in the schooling system will be strengthened resulting in a promising return.

Literature Survey

Teachers should develop a global context for teaching and learning, or develop additional contexts that help students explore the relevance of their inquiry (why it matters) and for this NEP recommends Continuous Professional Development (CPD) and 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 interest and passions. However, it should be in a planned manner for example 1 hour of training every week compulsorily in a schedule manner. Time table may be planned in such way that one teacher is released every week to attend the training session and upgrade themselves.

Continuous development in a phased manner like we recommend for students is always long term and far reaching. Same policy may also be adopted for Principals and Heads. Moreover, the training should not be only on pen and paper rather it should be provided to the teachers as a part of refresher training course. The General Education Council should be given free hand to unbiasedly assess the worth of the teachers through the National Professional Standards set for the teachers both in rural areas as well as in urban areas. The teachers teaching in schools situated in rural India should be given the same scope to participate in various activities when compared to their urban counterparts. Teaching still, to many of us is an alternative profession so rigorous training needs to be imparted so that we can give our best to the future citizens of the country.

There is a need to revamp the entire teaching learning process of Bachelor of Education course (and which is happening) keeping in mind the multidisciplinary and integrated approach of curriculum that the government intends to provide to the learners right from their early childhood and fortunately one of the main aim of NEP is to support and nurture teachers through all phases their tenure.

4. Curriculum and Pedagogy in school:

Learning Should be Holistic, Integrated, Enjoyable, and Engaging-The Policy documents talks of a shift to new 5+3+3+4 design of school education but somehow does not justify the need and rationale behind it. Schools and teachers need to be briefed clearly and intensively before turning this structure into reality. The Policy also stresses on 'greater flexibility and student's choice of subjects. Before this is implemented for Board appearing students especially at the

Senior Secondary Level it is essential that directives of admission criteria for Colleges and Higher Education institutes must be made crystal clear so that there is no scope of ambiguity leading to loss of a students' academic year because of unacceptance from Institutes due to subject combination chosen at school level.

As we plan to move ahead with outcome-based learning, we need to focus on the learning styles and MI of students. Students to be grouped on the basis of their learning styles and pedagogy to be designed accordingly. Learning outcomes to be specific as per class and subject and not generalized. Education standard and practices requires schools to facilitate and promote collaborative learning for the purpose of curriculum development and review. The curriculum must provide continuity and outline a progression of learning. Moreover, the objectives therein should guide teachers in making decision about developmentally appropriate learning experiences including formative and summative assessments.

As students develop the vertical articulation of subject content over the years, teachers should plan increasing complex units of work that encompasses multiple objectives within which discrete tasks of smaller unit of work might concentrate on specific objectives on individual strands. Horizontal articulation of each year should coordinate teaching and learning across all courses as well as to identify shared conceptual understanding which in turn should help to create a coherent learning experience for students throughout the year.

5. Equitable and Inclusive Education: Learning for All:

We talk of inclusive education but in practice we hardly follow the same. Even if we follow that comes under pressure. The schools in India are not even aware of the rules to be followed for inclusive education and we do not have that infrastructure even to cater to the varied needs of all types of learners. Broad and clear policies should be set out and made available to all the stakeholders so that anyone can claim their basic right to education. Adequate provisions for training the family members of gifted and especially able children should be done at schools so that teaching learning process becomes joyful rather than a burden.

As suggested by NEP and believed by all educationist the Principle in all circumstances is to focus on what students CAN do not on what they CANNOT. It is universally accepted that school plays a vital role in defining student's future lives, including their leisure and pleasure. For students with physical injuries or disabilities, it may be vitally important that they undertake appropriate activities which may include exercise or therapy (perhaps something that is presently missing).

In addition to Divyang, students who have suffered psychological traumas need appropriate support to help them rebuilt their confidence. Specially designed activities that craters to their

mental needs to be designed through group discussion among teachers, counsellors, special educators and parents as well. *I am sure the implementation of this policy, if done effectively keeping in mind the practical challenges in our system, will make the pedagogy more experimental, holistic, integrated, discovery-oriented, learner-centric, discussion-arousing, flexible and enjoyable.*

Over the last three months there has been a lot of research and experimentation on implementing NEP in the true sense at all levels of educational pedagogy. In his speech Prime Minister Modi did explain how NEP 2020 aims to shape Indian students into Global Citizens and aspires to lead them effectively into the 21st century. He also praised the policy as being helpful in structuring the thought process of the students and help them 'How to think' instead of 'What to think'.

Conclusion

According to our Education Minister Ramesh Pokhriyal 'Nishank' , "NEP 2020 will equip India to hold a position in global knowledge system and NEP 2020 has been implemented with a futuristic mindset, thereby turning the challenges into opportunities".

As Educators, we all are looking forward with open and optimistic mindset to accept these much-desired changes in our education system. We are really hopeful that the implementation of this highly-anticipated policy will establish a new world of learning for our coming generations. NEP 2020 will surely play a significant role in producing quality human resources who will be equipped not only with knowledge of the content and desired intellect, but also with essential skills, values and attitude, to face the challenges in the path of future success to navigate our nation in the desired direction of growth and development.

References

AISHE web portal

Ayyar, R.V. Vaidyanatha. 2017. History of Education Policymaking in India 1947- 2016. Delhi: Oxford University Press.

11. Reformation of Examination System

¹Dr. Mohd. Sadiq Ali Khan

¹Professor, School of Education, Sanskriti University, Mathura, U.P., India

Email - sadiqsoe@sanskriti.edu.in

ABSTRACT

The growth of new educational policies and their implementation across the country has been explored in this study. The paper provides data on a variety of students, teachers, and educational institutions around the country, demonstrating the significance of the New Education Policy. It also encapsulates some fundamental flaws in prior policies that must be addressed immediately in order to improve the mindsets of young people in order to compete in the global knowledge and economy. As a result, the 2020 NEP places a premium on the advancement of each individual's innovative potential. The NEP is founded on the belief that education should focus not only on cognitive abilities but also on foundational capacities such as knowledge and proficiency, higher-order intellectual abilities such as critical thinking and problem solving, as well as social, ethical, and emotional aptitudes and temperaments. We rely on routine memorization as our major method of schooling. Schools continue to utilize test scores as the primary criterion for evaluating students' knowledge and skills. As a result, the educational system as a whole is somewhat authoritarian. Everyone thinks that getting good test scores is the key to success. Two instances are presented to show how the teaching-learning-evaluation process is carried out, how examination qualities should be, and whether or not judging distinct personalities in the same context is necessary. Then, we need to talk about the improvements that need to be made in the examination process, with a focus on multilingualism in both school and exams. Assessment, culture, performance descriptions, and formative assessments are all undergoing changes. Cognitive domain testing, psychomotor domain testing, and affective domain — which include feelings and attitudes — are all part of the NEP reforming tests in grades 9 to 12. Finally, the paper has advised that the new progress card be planned and designed in a new way, which must be recorded and reflected in the 360-degree multi-dimension report.

INTRODUCTION

The central government formed a committee of 30 MPs (members of parliament) from all political parties in 1967 to draft the NEP (National Education Policy) in accordance with the Kothari Commission's recommendations. Jagjivan Ram, a member of the legislative

****National Education Policy (NEP) 2020: Vision Mission and Leadership for India's Future Education****

committee, objected to the commission's suggestion for university nominations, threatening to launch Satyagraha if it was approved. The CAGE (Central Advisory Board of Education) and the Vice-Chancellor's Committee were reviewing the report. Most vice-chancellors scorn Kothari's plan to merge twelve universities into one of the World's largest. Due to debate about what was believed to be a leaning toward power, some components of policy execution were rejected, while others were de-registered. This is aided by the same effort to build consensus behind a remarkable democratic process. Under the leadership of the new minister, PV Narasimha Rao, the consultation process lasted more than 18 months (who had received his studies as an effective minister of education in Andhra Pradesh).

Once a postcard was designed and vetted by the National Institute of Educational Planning Administration, the consultation produced 18 reports that served as the foundation for the 1985 publication of *The Challenge of Education: A Policy Perspective*. Prime Minister Rajiv Gandhi backed the 1986 National Education Policy and demanded that a new policy be created in a month and implemented as soon as possible. His idea of relocating to India in the twenty-first century, during the digital era, reflects this impatience. The renaming of the Department of Education as the Department of Labor Development reflects this technical management philosophy, which was praised by the World Bank's education portfolio for human resource development. The secretary, who persuaded Rajiv Gandhi that such an exercise required comprehensive consultation with all stakeholders, particularly in the provinces, reignited Rajiv Gandhi's zeal for speedy education reform. The document was discussed at a meeting of CAGE ministers (Central Advisory Board of Education) and senior ministers from the National Development Council. As a result of the lengthy procedure, both houses of Parliament supported the policy in May 1986. A programme was developed that resulted in an Action Plan that was reviewed by the provincial education secretaries, and 23 units were established. Now it's time to look at some statistics from the Ministry of Human Resource Development (MHRD), Government of India, about the total number of enrollments in educational institutions in 2018, the number of schools and colleges in the country that cater to those students, and finally the 86,91,222 teachers who really are working to improve the lives of those students. The AISHE web page (2020) lists 993 universities, 39,931 colleges, and 10,725 stand-alone institutions in terms of higher education in the country, with 962 universities, 38,179 colleges, and 9,190 stand-alone schools answering during the survey. A total of 37.4 million people are expected to enroll in higher education, with 19.2 million men and 18.2 million women. Karnataka was the first state to start implementation starting in the academic year 2020-21, following the submission of the task force report in November 2020. The report was accepted by the cabinet of Karnataka in December 2020. In the context of education, the NEP is a historic move. It signifies the end of the era of 34-year-old national

education policy. It was derived from the draft submitted by Dr. Kasturirangan after consultation with academicians and educators. (Chandra)

The value of creativity, innovation, and variety is not emphasized by most professors in this setting. They aren't looking for abilities; instead, they want to evaluate how well the kids know the subject by memory. In the end, it appears to be a hopeless condition that is robbing many students of their intelligence. As a result, many parents decide to homeschool their children rather than send them to public school.

Schools continue to overlook critical strategies for identifying talent, such as interviewing, training, and research. In terms of developing student thinking and problem-solving skills, current schooling will not alter the world. As a result, we recommend some of the issues that the government or the authorities that employ them should address in this article.

The following are the issues that have been identified:

1. Educators aren't putting enough emphasis on skill development: China and Singapore, for example, have placed a heavy focus on skill development. As a result, they've achieved significant strides in the industrial field. In many countries, like India, however, there is a substantial gap between the demand for skills development and the need to educate youngsters. Because the system provides us with information, we see no progress in obtaining the methodological abilities to employ that knowledge as consciousness. Many countries lack an educational system capable of inspiring pupils and assisting them in developing the information and skills necessary to achieve their greatest potential. This means that we need a curriculum that is both intelligible and practical outside of theoretical domains. The world is changing, and the educational system has taken a long time to evolve.
2. Educators aren't getting the support and training they need: People are not given what they desire or are prepared for in the modern educational system. It's a simple matter of "going to school, picking a subject you have little knowledge about, and earning a degree." Educators also lack the government's support and motivation to respond to today's kids' needs. Students merely learn for the sake of learning and follow the prescribed course. They are clueless to why they are at school and why they have chosen the topics that they have. They are unable to connect the connections since they are confronted with a problem that is widespread among today's age. If we want to make education a driving force, we need to focus on supporting educators. If young people regard learning as relevant, vital, and beneficial, they will be encouraged to learn. Educators must communicate it in this manner.
3. Governments do not devote adequate resources to education: Most countries around the world are currently in need of funding to support educational activities such as

hiring teachers, building new schools, and conducting workshops, among other things. As a result, raising sufficient funds for educational reform has been challenging. The teacher-to-student ratio, on the other hand, is low, which has a negative impact on student progress. Similarly, the educational quality of schools is contested. In other parts of the world, there aren't enough teaching and learning resources. In some countries, for example, you can find 10 or more students sharing ancient and out-of-date books.

4. Students with impairments and the underprivileged are treated unequally: We all know that education is a universal right that applies to everyone, wherever. People with disabilities, unfortunately, are denied this essential privilege. Poor and disabled kids are at risk of losing their right to education due to a lack of sufficient teacher preparation, discrimination, and neglect. More than ten million people in undeveloped countries, for example, are unable to read or write. Conflict, poverty, and discrimination can all contribute to this. Poverty eventually causes families to pick which child to send to school. People who live in war-torn or conflict-prone places, on the other hand, may not understand the value of education because they do not feel safe. The war is wreaking havoc on the school system in the country. As a result, the economy suffers, and future generations may face issues such as lack of education, inflation, and so on.

CONCLUSION

Personal enlightenment, constructive community involvement, and useful contribution to society are all goals of higher education. It should equip students with the skills they need to have meaningful and rewarding lives and jobs, as well as economic independence. Higher education must serve as a foundation for knowledge and innovation, allowing the country's economy to thrive. Higher education's objective is so more than only to provide wonderful chances for individual employees. It is the foundation for a healthy, socially inclusive, cohesive, successful, mature, productive, creative, and prosperous nation.

REFERENCES

- I. [1] K. Kasturirangan (Chairman) et al., Draft National Education Policy 2019.
- II. [2] Draft National Education Policy 2019, published by Ministry of Human Resource Development, Govt. of India, New Delhi.
- III. [3] All India Survey on Higher Education 2018-19 Report, realized by MHRD, Dept. of Higher Education.
- IV. [4] AISHE web portal.
- V. [5] Ayyar, R. V. Vaidyanatha. 2017. History of Education Policymaking in India 1947-2016. Delhi: Oxford University Press.

- VI.** [6] Chandra, Abhilash. "National Education Policy 2020: A Critically Analyzed Spectrum to Higher Education." *International Journal for Research in Applied Science & Engineering Technology* (2021): 1253-1258.

12. Medium of Local/Regional language

¹Dr. Neema Singh

*¹Associate Professor, School of Education, Sanskriti University, Mathura, Uttar Pradesh,
India*

Email - neemasoe@sanskriti.edu.in

ABSTRACT

India is a country of varied culture, religions and languages. The country revels in its concept of unity in diversity. We have people of various races and religions united by the love for our nation. But with myriads of languages across the length and breadth of the nation, a lot of times the diversity threatens the unity by way of the differences which crop up due to the inability in understanding and appreciating other languages and culture. A very common feature in India is that people take pride in identifying and attaching themselves with their language. A lot of times, this leads to the feeling of intolerance towards people speaking other languages and leads to disharmony. However, despite this, one's culture and regional language is an important aspect of an individual. Even during the days of our struggle for independence, a lot of intellectuals harped on the importance of associating oneself with their culture and regional language. But with time and with gradual liberalization, privatization and globalization, Indians are shifting towards learning other foreign languages or as Yogendra Singh puts it as "the language of symbolic domination."

Today the people understand that to attain jobs, they have to converse in languages that are globally accepted. With time, English has become the language of preferred choice of language for the Indian parents for their children in schools. This has come into conflict with some states and groups which feel that learning a foreign language by sidelining one's own language is harmful for the growth of the nation. A lot of states are making the mother tongue language as the mandatory medium of instruction for the children at the school level. This takes away the right of the parents to educate their wards in the language of their choice. Hence, we see a clear conflict of interests between the parents on one hand, who claim that they should have the freedom to choose the medium of instruction for their wards and it is their inalienable right and the various states on the other hand which claim that it is their duty to protect the regional languages in India.

In this project, the author has made an attempt to understand the respective rights of the parents and the states. An attempt had been made to analyze the historical and Constitutional validity for this issue and to find out a solution for the same.

OBJECTIVES

- To understand the issue of the right to medium of instruction.
- To analyze the constitutional basis for the right.
- To study the Indian judicial cases revolving around the issue with special reference to Karnataka.
- To analyze the Canadian perspective.

RESEARCH METHODOLOGY

For the present study, the researcher has adopted the doctrinal method of research and the paper is descriptive-cum-analytical in nature. Comparative method is also employed. It is largely based on secondary & electronic sources of data. The paper is prepared through extensive study and analysis of various research articles. The researcher has mainly resorted to several online articles and newspaper readings for the completion of the project.

MEANING AND HISTORICAL BACKGROUND

Famous poet, Rita Joe, had written,

"Lost My Talk
I lost my talk
The talk you took away.
When I was a little girl
At Shubenacadie School
You snatched it away:
I speak like you
I think like you
I create like you

The scrambled ballad, about my word

Two ways I talk
Both ways I say,
Your way is more powerful.

So gently I offer my hand and ask,
Let me find my talk
So I can teach you about me."

This small verse throws a strong message about the importance of one's mother tongue. This poem has been written by a poet belonging to the aboriginal community. It shows the anguish she experienced when she was forced to converse and was educated in a language other than her mother tongue, the Mi'kmaq language. This says that she lost her cultural identity due to the forced foreign language.

Mother tongue is, in simple words, the native language of the speaker. According to Oxford dictionary, it is the language which a person has grown up speaking from early childhood. It has been an accepted fact that learning in one's mother tongue helps a child to learn things quicker and in an efficient manner. A child is able to relate better when the medium of instruction is the same as that of the language spoken in his day-to-day life and at home. Emphasizing the role of mother tongue, Gandhiji had said that it was more important to use mother tongue at the elementary level so as to lay a strong foundation for the children. He found that it would be a waste to struggle and learn in a foreign language and sideline a language which the child is culturally and spiritually more connected to.

The earliest piece of legislation dealing with the issue of mother tongue was the Education policy of 1994. The policy laid down the rule that all children should be taught in their mother tongue in the primary as well as the middle classes. English had to be taught only after a child had learned a few basic concepts in his mother tongue. In the year 1906, the Indian National Congress started the National Education movement, which also laid great stress on learning one's culture and mother tongue along with keeping English language as a compulsory subject. After an array of commissions in the year 1949, 1953, the three language rule came into being in 1956. The All India Council for Education formulated this policy which stated that every child had to learn the following:

1. The mother tongue or the regional language;
2. Hindi, which is India's language or English, which is India's associate official language;

3. Any other foreign language or modern language. Southern languages were considered to be modern languages. However, later in some Northern states, classical languages like Sanskrit were also considered a modern language.

However, this formula saw some opposition from Southern states, especially Tamil Nadu, which blatantly follows only Tamil and English.

The National Policy on Education which came out in 1968 supported the three language policy and the use of regional languages and mother tongue language. However, given the needs of the changing society, it also stated that special emphasis had to be laid on English.

Given the fact that at that time, education was in the state list, these policies could not be applied uniformly across the nation and there were various anomalies in different states. The states had the discretion over which language to choose as the first language. Also, the biggest challenge which was presented to this formula was the different application of this formula by different states. The worst affected by this were those belonging to the linguistic minority of any state because they had to learn four languages, the mother tongue, the regional language, along with English and Hindi.

Hence, we see that the language policy has actually not been implemented properly and uniformly across India. This has caused a lot of confusion and problems in the past and continues to be so. Owing to this, currently there is no uniform language policy in education being followed in India. There have been cases of states enforcing their own policy and making it mandatory, neglecting the rights of the parents.

CONSTITUTIONAL FRAMEWORK

In the Indian Constitution, there are various Articles which deal with the issue of language. Article 29 deals with the protection of interests of minorities. Section 1 of article 29 reads as:

(1) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

Hence, we see that the Constitution has given importance to the maintenance of the culture and languages of the people.

*****National Education Policy (NEP) 2020: Vision Mission and Leadership for India's Future Education*****

Article 30 deals with the right of the minorities to establish and administer educational institutions. Although this right is also applicable to linguistic minorities, however, this Article actually protects the right of the minorities to education and not protection of the language or the mother tongue of the minorities.

The most important provision in this regard is Article 350-A. This Article puts a duty on the states to provide primary education in the mother tongue language of the people belonging to the linguistic minorities. It reads as:

It shall be the endeavor of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

However, in such a case, a question arises whether in the garb of the duty given under Article 350-A, the states can enforce mandatory education policies by ignoring the rights of the parents under Article 19 and 21.

An answer to this question can be found by analyzing a few cases which were on the same issue.

The earliest case dealing with the educational policies of the State was *State of Bombay v. Bombay Education Society*. In this case, the Honourable Supreme Court invalidated an order passed by the government of Bombay in which such students whose primary language or mother tongue was not English were denied admission in English medium schools on the pretext that this would encourage the use of Indian languages.

In the case of *D.A.V. College Bhatinda v. State of Punjab*, the Supreme Court stated that, "While the University can prescribe Punjabi as a medium of instruction it cannot prescribe it as the exclusive medium nor compel affiliated Colleges established and administered by linguistic or religious minorities or by a Section of the citizens who wish to conserve their language script and culture, to teach in Punjabi or take examination in that language with Gurmukhi script."

THE KARNATAKA GOVERNMENT CASE

Among all the different states in India, the Karnataka government has by far been the most active and controversial in framing educational policies making Kannada as a compulsory medium of instruction for all students at the primary level. There has been an array of cases which deal with this issue in Karnataka.

After the formation of the Karnataka state, the state came out with the Karnataka Official Language Act in the year 1963 and made Kannada as its Official language. Initially, with the formation of the state, Karnataka

References

- B. Mallikarjun, *Language Policy for Education in Indian States: Karnataka, 2 Language in India* (December 2002).
- Barbara Burnaby, *Language Policy and Education in Canada*, 331-341 (2008).
- Dorothy Moore, *The Value of Mother Tongue Education*, 12.
- Joshua McKeown, *The Effects of Section 23 of the Canadian Charter of Rights and Freedoms on Shaping Official Language Minority Communities' Educational Rights: A Case Study of the Francophone Minority Community in Alberta*, 9 *Journal of Integrated Studies* (2017).
- Leena Ratti, *The Three-Language Formula: Challenges in Its Implementation in Multilingual India*, (IJELR).
- M. Ben H. Rampton, *Displacing the 'Native Speaker': Expertise, Affiliation, and Inheritance*, 44.2 *ELT Journal* 97 (1990).
