NEP 2020

Visionary Goals and Leadership for Advancing Education in India

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Preface

The National Education Policy (NEP) 2020 represents a transformative milestone in India's educational landscape, setting forth a visionary framework aimed at reshaping the future of education across the country. "NEP 2020: Visionary Goals and Leadership for Advancing Education in India" offers a detailed exploration of this landmark policy, highlighting its ambitious goals and the leadership required to drive its successful implementation.

This book delves into the core objectives of NEP 2020, which seeks to address the evolving needs of students and educators by emphasizing holistic development, multidisciplinary learning, and greater inclusivity. We examine the policy's strategic goals, including its focus on enhancing quality, equity, and access in education, as well as its commitment to fostering a more flexible and innovative educational system.

In addition to outlining the visionary aspects of NEP 2020, we provide a critical analysis of the leadership roles essential for advancing these goals. We explore how educational leaders, policymakers, and stakeholders can effectively navigate the challenges and opportunities presented by the policy. Through case studies, expert insights, and practical recommendations, this book offers guidance on how to implement NEP 2020's principles and achieve its objectives.

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Abstract

National Education Policy 2020, unveiled by the Government of India on July 29, 2020, represents a historic and transformative vision for the future of education in India. This policy, which came after a gap of 34 years, replacing the National Policy on Education of 1986, is a landmark document in the Indian education system for its comprehensive approach, forward-looking strategies, and emphasis on inclusivity, flexibility, and quality. NEP 2020 is expected to usher a new era in India's education system. This policy aims to address the evolving needs of a rapidly changing world. With its ambitious goals and comprehensive reforms, NEP 2020 holds immense significance in shaping the future of education in India. This will article delve into the intricacies of NEP 2020, its key provisions, and its possible profound impact on the Indian education system.

Keywords: National Education Policy 2020, transformative vision, inclusivity, quality education, comprehensive reforms.

Introduction

Before delving into the specifics of NEP 2020, it's crucial to understand the historical context that led to its formulation. India's education system has undergone several reforms and changes since independence in 1947. The 1986 National Policy on Education(modified in 1992) was a significant milestone, focusing on access, equity, and quality in education.While this policy had made commendable progress, it was still unable to cater to the evolving needs of the 21st-century learner. Moreover, India's education system had long been criticized for its rigid structure, rote learning, lack of emphasis on holistic development, outdated curriculum, less stress on skillsandcompetencies, and limited research opportunities. To cater all the evolving needs and rebuttal the growing criticism, it was necessary bring a paradigmal document in Indian education, and NEP 2020 is really such a document.

Key Provisions of NEP 2020

School Education

NEP 2020 seeks to transform school education by promoting holistic learning, critical thinking, and creativity. It advocates for a 5+3+3+4 curricular structure, replacing the old 10+2 system. The new structure encompasses foundational, preparatory, middle, and high school stages, focusing on experiential learning, reduced curriculum content, and flexibility in subject choices.

Early Childhood Care and Education

NEP 2020 recognizes the importance of early childhood education and proposes the introduction of a robust ECCE framework. This move aims to lay a strong foundation for children's all round development and early well-being. The policy also recognizes that the foundation of a child's future learning and development is laid in the early years. It aims to provide quality early childhood care and education for children aged 3-6, ensuring that they have a strong foundation for lifelong learning.

School Education Reforms

The policy introduces the 5+3+3+4 structure, replacing the 10+2 system. This new structure emphasizes experiential learning, reducing the content load on students, stress-free assessment, holistic development, futuristic Skills i.e. promoting a more holistic approach to education.

Curriculum Reforms

NEP 2020 emphasizes the need for a multidisciplinary approach and promotes flexibility in choosing subjects. It also encourages the use of technology in teaching and learning, making education more engaging and accessible.

Assessment and Evaluation

The policy advocates for a shift from high-stakes examinations to a more comprehensive and continuous assessment system. This change aims to reduce the stress associated with exams and foster a deeper understanding of subjects.NEP 2020 advocates for a shift in assessment practices from rote memorization to holistic evaluation methods that assess students' critical thinking, problem-solving abilities, and application of knowledge. It encourages formative and competency-based assessments over high-stakes examinations.

Emphasis on Multilingualism

The policy recognizes the importance of multilingualism in promoting cognitive development and cultural inclusivity. It suggests teaching in the mother tongue or local language as the medium of instruction in early years, while also promoting the learning of three languages, including the regional language, throughout school education.

Teacher Professional Development

Recognizing the critical role of teachers in the education system, the policy advocates for robust teacher training programs, continuous professional development, and improved teacher recruitment processes to ensure quality education delivery. It recognizes that teachers are the backbone of the education system and need continuous support and upskilling.

Technology Integration

NEP 2020 acknowledges the transformative potential of technology in education. It aims to promote the use of digital resources, online courses, and technology-based pedagogy to enhance access and quality in education, especially in remote and underserved areas.

Literature Survey

Higher Education Reforms

The policy proposes significant changes in higher education, including the introduction of a four-year undergraduate program and the Academic Bank of Credits (ABC). These changes aim to provide students with a more flexible and multidisciplinary education

Equity and Inclusion

NEP 2020 addresses disparities in access to education by focusing on marginalized communities and providing greater flexibility to students with disabilities. It also promotes the use of regional languages in education to ensure inclusivity.

Vocational Education

The policy recognizes the importance of vocational education and aims to integrate it into mainstream education. This move is crucial in preparing students for the demands of the job market.

Research and Innovation

NEP 2020 promotes research and innovation by setting up a National Research Foundation (NRF). This foundation will fund and encourage research activities in India.

Regulatory Framework

The policy proposes the establishment of the Higher Education Commission of India (HECI) to streamline the regulation of higher education institutions, reducing bureaucratic hurdles in education system

Significance of NEP2020 in Indian Education

Holistic Development

NEP 2020 places a strong emphasis on holistic development by encouraging extracurricular activities, arts, and sports. This shift from an exam-centric approach to a more well-rounded one is significant in nurturing well-rounded individuals.

Flexibility

The policy provides students with greater flexibility in choosing subjects and courses, enabling them to follow their interests and passions. This approach is vital for individualized learning and skill development.

Skill Development

The integration of vocational education and skill development ensures that students are not just academically proficient but also equipped with practical skills that are in high demand in the job market.

Equity and Inclusion

NEP 2020 focuses on addressing disparities in education by making it more inclusive and accessible to all, regardless of socioeconomic background or disability.

Quality Enhancement

Through measures like teacher training, continuous assessment, and a focus on research, NEP 2020 aims to enhance the overall quality of education in India.

Global Competence

By encouraging international collaborations and a multidisciplinary approach, the policy prepares students to compete on a global stage and contribute to the international academic community.

Research and Innovation

The establishment of the NRF and the promotion of research activities will foster a culture of innovation and research in India, contributing to the nation's development.

Reduction in Exam Stress

The shift from high-stakes examinations to continuous assessment will significantly reduce the stress and pressure students face, promoting a healthier learning environment.

Challenges

While the NEP 2020 represents a visionary roadmap for the future of Indian education, its successful implementation may face several challenges. These includes resource allocation, capacity building, regulatory reforms, curriculum development, and stakeholder engagement. Moreover, the policy's success depends on the active participation of state governments, institutions, educators, and civil society.

Conclusion

The National Education Policy 2020 is a monumental step forward for India's education system. It addresses long-standing issues and lays the foundation for a more holistic, flexible, and inclusive education system. However, its successful implementation will require concerted efforts from all stakeholders, including the government, educational institutions, teachers, and parents. If executed effectively, NEP 2020 has the potential to transform India's education landscape and equip its youth for a brighter future in the 21st century.

The National Education Policy 2020 is undoubtedly a landmark document in the Indian education system. Its holistic approach, emphasis on flexibility and inclusivity, and commitment to quality education make it a crucial step towards transforming India's education landscape. As the nation moves forward to implement the policy, it is expected to create a more responsive, equitable, and globally competitive education system that prepares India's youth for the challenges and opportunities of the 21st century.

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2. Adult Education and Life Long Learning in the National Education Policy, 2020

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Abstract

The National Education Policy (NEP) 2020, introduced by the Government of India, represents a significant reform in the education system of India. The National Education Policy (2020) in India recognizes thateducation is a lifelong pursuit and extends its vision to encompass adult and elderly learners. By promoting openand flexible learning, community involvement, and skill development, the policy aims to create a more inclusiveand accessible educational system that caters to the diverse learning needs of all age groups. NEP 2020 acknowledges that learning is a lifelong process and one of its key objectives is to facilitate the integration of adult and elderly education into the mainstream framework.

Keywords: National education policy, adults, lifelong, education, new policy

Introduction

The formal education of children, adolescents, and young people comes to mind when we think of education. Adults are recognised as having rights even if children are the main beneficiaries of education under international human rights legislation. Like all other human rights, the right to education is inclusive of all ages and extends to everyone. All types of education and learning that strive to guarantee that all adults engage in theircommunities and the workforce are included in adult education and learning, which is a crucial component of theright to education and lifelong learning. It refers to the entire set of formal, non-formal, and informal learning processes that help people who are considered adults by the society in which they live improve and expand theircapacities for living and working in their own interests as well as the interests of their communities, organisations,and societies.

The Government of India created the National Policy on Education (NPE) to enhance and supervise education in India. The policy encompasses both rural and urban India's primary and secondary education as wellas higher education. Prime Minister Indira Gandhi introduced the country's first NPE in 1968, followed by PrimeLeader Rajiv Gandhi in 1986, and then Prime Minister Narendra Modi in 2020. The Indian government approvedthe National Education Policy (NEP) 2020 in July 2020 with the intention of revamping the country's educationalsystem. It supersedes the previous policy, which went into effect in 1986, and is the first comprehensive

educationpolicy of the twenty-first century.

In order to adapt the Indian educational system to the demands of the twenty-first century, the NEP 2020seeks to make it more inclusive, adaptable, and interdisciplinary. It emphasises the value of holistic development,critical thinking, and creativity and encompasses all educational levels, from early childhood to higher school.

Components of NEP 2020:

Among the NEP 2020's most important components are:

- **Early Childhood Care and Education (ECCE):** The policy strives to offer universal access to ECCE for all kids between the ages of 3-6 and acknowledges the value of early childhood education.

- **School Education:** The new 5+3+3+4 structure, which consists of three years of pre-primary education, two cycles of three years each in primary and middle school, and four years of secondary education, is intended to completely restructure the current school education system.

- **Education that is Multidisciplinary:** The NEP 2020 encourages students to select courses from multiplestreams and get a comprehensive grasp of several disciplines.

- **Higher Education:** Through encouraging research, innovation, and institution autonomy, the strategy strives to reform the higher education system. Moreover, it seeks to raise the higher education sector's GER to 50% by 2035.

- **Qualitative Teachers:** The NEP 2020 places a strong emphasis on the value of teacher education and aspires to raise the standard of teacher preparation programmes by implementing a four-year integrated B.Ed. programme.

- **Technology in Education:** The policy encourages the use of technology in education and seeks to builda digital education infrastructure that can support online education and enable individualised learning experiences.

- **Adult Education:** It acknowledges the value of adult education and ongoing education for the general advancement of the nation. The strategy calls for the creation of a National Institute for Adult Education,which will be responsible for designing and implementing adult education initiatives across the nation. 'Adult Education' will now be called 'Education for All'.

Major Considerations for Adult Education in NPE- 2020:

The NEP 2020 acknowledges the significance of adult education in India and sets important requirements toimprove the system there. The NEP 2020 includes the following major elements for adult education:

- **Considering Elderly Education a Basic Right:** The NEP 2020 acknowledges that all individuals, including adults, have a fundamental right to education. It attempts to promote the notion of continuous learningthroughout life and make adult education a crucial component of

lifetime learning. The National Education Policy(NEP) 2020 suggests making adult education a fundamental right for all people in recognition of the significanceof adult education in India. As a result, every adult in the nation will be able to access high-quality education andgain the skills and information required to lead fruitful lives.

An important step towards developing a more accessible and equitable education system in India is making adult education a basic right. It recognises that education is a lifelong process and that individuals should have access to chances for education and training all throughout their lives. Making adult education a basic right offersseveral advantages in addition to ensuring access to educational and training possibilities. It may support social and economic advancement, lessen poverty and inequality, and give people and communities more power. All things considered, including adult education as a fundamental right in NEP 2020 is a critical step towards developing a more diverse and egalitarian Indian educational system. It seeks to give all citizens the chance to gain the information and skills necessary to lead a successful life and acknowledges the value of lifelong learning.

- **Increasing the Quality and Relevance of Adult Education Programs:** The NEP 2020 intends to increase the quality and relevance of adult education programmes in order to enhance the current adult education system in India. Moreover, it strives to reach out to marginalised populations and provide access to adult education programmes. The National Education Policy (NEP) 2020 acknowledges the necessity of bolstering India's currentadult education system in order to increase the programmes' quality, relevance, and reach. The NEP 2020 suggeststhe following strategies to do this:

Enhancing Adult Education Program Quality: The NEP 2020 intends to enhance adult education programmes' quality by giving adult educators training and professional development opportunities. It also suggests creating a structure for adult education programme accreditation and quality control.

Making Adult Education More Relevant: The NEP 2020 intends to make adult education more relevant by providing courses and programmes that are customised to the requirements of adult learners, acknowledging thatadults have different needs and interests than school-age children. Moreover, it promotes the creation of vocational training programmes and skill-based courses that can assist individuals in learning new skills and enhancing their employability.

Increased Accessibility and Availability of Adult Education Programs: The NEP 2020 intends to expand theaccessibility and availability of adult education programmes in underprivileged populations. It suggests buildingmore adult education facilities in outlying and rural regions and offering rewards to those who enrol in these courses.

Encouraging Community Participation: The NEP 2020 promotes including local communities in the design and execution of adult education programmes, acknowledging the value of

community engagement in adult education. It promotes the creation of neighbourhood groups that support adult education and gives such organisations funding and assistance.

- **Use of Technology:** Aiming to build a digital infrastructure for adult education that can support online learning and provide individualised learning experiences, the NEP 2020 encourages the use of technology in adulteducation. The National Education Policy (NEP) 2020 acknowledges that technology has the potential to improve the calibre and scope of adult education programmes, and it makes various recommendations to support technology-based learning in this setting. The NEP 2020 seeks to do this in the following ways, among others:

Building a Digital Infrastructure: According to the NEP 2020, adult education should build a digital infrastructure that supports online learning and allows for individualised learning experiences. This includes creating digital platforms and tools that adult learners may use to access learning materials, communicate with teachers and peers, and monitor their progress.

Creating Digital Content: The NEP 2020 supports the creation of digital tools and material that adult learners may use. This involves producing e-books, movies, podcasts, and other digital materials that may be utilised to enhance in-person instruction and offer chances for self-paced learning.

Giving Adult Learners and Educators Training and Support: The NEP 2020 acknowledges the need to give adult learners and educators training and assistance so they can use technology-based learning tools and platforms successfully. It suggests creating training programmes for adult educators to improve their digital literacy and offering technical assistance to adult learners to assist them in getting beyond any obstacles they may encounter while trying to access technology-based learning.

Blended Learning Techniques: This includes mixing of traditional classroom instruction with online learning are encouraged by the NEP 2020. By doing so, instructors may reach a wider audience and provide adultlearners greater flexibility and tailored learning experiences.

Utilizing Technology for Assessment: The NEP 2020 suggests creating digital tools for assessment and evaluation because it acknowledges the potential of technology to improve assessment processes in adult education. As a result, adult learners' progress may be assessed more precisely and promptly, and they can receivefeedback on their learning results.

The NEP 2020 has identified boosting technology-based learning in adult education as a top objective. It acknowledges that technology has the ability to improve the calibre and scope of adult education programmes and offers a number of solutions to this problem. The NEP 2020 intends to increase the flexibility, accessibility, and effectiveness of learning options for adult learners in India by encouraging the use of technology.

- **Vocational Training and Skill Development:** The NEP 2020 acknowledges the value of adult vocational training and skill development programmes and seeks to make them

accessible to all. It also encourages individuals to continue learning throughout their lives and supports the notion of lifelong learning. The National Education Policy (NEP) 2020 makes various recommendations to support skill development and vocational training in adult education since it acknowledges their significance. The NEP 2020 seeks to do this in the following ways:

Promoting skill based courses: The NEP 2020 suggests promoting skill-based courses in adult education that can assist individuals in learning new skills and enhancing their employability. It promotes the creation of curricula and activities that are suitable for adult learners and pertinent to the regional labour market.

Offering Vocational Training: The NEP 2020 proposes to offer vocational training programmes that can assist adults in developing the skills required for a variety of trades and vocations. It acknowledges the significance of vocational training in adult education. It promotes the creation of industry-relevant vocational training programmes that can aid individuals in finding employment or starting their own businesses.

Creating channels: The NEP 2020 suggests creating channels for adult learners to go from occupational training to formal education. It takes into account the fact that many adult learners might not have had access to formal education earlier in life and could require additional help to continue their education.

Connecting with Industry: The NEP 2020 intends to encourage collaborations between industry and adult education institutions and acknowledges the significance of industry participation in skill development and vocational training. It promotes the creation of training programmes that are connected to business and can provide individuals the information and skills required for certain industries and jobs.

Support Services: The NEP 2020 intends to offer support services to help adult learners overcome the many obstacles that may prevent them from enrolling in programmes for skill development and vocational training. This involves offering resources like financial aid, day-care centres, and other services that can assist individuals in juggling their obligations to work and their families with their education.

In general, the NEP 2020 in adult education places a high priority on skill development and vocational training. It acknowledges that many individuals would need to pick up new skills in order to stay employable and adjust to the shifting demands of the labour market. The NEP- 2020 intends to increase possibilities for adult learners to enhance their livelihoods and contribute to the nation's economic growth by fostering skill development and vocational training.

- **Adult learners:** Giving adult learners more control over the creation and execution of adult education programmes is one of the NEP 2020's goals for empowering adult learners. Moreover, it encourages local communities to take part in the development and execution of

adult education programmes by recognising the significance of community involvement in adult education. The National Education Policy (NEP) 2020 intends to provide adult learners more control over their learning and opportunities to actively engage in the learning process. The NEP 2020 suggests the following strategies to do this:

Recognition of Previous Learning (RPL): The NEP 2020 aims to establish a system for the evaluation and acknowledgment of past learning. It acknowledges the importance of the information and skills that adult learnershave earned through their job and life experiences. This can assist adult learners in becoming recognised for their current abilities and knowledge, allowing them to advance in their studies and careers.

Flexible Learning Options: The NEP 2020 aims to give adult learners flexible learning alternatives that mayfit around their obligations to their families and jobs. In order to give adult learners the flexibility to study at theirown pace and convenience, this involves the use of technology-based learning, blended learning, and self-paced learning methods.

Choice-Based Credit System (CBCS): The NEP 2020 suggests implementing a choice-based credit system toprovide adult students more flexibility in choosing courses and modules that are pertinent to their interests and professional objectives. This can help adult learners personalise their learning paths and get the abilities and information they need to succeed.

Student Support Services: The NEP 2020 acknowledges the need to offer adult learners support services so they can get beyond any obstacles they may encounter while trying to attend education. This involves offering resources such as financial aid, counselling, child care centres, and other services that help adult learners balancetheir studies with their obligations to their families and employers.

Participatory Learning Approaches: The NEP 2020 aims to encourage participatory learning strategies thatlet adult students take an active role in their education and work together with other students and teachers. As a result, adult learners may be able to build work-relevant critical thinking, problem-solving, and collaborative abilities.

In general, the NEP 2020 in adult education places a high premium on empowering adult learners. It intendsto provide adult learners various learning alternatives and support services so they may achieve their educational and professional objectives. It acknowledges that adult learners have specific requirements and preferences. TheNEP 2020 strives to provide a more inclusive and equitable educational system that satisfies the various learningrequirements of students in India by empowering adult learners.

- **Encouragement of adult education:** Promoting lifelong learning and motivating people to continue theireducation are two goals that may be achieved through rewarding adult education. Adults require incentives to enrol in adult education programmes, and the National Education Policy (NEP) 2020 suggests a number of strategies to make this happen. Adult

education incentives can support and encourage adults' engagement in the educational system, according to the National Education Policy (NEP) 2020. The NEP 2020 suggests the following strategies to encourage adult education:

Certification of Adult Education Programmes: The NEP 2020 suggests creating a system of certification andaccreditation for adult education programmes, which can serve to assure quality and provide adult learners recognition. Adults may be encouraged to take advantage of this by enrolling in excellent adult education coursesthat will improve their employability and skill set.

Financial Incentives: According to the NEP 2020, adult learners who take part in adult education programmeswill get cash rewards. This can include financial aid such as scholarships, grants, and other types that can help defray the expense of school and motivate individuals to continue their education aspirations.

Appreciation and Acknowledgement: The NEP 2020 acknowledges the significance of valuing and acknowledging the contributions made by adult learners to society. It aims to raise awareness of the importance of adult education and the contributions made by adult learners to their communities, families, and economies. This can encourage more adults to participate in education by fostering a culture of respect and appreciation for adult learners.

Career Advancement: This proposal suggests building paths for adult learners to go from formal education to occupational training and to offer chances for professional progression. The ability to grow in their jobs and better their financial prospects might encourage persons to enrol in adult education programmes.

Generally, the NEP 2020 places a high focus on encouraging adult education since it can support and encourage individuals' involvement in the educational system. The NEP 2020 aspires to provide a more inclusiveand fair education system that satisfies the many requirements of students in India by offering recognition, financial incentives, and chances for professional progression.

New adult education programme approved by government for fiscal years 2022–2027: During the fiscal years2022–2027, the union government authorised the "New India Literacy Programme," a new programme that wouldencompass all facets of adult education and be in line with national education policy 2020.

Conclusion: The New Education Policy (NEP) acknowledges the value of lifelong learning and the necessity ofproviding people with greater access to education. It strives to offer adult education programmes that meet the

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3. Institutional Restructuring and Consolidation

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Abstract

The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students. This would help build vibrant communities of scholars and peers, break down harmful silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education.

Keywords: higher education, multidisciplinary universities, Knowledge Hubs, research communities, resource efficiency.

Introduction

. This vision of higher education will require, in particular, a new conceptual perception/understanding for what constitutes a higher education institution (HEI), i.e., a university or a college. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive Universities, those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities. Meanwhile, an Autonomous degree-granting College (AC) will refer to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that and it need not be restricted to that and it would generally be smaller than a typical university.

A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Colleges will be encouraged, mentored, supported, and incentivized to gradually attain the minimum benchmarks required for each level of accreditation. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university - in the

latter case, it would be fully a part of the university. With appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire.

It must be clearly stated that these three broad types of institutions are not in any natural way a rigid, exclusionary categorization, but are along a continuum. HEIs will have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness. The most salient marker for these categories of institutions will be the focus of their goals and work. The Accreditation System will develop and use appropriately different and relevant norms across this range of HEIs. However, the expectations of high quality of education, and of teaching-learning, across all HEIs will be the same.

Literature Survey

In addition to teaching and research, HEIs will have other crucial responsibilities, which they will discharge through appropriate resourcing, incentives, and structures. These include supporting other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and support to school education.

. By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions and shall aim to have larger student enrolments preferably in the thousands, for optimal use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities. Since this process will take time, all HEIs will firstly plan to become multidisciplinary by 2030, and then gradually increase student strength to the desired levels.

More HEIs shall be established and developed in underserved regions to ensure full access, equity, and inclusion. There shall, by 2030, be at least one large multidisciplinary HEI in or near every district. Steps shall be taken towards developing high-quality higher education institutions both public and private that have medium of instruction in local/Indian languages or bilingually. The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. While a number of new institutions may be developed to attain these goals, a large part of the capacity creation will be achieved by consolidating, substantially expanding, and also improving existing HEIs.

. Growth will be in both public and private institutions, with a strong emphasis on developing a large number of outstanding public institutions. There will be a fair and transparent system for determining increased levels of public funding support for public HEIs. This system will give an equitable opportunity for all public institutions to grow and develop, and will be based on transparent, pre-announced criteria from within the accreditation norms of the Accreditation

System. HEIs delivering education of the highest quality as laid down in this Policy will be incentivized in expanding their capacity.

Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so, in order to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning (SDG 4). All ODL programmes and their components leading to any diploma or degree will be of standards and quality equivalent to the highest quality programmes run by the HEIs on their campuses. Top institutions accredited for ODL will be encouraged and supported to develop high-quality online courses. Such quality online courses will be suitably integrated into curricula of HEIs, and blended mode will be preferred.

. Single-stream HEIs will be phased out over time, and all will move towards becoming vibrant multidisciplinary institutions or parts of vibrant multidisciplinary HEI clusters, in order to enable and encourage high-quality multidisciplinary and cross-disciplinary teaching and research across fields. Single-stream HEIs will, in particular, add departments across different fields that would strengthen the single stream that they currently serve. Through the attainment of suitable accreditations, all HEIs will gradually move towards full autonomy - academic and administrative - in order to enable this vibrant culture. The autonomy of public institutions will be backed by adequate public financial support and stability. Private institutions with a public-spirited commitment to high-quality equitable education will be encouraged.

The new regulatory system envisioned by this Policy will foster this overall culture of empowerment and autonomy to innovate, including by gradually phasing out the system of 'affiliated colleges' over a period of fifteen years through a system of graded autonomy, and to be carried out in a challenge mode. Each existing affiliating university will be responsible for mentoring its affiliated colleges so that they can develop their capabilities and achieve minimum benchmarks in academic and curricular matters; teaching and assessment; governance reforms; financial robustness; and administrative efficiency. All colleges currently affiliated to a university shall attain the required benchmarks over time to secure the prescribed accreditation benchmarks and eventually become autonomous degree-granting colleges. This will be achieved through a concerted national effort including suitable mentoring and governmental support for the same.

Conclusion

The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education. This Policy and its approach will be equally applicable to all HEIs across all current streams, which would eventually merge into one coherent ecosystem of higher education.

University, worldwide, means a multidisciplinary institution of higher learning that offers undergraduate, graduate, and Ph.D programmes, and engages in high-quality teaching and research. The present complex nomenclature of HEIs in the country such as 'deemed to be university', 'affiliating university', 'affiliating technical university', 'unitary university' shall be replaced simply by 'university' on fulfilling the criteria as per norms.

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4. Experiential Learning for Improving Competences and Learning Outcomes

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Abstract

Today's world is dynamic and ever-changing. It's become widely accepted that children born at the late end of the 20th century and subsequent generations can expect to have around five careers over the course of a lifetime. Online classes and specialized skill workshops are becoming easy ways for employees to stay up-to-date with the latest trends and skills necessary to thrive in today's modern workplace. Because of this, increasingly employers are valuing soft skills in potential employees. For most industries, soft skills such as adaptability and empathy are considered just as valuable in a new employee as the skills and qualifications they hold.

Now more than ever, it is crucial that schools integrate new learning techniques to help prepare children for the future workplace. Rote and didactic learning styles have dominated the education system since the industrial revolution. With both these methods, the child plays a relatively passive role in the learning process. In more recent times, it has become common practice for teachers to integrate more active learning techniques in the classroom such as experiential learning.

Keywords: careers, online learning, soft skills, active learning, education

Introduction

What is experiential learning?

As the name suggests, experiential learning is the process of learning through experience. Experiential learning theory was initially proposed by psychologist David Kolb who emphasised how experiences influence the learning process. Kolb defined experiential learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming the experience."

In his experiential learning theory, Kolb described two different ways of grasping experience:

- Concrete Experience
- Abstract Conceptualisation

He also identified two ways of transforming experience:

- Reflective Observation
- Active or reflective experimentation

According to Kolb, concrete experience provides information that serves as a basis for reflection. From reflection, we assimilate the information we gathered through a concrete experience and develop new theories about the world which we then actively or reflectively experiment with. Kolb also noted that people who are considered "watchers" prefer reflective observation, while those who are "doers" are more likely to engage in active experimentation. Experiential learning is becoming far more common in schools and educational institutes around the world. For example, Think Global School is a four-year travelling high school that holds classes in a new country each term. Students can engage in experiential learning through activities such as international travel, cultural exchanges, museum tours, and project-based learning.

Literature Survey

Over the years, experiential learning has proven to have a wide range of benefits that contribute to a child's development.

Students can better grasp concepts

Students may struggle to grasp concepts that don't pertain to the "real world." With experiential learning, students are given the opportunity to apply data and ideas in a real-world situation where they too play an active role. As the student interacts with the information, it becomes real to them.

Students have the opportunity to be more creative

Experiential learning is one of the best ways to teach creative problem-solving. With real-world content, children learn that there are multiple solutions to challenges, and they are encouraged to seek their unique solution to hands-on tasks.

Students have the opportunity to reflect

By incorporating concrete experiences with abstract concepts, and then reflecting on the outcome, students engage more regions of their brain and make stronger connections with the material. They are encouraged to analyse how their actions affected the issue, and how their outcome may have varied from other students'. This analysis helps them better understand how the concepts learned can be applied to other, varied circumstances.

Conclusion

As students engage in hands-on tasks, they will find some approaches work better than others. They discard the methods that don't work, but the act of trying something and then abandoning it – ordinarily considered a "mistake" – becomes a valuable part of the learning process. Students learn not to fear mistakes, but to value them. Experiential learning is designed to engage students' emotions as well as enhancing their knowledge and skills. Playing an active role in the learning process can lead to students experiencing greater gratification in learning. One of the easiest ways to ensure students are exposed to experiential learning is by incorporating off-site

school trips and project-based learning into the curriculum. One example could be participating in a marine science workshop at your local aquarium or art workshop at your local art gallery.

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5. Various New Provisions for Children with Disabilities

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Abstract

The long-lost valuable time-space during the past one year and a half due to the dreadful pandemic has caused the reversal of a lot of significant progress in time. The educational sector is the most hit during this time as children were the most affected.

Hence, it is a time where the common public wants the government to make the school education system adopt solutions that are scalable, sustainable and effective so that all children get equal access to opportunities needed for leading a better life.

Now, if we look out at things in a more fragmented manner then you will find that lockdown and the drastic shift to online classes have somehow helped the children to cope up with damage, also which initially required immense blood and sweat to start and equip oneself with the technical knowledge of phone and tablets. However, the massive part to rethink and plan was for the underprivileged and marginalized sections. The digital divide which was somehow tried to cover up with technical device assistance provided by the government and many non-profit organizations wasn't enough to cover up the larger picture, which will even require many years to work upon.

Keywords: *educational disruption, pandemic impact, digital divide, online learning, equitable access*

Introduction

But where is the start? It seems the strategic plan to cover the digital gap hasn't seen its beginning yet and only takes up an abrupt and short-term beginning when we see the sight of the disaster approaching, the prevention strategies are yet to be made concrete instead of doing it every time just after a disaster strikes.

The latest provision made in the NEW EDUCATION POLICY (NEP) 2020, is "a barrier-free access to education for all children with disabilities" approved by the Union Cabinet of India. This provision is made by the Social Justice and Empowerment Minister, Thawarchand Gehlot. The Education Policy in India was first formed in 1986 and was last modified in the year 1992. According to Minister Gehlot, some of the major recommendations of the (NEP) on which new reforms will be based are made considering children with disabilities and those from socio-

economic disadvantaged backgrounds. The major focus in executing this new rule will be primarily on two points.

• Imparting knowledge and know-how to teach faculties on how to teach children with specific disabilities.

• To provide barrier-free education to children with disabilities as per the RPWD Act 2016.

To facilitate this new addition made in the NEP, assistive devices, appropriate technology-based tools and language-appropriate teaching-learning materials will be made available. Also, high-quality modules to teach Indian Sign Language and to teach other basic subjects using Indian Sign Language will be developed for NIOS.

Considering that the children with benchmark disabilities shall have the choice of regular or special schooling as per the RPWD Act 2016, resource centres along with special teachers and trainers will be made available to cater to the various rehabilitation and educational needs of students with severe or multiple disabilities.

Under the NEP 2020, school and school premises would be helped by providing resources to include children with disability and appointing special teachers who are trained to teach such students.

Funds will be given to states, to make necessary addition and changes for female and transgender students (such as making toilets, cleanliness, bicycles and subjected cash transfers).

However, even it's good to see that the new provisions are made in NEP which will favour the students with disabilities but there's still uncertainty about the large-scale work which requires to be done, especially in courses of higher studies. Because we see that often various policies are being made, but only the policies that are implemented well benefit the society.

Conclusion

As it is disappointing to see that there are only 1,20,781 special educators registered at present with the Rehabilitation Council of India (RCI) also in the year 2011, around 7.62 per cent of India's total population with a disability was children, at approximately 2.04 million children out of 26.8 million of disabled people. Now, the big question remains that when is the number of special educators which is a vital resource will make a rise to meet the ratio of children to be provided with the required education. A large number of dropouts in the section of students of disabilities because of various reasons like inaccessibility, cultural and social discrimination, lack of required resources be it man-made and human resources, etc is another big concern to be looked upon. We yet remain hopeful that the policies of NEP will be executed soon and for the overall good of society.

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6. New Education Policy 2020 in India-A Biggest Vision

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Abstract

The National Education Policy (NEP) 2020 is a comprehensive policy document released by the Government of India in July 2020, which outlines the vision and priorities for the education sector in the country. The NEP replaces the previous National Policy on Education, which was last revised in 1986.

One of the key goals of the NEP 2020 is to provide inclusive and equitable education for all students, regardless of their socio-economic background or geographic location. To achieve this goal, the NEP proposes several major reforms in the education system, including: Early Childhood Care and Education: The NEP emphasizes the importance of early childhood care and education, and recommends the establishment of a national curriculum framework for pre-primary education. It also proposes the integration of pre-primary education with the primary education system.

School Education: The NEP proposes a major overhaul of the school education system, with a focus on experiential learning and critical thinking skills. It recommends a flexible curriculum that allows students to choose from a range of academic and vocational subjects, and the introduction of a 5+3+3+4 education structure, in which the first five years of schooling focus on foundational learning, followed by three years of middle school, three years of high school, and four years of higher education.

Keywords: NEP 2020, inclusive education, early childhood education, school reform, experiential learning

Introduction

Higher Education: The NEP proposes the establishment of a common higher education system, with a single regulator for both public and private institutions. It also recommends the promotion of research and innovation in higher education, and the establishment of a National Research Foundation to support this effort. Teacher Education: The NEP emphasizes the importance of teacher education and professional development, and recommends the establishment of a National Professional Standards for Teachers. It also proposes the integration of technology in teacher education, and the establishment of a National Teachers' Portal to provide access to resources and support for

teachers.

Multilingual Education: The NEP recognizes the importance of multilingual education and the role it can play in promoting national unity and diversity. It recommends the use of the mother tongue or regional language as the medium of instruction up to at least grade 5, and the promotion of the study of Indian languages and classical languages. Several advantages of the National Education Policy (NEP) 2020 are expected to benefit the education system in India:

Flexible and multidisciplinary curriculum: The NEP 2020 promotes a flexible and multidisciplinary curriculum that is focused on the overall development of students and prepares them for the 21st century. This approach will allow students to explore a range of subjects and develop a range of skills and knowledge that are relevant to their interests and career goals.

Experiential and hands-on learning: The NEP 2020 emphasizes the importance of experiential and hands-on learning methods, such as project-based and inquiry-based approaches, to engage students and help them develop critical thinking and problem-solving skills.

Literature Survey

Improved teacher training and professional development: The NEP 2020 calls for the establishment of a National Professional Standards for Teachers to ensure that all teachers are trained to the highest standards. This will help improve the quality of teaching and ensure that students receive the best possible education.

Expanded access to higher education: The NEP 2020 aims to expand access to higher education by increasing the number of universities and colleges, as well as by offering more flexible and diverse degree programs. This will provide more opportunities for students to pursue higher education and achieve their academic and career goals.

Increased access and equity: The NEP 2020 seeks to increase access to education for all students, especially those from disadvantaged backgrounds. It calls for the expansion of school infrastructure in underserved areas and the establishment of a National Scholarship Portal to provide financial assistance to students who need it. This will help reduce the barriers to education and promote greater equity in the education system.

Preservation of linguistic and cultural diversity: The NEP 2020 recognizes the importance of preserving and promoting the linguistic and cultural diversity of India. It calls for the use of the mother tongue or regional language as the medium of instruction in the early years of schooling, and for the inclusion of the study of Indian languages and cultures at all levels of education. This will help preserve and promote the rich cultural heritage of India.

There are some potential challenges and limitations to the implementation of the National

Education Policy (NEP) 2020 in India: Funding and resources: The NEP 2020 calls for significant investments in the education sector, including the expansion of school infrastructure, the establishment of new universities and colleges, and the provision of financial assistance to students. However, it remains to be seen whether the government will be able to provide the necessary funding and resources to fully implement these reforms. Teacher shortages: India has a shortage of qualified teachers, particularly in rural and remote areas. The NEP 2020 calls for the recruitment and training of more teachers, but it may be difficult to attract and retain enough qualified teachers to meet the increased demand. Resistance to change: The NEP 2020 represents a significant shift in the approach to education in India, and it may be met with resistance from some educators and stakeholders who are accustomed to the current system. It will be important to address these concerns and work to build support for the reforms outlined in the NEP 2020. Implementation challenges: The NEP 2020 is a comprehensive policy document that covers a wide range of issues and proposes a number of reforms. Implementing these reforms will require the cooperation and coordination of multiple stakeholders, including government agencies, educators, students, and parents. It may be challenging to ensure that the reforms are implemented effectively and consistently across the country. Assessment and accountability: The NEP 2020 emphasizes the importance of flexible and multidisciplinary curricula, and it promotes the use of experiential and hands-on learning methods. This may make it more difficult to assess student learning and hold schools and educators accountable for student outcomes. It will be important to develop appropriate assessment tools and systems to ensure that student learning is accurately measured and that schools and educators are held accountable for student progress. It is difficult to predict the exact future of the National Education Policy (NEP) 2020 in India, as it will depend on a number of factors, including the level of support and funding provided by the government, the willingness of educators and other stakeholders to embrace the reforms outlined in the NEP 2020, and the success or challenges of implementing these reforms.

Conclusion

However, it is likely that the NEP 2020 will have a significant impact on the education system in India over the coming years. The reforms outlined in the NEP 2020 are ambitious and wide-ranging, and if implemented effectively, they have the potential to transform the education system in India and improve the quality of education for all students. The NEP 2020 emphasizes the importance of a flexible and multidisciplinary curriculum that prepares students for the 21st century, and it promotes the use of experiential and hands-on learning methods to engage students and develop critical thinking and problem-solving skills.

NEP 2020: Visionary Goals and Leadership for Advancing Education in India

These approaches have the potential to better prepare students for success in a rapidly changing world and to help them develop the skills and knowledge needed to thrive in the 21st century. Overall, the NEP 2020 is a ambitious policy document that aims to reform and modernize the education system in India. While the implementation of the policy will require significant effort and resources, it has the potential to significantly improve the quality of education in the country and help ensure that all students have access to opportunities for learning and personal growth.

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7.   Ascendency of Digital and online Learning on Students

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ABSTRACT:

India's National Education Policy (NEP) 2020 has brought about significant reforms and changes to the educational system, with a particular focus on digital learning. The effects of NEP 2020 on digital learning and education in India are examined in this research paper. The article offers insights into the pedagogical changes necessary for effective digital learning, as well as a discussion of the main aspects of NEP 2020 pertaining to digital education, as well as its opportunities and challenges. Additionally, it examines how educational technology fits into the policy's implementation and makes recommendations for how to successfully integrate it. According to the study, policies should prioritize important initiatives like managing network and power outages, preventing unethical behavior, and ensuring a safe online environment. However, there are a number of obstacles that must be overcome when implementing ICT in remote areas, including poor internet connectivity, limited infrastructure, and restricted access to devices. India leads the world in the IT industry as well as other cutting-edge fields like ICT in education. The Digital India Campaign is transforming education across the country into one that is powered by technology. Digital learning is going to be a big part of the educational system's empowerment and outcomes.

Keywords: *National Education Policy 2020, Digital Learning, Education Technology, Online Education, Pedagogical Shift*

1.   Introduction:

We can say that without policy education means without sail a sailor. So it is very important to make a education policy that can be direction to move the system of education smoothly and effectively. In India recent adobe a policy of education that will be change a holistic development each citizen of India and it will be paradigm shift in education sector probably. NEP 2020 focuses all round changes in education system In India. The new education policy is promoted each student's holistic reforms in both academic and others circle. Gross Enrollment Ratio in school education sector will reach 100% by 2030 according to NEP 2020 and new pedagogical

structure for all as well as digital learning and school learning. NEP 2020 emphasis on ECCE, and the 10+2 current structure of school education is to be replaced by a 5+3+3+4 curricular structure respectively corresponding to ages 3-8, 8-11, 11-14, and 14-18 years. Policy says about PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) that is emphasis on conceptual understanding, promoting multilingualism and the power of language in teaching and learning, focus on regular formative assessment for learning rather than the summative assessment, wide use of technology in teaching and learning, making India a global knowledge hub. New policy 2020 aims to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. India will be promote as global study hub providing quality education at minimum costs as glorious history of Indian education.

2. Review of Literature:

Abou M. Samir, Taj-Eddin, Seddiek N., El-Khouly M., Nosseir Ann (2014) worked on -E-Learning and Students' Motivation: A Research Study on the Effect of E-Learning on Higher Education. This study demonstrates how undergraduate students' motivation for the learning process is raised when interactive e-learning features are used.

Kumar N., Bajpai R. P. (2015) Conducted a study on- Impact of E-learning on Achievement Motivation and Academic Performance - A Case Study of College Students in Sikkim, The impact of e-learning on academic performance and achievement motivation was the main focus of this study. Contrary to the study's expectations, e-learning has been shown to have a positive impact on academic performance and achievement motivation.

Prof. Suryawanshi & Prof. Suryawanshi (2015) reviewed on - Fundamentals of E-Learning Models: A Review. This paper reviews the fundamental e-learning process models. Here, we've outlined some of the core theories that various researchers use to improve educational technology and seize chances for students to create efficient learning strategies for coping with a variety of information sources and web information overload. In fact, effective teaching naturally suggests that teachers must be visible in order to develop effective learners. These models are crucial to the advancement and development of the e-learning process.

Christopher Blundell, Kar-Tin Lee, and Shaun Nykvist (2016) showed in this paper presents a tri-theory framework that was used to conceptualize these challenges. Activity Theory provided a mechanism for teachers to identify extrinsic influences in activity systems then contextualize and reduce the perceived significance of challenging contradictions. First and Second Systems The teachers conceptualized the discomfort associated with practice changes

by using Thinking Theory to investigate the role of routine, attitudes, and beliefs in their practice. The interaction between extrinsic and intrinsic influences during the teachers' joint attempts to consciously transform their practice is explained by the framework of transformative learning theory. The tri-theory framework served as a common discourse language that enabled the teachers to contextualize the difficulties in implementing digital learning cooperatively.

Naresh Ramavath (2021) conducted a study to explain the challenges and opportunities of the Digital learning effect in the 21st century in India. In the Indian education influencing so many things, like population, poverty, teacher's skills, teaching method, pedagogy, and finances. One of the educational approaches that is most impacted is digital learning. Online education chasing a new dimension with education. The country's strength is its education. In primary school, secondary school, higher secondary school, and university, there are distinct educational phases in Indian education. The United States has the largest education system in the world, followed by China and India, which is ranked third overall. India is a developing country that has made difficult progress in the field of education since gaining its independence. The Indian education system faces many obstacles, but it also has many chances to overcome these obstacles and create far better educational systems that are prepared for the digital learning of the twenty-first century.

2.1 Statement of the Problem:

The present study is stated as "Digital Learning in the Context of NEP 2020: A Comprehensive Analysis".

2.2. Aims and Objectives of the Study:

1. To analyses and know the digital education accordingly NEP 2020.

2. To understand the needs of digital education of NEP 2020.

3. To investigate the challenges and opportunities of digital education of NEP 2020.

3. Methodology of the Study:

The qualitative research approach was adopted in this study. Researcher used a lot of written material and reviews, previous studies, journals, magazines, research articles and studies related to E-Learning also including books, articles, and web databases as secondary data.

4. Analyze and Discussion:-

4.1 **What is Digital Learning? :**

It is commonly believed that digital learning is the future of education and learning (Channappa et al. 2022). It is a type of learning that facilitates instructional programs with the help of digital technology. Digital learning has made its impact in all areas and disciplines of learning. It also enables students at all levels of school, college and university to learn at their own time and pace (Gond and Gupta. 2017).

4.2 **Characteristics of Digital Learning:**

1. **Individual choice of knowledge sources:** Digital learning helps students choose sources of knowledge according to their personal preferences

2. **Use of collective knowledge:** Digital learning helps students to apply knowledge collaboratively

3. **Fast search for relevant content:** Digital learning specifically helps learners search for relevant content.

4. **Exchange of content with others:** Digital learning helps students share learning content.

5. **Better control of the learning process:** Digital learning specifically helps students to control the learning process (Faustmann. G. et al 2019).

4.5. **Benefits to Students:**

- Digital learning helps students to prepare projects and presentation.
- Students can give their online exam and view their results.
- It is particularly helpful is collect teaching contents of missed lecture online.
- Students can access library online

NEP 2020 and Digital Learning:

The National Educational Technology Forum, or NETF, advises the federal and state governments on the use of technology in education and works to develop the institutional and intellectual capacities of ET. Clearly state new directions for innovation and research. Online and digital education is the last component of National Education Policy 2020 to achieve SDG 8. Despite its many advantages, digital or online learning cannot replace traditional classroom instruction. Learners and anyone else with the ability to continuously augment and zoom in on content through digital means can take advantage of its flexibility and personalization. A supportive environment for the shift to digital education has been established by the swift rise in internet penetration and the expansion of government initiatives like the Digital India campaign. The Ministry of Human Resource Development's recently launched PM e- Vidya will be comparable to this (MHRD). This is a nationwide public relations campaign that will link all initiatives to online, digital, and broadcast education. Even the BSE Shiksha Vani podcast by AIR, TV, SWAYAM (online MOOCS on various subjects), IITPAL (a platform for exam preparation), and study materials for students with disabilities created by NIOS are included. The MHRD will distribute and advance each of these e-learning domains in a methodical and comprehensive manner.

An independent organization called the National Educational Technology Forum will be established to provide a forum for the open exchange of information about how to use technology to enhance planning, administration, assessment, and learning. DIKSHA/SWAYAM and other technology- based educational programs will be more effectively implemented in K–12 and higher education. Research on disruptive technologies and the development of educational materials and programs, including online courses in cutting-edge fields, will be major responsibilities of HEIs.

4.6. Challenges and Opportunities:

We understand that there are a lot of challenges to be solved before ICT is implemented in remote school locations. Inadequate infrastructure, intermittent internet connectivity, and limited device accessibility are some of the main challenges. Moreover, access to equal educational opportunities is hampered for residents of rural and urban areas by the digital divide. We note, in particular, that Maharashtra's rural schools have incorporated ICT: The Maharashtra government has initiated several measures to integrate ICT into schools in the state's outlying areas. GOVT provides computer labs, smart classrooms, and teacher training programs to enhance digital learning. Further investigation and assessment of the results and effectiveness of these initiatives are required for the better.

For online activities, teachers' digital literacy needs to be assessed, and they also need to get a lot of training. inadequate infrastructure for openly available and publicly accessible digital

resources. However, challenges with screen-based learning restrict the availability of particular course and subject offerings in digital and online environments, which closes the digital divide.

4.7. Pedagogical Shift in Digital Learning:

Research on disruptive technology, the state of pedagogical implementation in schools and teacher education institutions today, and the creation of e- content and strategies are all necessary. Training modules on the integration of content, ICT, and pedagogy in accordance with the new curriculum and pedagogical framework suggested in Nep 2020 spontaneous customization of digital education program structures at the national level, including portals. Apps and labs pertaining to education that are developed with the intention of meeting educational needs and launching MOOCs for educators and students.

4.8. Education Technology in NEP 2020:

To meet the current and future challenges in providing high-quality education for everyone, the ICT-based educational initiatives and operating digital platforms must be elaborated and optimized. With coordinated efforts like the Digital India campaign, the digital divide is eradicated. It is crucial that issues of equity are sufficiently addressed when using technology for online and digital learning. NEP 2020 called for the creation of a specialized unit for the development of top-notch digital infrastructure, capacity, and educational digital content.

4.9. Recommendations and Future Directions:

With the advent of digital technologies and their growing influence in education, there are a ton of recommendations available for teaching and learning across all levels of education, from K–12. The NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. are all recommended by the policy.That will be used as fuel for numerous pilot projects involving digital learning. Additionally, several platforms need to be set up. Continuous e-learning platforms such as DIKSHA, SWAYAM, and SWAYAMPRABHA will also be utilized to establish virtual or online labs, guaranteeing equitable access to high-quality, hands-on, practical learning experiences for all students.

The recent surge in pandemics and epidemics has prompted a thorough set of recommendations for promoting online education in order to ensure preparedness with alternate, high-quality educational options anytime and wherever traditional, in-person modes of instruction are not feasible. The MHRD will establish a specialized unit to manage the development of digital content, digital infrastructure, and capacity building in order to meet the e- education

requirements of both secondary and postsecondary education. Teachers need to be trained or prepared for digital education in accordance with NEP2020 in order to implement digital education. Research is also occasionally needed to improve the promotion of digital education for future national developments and easier accessibility. Research disruptive technology, the state of ICT implementation in teacher education institutions and schools, and the creation of e-content and strategies. training modules on the integration of content, ICT, and pedagogy in accordance with the new curriculum and pedagogical framework suggested in NEP 2020.

To be successful online educators, teachers need to receive the right training and development. One cannot presume that an instructor who is effective in a traditional classroom will also be effective in an online one. Online assessments necessitate a different approach in addition to pedagogical changes (National Education Policy 2020 59). Large-scale online exam administration presents several obstacles, such as restrictions on the kinds of questions that can be asked in an online setting, managing power and network outages, and stopping unethical behavior. In the online/digital education space, some course/subject types, like performing arts and science practical, have limitations that can be partially addressed with creative solutions. Furthermore, online learning will inevitably turn into a screen-based curriculum with little emphasis on the social, affective, and psychomotor aspects of learning unless it is combined with experiential and activity-based learning.

6. Conclusion:

Given the growing significance of using technology to enhance teaching and learning at all educational levels, from K–12 to postsecondary, this Policy suggests the following significant initiatives. online setting, managing power and network outages, and stopping unethical behavior. For ICT integration in rural schools to be successful, a number of issues must be resolved. Among the major obstacles are inadequate internet connectivity, limited access to devices, lack of electricity, and limited infrastructure. India leads the world in ICT and other cutting-edge fields like space exploration. The country as a whole is being transformed into a digitally empowered society and knowledge economy with the aid of the Digital India Campaign. Technology in education will be crucial to improving both the procedures and the results of education. Online and digital education is the last component of National Education Policy 2020 to References: Professor Pan, T.(2023). Research Methodology,

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8.Inclusive Education

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Abstract

India's educational system is about to undergo a major overhaul according to the National Education Policy (NEP) 2020. This study researches how NEP 2020 will affect inclusive education for people with impairments. Key legislative provisions, implementation techniques, and their consequences for developing an inclusive learning environment are examined in this study. The study examines the possible advantages and difficulties related to the policy's inclusion approach, highlighting the chances it offers for the education of people with disabilities. The study also examines how community involvement, teacher preparation, and technology might promote inclusive practices. This research adds to a better understanding of the interplay between NEP 2020 and inclusive education for people with disabilities by critically evaluating the policy's effects. Through examining these variables, the study seeks to advance a thorough comprehension of how the policy affects the educational environment for people with disabilities.

Keywords: *National education policy 2020, inclusive education, individuals with disabilities, educational transformation, technology in education, special education, equity, diversity, empowerment, social inclusion*

Introduction

The Government of India's National Education Policy (NEP) 2020, which aims to bring in a revolutionary age in the nation's educational landscape, represents a considerable break from conventional methods of education. This policy's emphasis on inclusive education-a dedication to giving people with disabilities fair access to education-is one of its most important features. The goal of inclusive education is to provide a setting in which all students, regardless of ability or disability, may receive high-quality instruction and actively engage in the learning process. This essay explores how NEP 2020 will affect inclusive education for people with impairments. In order to ensure that every student may succeed, inclusive education goes beyond just integrating people with disabilities into regular classes. Instead, it entails developing a setting that meets a variety of learning requirements. Examining NEP 2020's policy provisions, implementation techniques, and consequences for disabled people within the educational system

is crucial as it develops. The research will conduct a critical analysis of the main NEP 2020 elements that are related to inclusive education, including technological integration, community participation, teacher preparation, and accessibility. These elements are essential in determining how inclusive educational institutions are. Through a detailed examination of these policy effects, the study seeks to shed light on how well NEP 2020 promotes inclusive education. In addition, the integration of technology into education is examined as a critical facilitator of inclusion. As NEP 2020 places a strong emphasis on leveraging technology, understanding how it can be harnessed to cater to the diverse needs of individuals with disabilities becomes paramount. Additionally, teacher training programs and community involvement are evaluated as essential elements in creating an inclusive educational ecosystem. Through this exploration, the paper seeks to provide a nuanced understanding of the interplay between NEP 2020 and inclusive education for individuals with disabilities. By shedding light on the potential benefits and challenges, the research aims to contribute valuable insights to educators, policymakers, and stakeholders invested in realizing the goals of inclusive education in the context of India's evolving education policy landscape. Knowing how NEP 2020 will affect inclusive education for people with disabilities is crucial as India works to bring its educational system into line with international norms.

The purpose of this research is to provide insightful information to educators, policymakers, and stakeholders so that the inclusive education goals established in the revolutionary NEP 2020 may be effectively realized.

Review of Literature

1. **Early Childhood Care and Education (ECCE):** The NEP 2020 emphasizes the importance of ECCE, and this can positively impact individuals with disabilities by providing them with early interventions and support.
2. **Universal Access to Education:** The policy envisions universal access to education, which implies that individuals with disabilities should also have equal opportunities to access education. This includes providing necessary infrastructure, support services, and trained teachers to cater to diverse learning needs.
3. **Flexible Curriculum and Assessment:** The NEP promotes a flexible and multidisciplinary approach to education. This flexibility can benefit students with disabilities by allowing for personalized learning plans and assessment methods tailored to their individual needs.
4. **Teacher Training and Professional Development:** The policy emphasizes the need for continuous teacher training and professional development. This can contribute to a better understanding and implementation of inclusive teaching methods to support students with disabilities in mainstream classrooms.

5. **Use of Technology:** The NEP recognizes the role of technology in education. This can be particularly beneficial for individuals with disabilities, as technology can provide tools and resources to facilitate their learning and participation in the education system.
6. **Community Participation:** The policy encourages community participation in the education process. This can be crucial for individuals with disabilities, as community involvement can lead to increased awareness, acceptance, and support for inclusive education.

Operational Definition

1. **Inclusive Education:** In this study, inclusive education refers to the educational approach that actively accommodates and addresses the diverse learning needs of individuals with disabilities. It encompasses the provision of accessible learning materials, supportive classroom environments, and the active participation and engagement of students with disabilities in mainstream educational settings.
2. **Policy Implementation:** Policy implementation, within the scope of this study, refers to the actual execution and application of the inclusive education provisions outlined in the National Education Policy 2020. This includes the enactment of specific strategies, allocation of resources, and enforcement of policies aimed at creating an inclusive learning environment for individuals with disabilities.
3. **Accessibility:** Accessibility, as measured in this study, pertains to the availability and usability of educational resources, infrastructure, and technologies for individuals with disabilities. It includes physical accessibility (e.g., ramps, and elevators), curriculum accessibility (e.g., adapted materials), and technological accessibility (e.g., assistive technologies).
4. **Technology Integration:** Technology integration is operationally defined in this study as the incorporation and utilization of digital tools, platforms, and assistive technologies to enhance the educational experience and accommodate the diverse learning needs of individuals with disabilities within the framework of NEP 2020.
5. **Teacher Training Programs:** Teacher training programs, as assessed in this study, refer to organized and systematic initiatives aimed at equipping educators with the necessary skills, knowledge, and competencies to implement inclusive teaching practices effectively. This includes workshops, courses, and professional development activities focused on inclusive education strategies.
6. **Community Engagement:** Community engagement, within the context of this study, involves the active participation, collaboration, and support of various stakeholders, including parents, local communities, and non-governmental organizations, in fostering an inclusive educational environment. It includes activities such as community awareness

programs, outreach initiatives, and collaborative partnerships.

7. **National Education Policy 2020: The** Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities 'of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem- solving – but also social, ethical, and emotional capacities and dispositions. (As Per The NEP)

8. **Diversity:** Diversity is the condition or quality of having a variety of different elements or attributes within a group, community, organization, or any other setting. It encompasses the recognition and acceptance of differences in various aspects, such as demographics, culture, ethnicity, gender, religion, socioeconomic status, abilities, and more.

Hypothesis

The National Education Policy 2020 is likely to have a positive impact on inclusive education for individuals with disabilities in India.

Objective

1. **Early Childhood Care and Education (ECCE):** The NEP emphasizes the importance of early childhood care and education, which is particularly crucial for children with disabilities. Early identification and intervention can play a vital role in supporting the development of children with special needs.

2. **Universal Access and Participation:** The policy emphasizes the principle of universal access to education, ensuring that every child, including those with disabilities, has the right to quality education. It aims to reduce disparities and barriers to learning.

3. **Curricular Reforms:** NEP 2020 advocates for a flexible and inclusive curriculum that accommodates the diverse learning needs of students, including those with disabilities. This includes the development of suitable learning materials and resources for students with special needs.

4. **Teacher Training and Professional Development:** The policy recognizes the importance of training teachers to handle diverse learning needs. Specialized training programs are encouraged to equip teachers with the skills and knowledge required to support students with disabilities.

5. **Assistive Technologies:** NEP 2020 acknowledges the role of technology in making education more accessible. It encourages the use of assistive technologies to cater to the specific needs of students with disabilities, ensuring a more inclusive learning environment.

6. **Inclusive Infrastructure:** The policy emphasizes creating an inclusive infrastructure that is physically accessible to all, ensuring that educational institutions are designed to

accommodate individuals with different abilities.

7. **Flexibility in Assessment:** NEP 2020 promotes a shift from rote learning to a more competency-based approach. This can benefit students with disabilities, allowing for varied assessment methods that consider individual learning styles and abilities.

8. **Community Participation:** The involvement of parents, communities, and non-governmental organizations is encouraged to create a supportive ecosystem for individuals with disabilities within the education system.

9. **Diversity and Multilingualism:** The policy recognizes the diversity of languages and cultures in India. This inclusivity is essential for students with disabilities who may benefit from learning in a language that suits their needs.

Potential Outcomes and Benefits

Potential outcomes and benefits of the National Education Policy 2020 on inclusive education for individuals with disabilities can have a significant impact on various aspects of their educational experience. Here are some potential outcomes and benefits:

1. **Improved Access to Education:** NEP 2020 emphasizes the creation of an inclusive and accessible education system. This can result in improved physical infrastructure, such as ramps and elevators, making schools and colleges more accessible for individuals with mobility challenges.

2. **Inclusive Curriculum and Teaching Practices:** The policy encourages the development of a curriculum that is flexible and caters to diverse learning needs. Teachers may receive training to employ inclusive teaching methods, ensuring that individuals with disabilities can actively participate in the learning process.

3. **Support Services and Specialized Resources:** NEP 2020 may lead to the establishment of support services, such as special educators, counselors, and assistive technology, to address the specific needs of students with disabilities. This can enhance the overall learning experience and provide necessary assistance.

4. **Promotion of Assistive Technologies:** The policy may encourage the integration of assistive technologies in the learning environment. This includes tools and devices that assist individuals with disabilities in accessing educational materials, participating in class activities, and completing assignments.

5. **Inclusive Assessment and Evaluation Methods:** NEP 2020 may drive changes in assessment methods to ensure they are inclusive and consider diverse learning styles. This could involve modifications in examination formats, alternative assessment methods, and accommodations for individuals with disabilities during evaluations.

6. **Promotion of Inclusive Attitudes and Awareness:** The policy's emphasis on inclusive education can contribute to fostering positive attitudes and awareness among students, teachers, and the community. This can lead to a more inclusive culture within educational institutions and society at large.

7. **Transition Support for Higher Education and Employment:** NEP 2020 may include provisions for supporting individuals with disabilities during the transition from school to higher education or employment. This could involve guidance counselling, skill development programs, and collaborations with employers to create inclusive workplaces.

8. **Empowerment and Increased Opportunities:** Inclusive education, as promoted by NEP 2020, has the potential to empower individuals with disabilities by providing them with equal opportunities for learning and personal development. This, in turn, may lead to increased participation in various aspects of society.

9. **Community Engagement and Collaboration:** The policy encourages collaboration between educational institutions, parents, NGOs, and other stakeholders. This collaborative approach can result in community engagement programs that support the inclusion of individuals with disabilities in both formal and informal educational settings.

10. **Legal Protections and Rights:** NEP 2020 may reinforce legal protections and rights for individuals with disabilities in the education system. This can include safeguards against discrimination, provision of reasonable accommodations, and the enforcement of accessibility standards.

It's crucial to remember that the real results and advantages will depend on how well the policy is implemented and how persistently problems and weaknesses in the system are fixed. The impact of NEP 2020 on inclusive education for people with disabilities will need to be continuously monitored and evaluated.

Conclusion

The Indian government's National Education Policy 2020 shows a strong commitment to supporting inclusive education for people with disabilities. The strategy lays the groundwork for a more inclusive and equitable education system by tackling a number of issues, including curriculum revisions, early childhood education, teacher preparation, assessment techniques, special education support, technological integration, and community involvement. The NEP 2020's holistic approach recognizes that children, including those with disabilities, have a variety of learning needs. Although the policy offers a thorough structure, efficient execution, resource allocation, and continuing monitoring and assessment are necessary for its successful implementation. The degree to which these concepts are really implemented on the ground will determine the real impact of the National Education Policy on inclusive education for people

with disabilities. In order to provide an inclusive and supportive environment that guarantees equal opportunities for all kids, regardless of their skills or disabilities, continued collaboration among educational stakeholders, including schools, instructors, parents, and communities, is imperative. Inclusive education for people with disabilities may benefit from the implementation of India's National Education Policy 2020. Nevertheless, the successful execution of the policy, appropriate resource allocation, and ongoing progress monitoring and assessment are all necessary for the successful implementation of these inclusive policies.

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9.Technology Use and Integration in NEP 2020

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Abstract

Today with the age of globalization, India is also progressing with fast speed in every sphere of life. E-learning has emerged as new trend in education, as a new way of enhancing the learning process where social media may further improve the learning output. In July 2020, New Education Policy 2020 was introduced by Ministry of Education with its vision to transform and digitalize the county's education system. The policy was aimed not only to digitalize but also to universalize the pedagogy from pre to secondary school and has a particular focus on E-learning. During the pandemic of COVID-19 world has realized the required shift to E- learning when school and colleges are forced to shut down and operate online. New Education Policy 2020 urged the need to create an open, transformed, and evolvable E-learning infrastructure to solve the lack of reach and complex diversity in education system by the centre and state education bodies. With new policy, online education in India flourished and was promoted all over the country with a variety of educational software and portals for students and teacher development at all level. The expansion of E-learning with NewNational Educational Policy 2020 resulted in the broadening of online education to remote areas by installing appropriate network connections there as well as removing the digital divide. It is the vision of NEP 2020 to build the foundation of a new India. The policy aims to transform India's education system to provide high quality education to all and thus making India a global knowledge superpower. Integrating E-learning in our educational system through NEP 2020 can bring revolution in India's education and help our learners to keep pace with developed countries educational system.

Key words: *E-learning, NEP 2020, COVID-19, digitalisation, digital divide, Integration of E-learningINTRODUCTION*

In the present time; the old tradition of classroom teaching learning has been replaced by modern trends in teaching learning whether it may be online learning; may it be a computer assisted learning or web assisted learning. E-Learning has assisted modes of learning and teaching. E-learning stands for electronic learning. During the period of covid-19 whole world has been

affected by pandemic. It become difficult for all to continue the teaching learning process in normal way .During the pandemic, the world and so did India realizethe required shift to E-learning when schools and colleges are forced to shut down and operate online. It became possible only with the help of e –learning resources that teaching learning continued without interrupted continue to run. E-learning has emerged as a new way of enhancing learning process where socialmedia may further improve the learning output. In July 2020, New Education Policy 2020 was introduced by the Ministry of Education with its vision to transform and digitalize the country's education system. The policy was aimed not only to digitalize but also to universalize the pedagogy from pre to secondary school and has a particular focus on E-learning.

Literature Reviews

Experts in education and education technology define E-learning as "the delivery of training and education via network interactivity and a range of other knowledge collection and distribution technologies" (Fry, 2000).

"E-learning is distance education through remote resources" (Marques, 2006).

"E-learning is the use of technology to deliver learning & training programs" (E-learning portal, 2008).

Sarah Guri-Rosenbilt from the open university of Isrel explored the exact definition of e-learning in her 2005 research paper "Distance Education and E-learning   : Not the same things" she defined E-learning as the use of electronic media for a variety of learning purposes that range from add on functions in conventional classrooms to full substitution for the face-to-face meetings by online encounters".

With the help of e-Learning, teaching is not limited within four walls of classroom or institution. It empowers student to obtain a degree, certificate without physically attending school or university. The importance of e- resources has been recognised in the present time and Government of India has started different radio and television channels for providing education. DIKSHA, NROER, NISHTHA, e-Pathshala, You Tube Channels, INFLIBNET and many other e-platforms are available to everyone. The SWAYAM PRABHA is a group of DTH channels devoted to telecasting high quality educational programmes using GSAT-15 satellite.

Types of eLearning

In order to give answer "what is E-learning" educational scientists have identified different types and paradigmsof eLearning according to categories such as learning style, delivery method, educational tools and online course platforms used. The following types of eLearning are used today:

Computer-Managed Learning (CML)

In a computer –managed learning environment, instructors use computers to provide learning objectives and access learning performance (Day & Payne, 1987).Computer managed system can fulfill several functions, including generating tests, analyzing the results of these tests, and keeping records of learners progress (Sly & Rennie,1999).The ranking parameters used by these systems allow the learning process to be adjusted according to individuals preferences of students. Institutions also use CML system for storing and retrieving teaching aids and tools, such as lecture information, training materials, and curricular information (Currie & Courduff, 2015).

Computer-Assisted Instruction (CAI)

It is also referred to as computer-assisted learning.CAI is a type of eLearning that uses computers together with traditional teaching. This method includes a wide variety of activities, including drill and practice, tutorial and simulation activities (Cotton,1991).These activities can be offered by themselves or supplements to traditional teacher-directed instruction. According to Tamm (2019) most online and traditional schools today use various CAI methods to facilitate skills development in students. Tamm further explains that the primary value of CAI is interactivity, as methods allow students to become more active during the learning process.

Synchronous Online learning

Through synchronous online learning groups of students can simultaneously participate in activities in real- time, anywhere they are in the world(Hrastinski,2008).This real-time interaction is facilitated by online chat and videoconferencing which allow students and instructors to interact with each other without delay. According to Tamm (2019), this type of community-oriented eLearning is one of the quickest growing types of eLearning because it eliminates the social isolation and poor teacher-student relationships common in eLearning.

Asynchronous Online Learning

Asynchronous eLearning methods allow students to study independently at different times and locations, without real time communication. This self paced eLearning approach allows students to have more flexibility in their schedules. Technologies used for asynchronous eLearning methods include emails, blogs, ebooks, discussion forums, CDs and DVDs.

Fixed eLearning

In fixed eLearning, the content used during the course of learning does not change once it is created. Thismeans all participating students receive the same content. The material is usually

determined by instructors; assuch, it cannot be adjusted to adapt the content to the student's learning pace or preferences. Because of its rigid nature, this type of eLearning is often not ideal in eLearning environments.

Adaptive eLearning

In this type of eLearning, learning materials are redesigned and adapted to fit the needs of each individual learner. Parameters such as student performance, abilities and goals are considered so that educational approaches are more student-centered & individualized. Through AI, teaching tools will also be able to identify& focus on areas where learner need improvement (Smith, 2016).

Linear eLearning

In this approach information passed from sender to receiver. The time, order and pace at which information is received are determined by sender and there is no feedback from receiver to sender. Instruction delivered through television, radio and newspaper is a classic example of linear eLearning.

Interactive eLearning

In contrast to linear eLearning, interactive eLearning enables two way communication between parties. Sender can become receiver and vice versa. Modern examples include instant messaging & discussion boards or forum. Through this easier communication model, instructors and students can modify teaching & learning methods as necessary.

Individual eLearning

In this approach, learners study the material individually and students are expected to meet learning objectives on their own. There are a no. of ways to evaluate or measure students performance. In many massive open online courses such as Coursera for instance, coursework & exams undergo automated evaluation or peer grading (Layton, 2013)

Collaborative eLearning

This is more modern approach as compared to individual eLearning. In this method two or more students engage in learning process as a group. According to Tamm (2019), collaborative eLearning works on the idea that knowledge is best develop in a group setting, where individuals can interact, learn from each other and alsopay to each other's strengths and weaknesses.

Computer based training or Web- based training

In computer based training learner can access content through media such as CDs and DVDs. CBT usually runs on learner's system, WBT. On the other hand, uses internet as a platform. With either CBT or WBT, courses are self paced and there is no interaction among instructors & learners. These delivery methods works well for adult learners who want to learn new skills.

Blended E-Learning

This type of eLearning combines face–to-face interaction and computer-mediated instruction (Bonk & Graham, 2005).This method supplements in-person instruction with technology such as collaboration software, web- based software and communication software. Littlejohn and Pegler(2007)explains that the availabilities of advanced mobile technologies, such as high bandwidth infrastructure and wireless technologies has also lent itself to extension of eLearning to mobile eLearning. Handheld computing devices are used to provide access tolearning content. Though the easy availability and affordability of mobile devices, disk space, screen size and internet connectivity features must be taken into consideration with this approach (Soni, 2015).
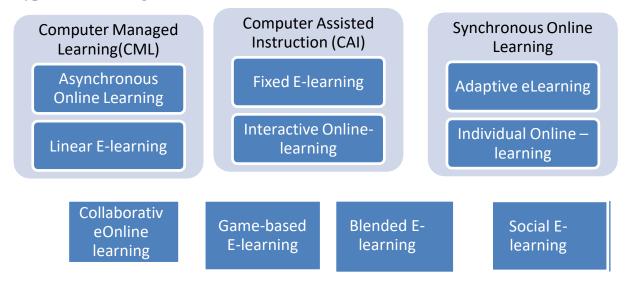
Social eLearning

It entails eLearning from and with others. This can be through direct contact (e.g. face-to-face interactions) and indirect contact(e.g. interaction on social media & discussion forums).With this, framework, social eLearning entails use of technologies such as videoconferencing and social media sites o facilitate interactions among learners. Group discussions & question and answer sessions also help to build up social interaction throughout the learning process (Aabron,2018).

Game-based eLearning

Connolly and Stansfield (2006) define game-based eLearning as the use of a computer games based approach todeliver, support and enhance teaching, learning, assessment and evaluation". Games used for eLearning are designed around specific eLearning objecives and are highly interactive to encourage complete emmersion andengagement.

Types of E-learning

Computer Managed Learning(CML)	Computer Assisted Instruction (CAI)	Synchronous Online Learning
Asynchronous Online Learning	Fixed E-learning	Adaptive eLearning
Linear E-learning	Interactive Online-learning	Individual Online –learning

Collaborativ eOnline learning	Game-based E-learning	Blended E-learning	Social E-learning

Benefits of E-learning

There has been much research into eLearning and its benefits from perspectives of education and corporate training. Pandey (2013) suggests that there are four main benefits of eLearning that can be seen by students: learner control, accessibility, availability and personalization. With eLearning, students can learn at their own pace from anywhere and at anytime. Through delivery methods such as games and social media, eLearning also makes learning process more immersive and interactive. Online learning methods have a no. of positive effects on environment. A study by Roy et.al in 2005, done in conjuction with Britain's Open University found that production and provision of distance eLearning courses consumed 90% fewer CO2 emissions than conventional campus-based university courses.

Integration and Use of technology in education (NEP 2020)

According to NEP 2020, technology in education will be given major emphasis. This will involve several disruptive technologies which are likely to bring major changes in the way of teaching and learning in the institutions. The vision for NEP 2020 is "Technology use and Integration" in order to give a pathway for the students to make India a digitally empowered society and knowledge economy around the globe. The integration of ICT will make the education accessible to people in remote areas of country. The technology infrastructure has a major focus on eliminating language barriers, streamlining educational management and planning, and increasing access to Divyang students.

Research and implementation of disruptive technology in higher education has been making

major changes in institutions over the past few years. Online learning and distance learning is being adopted by several institution which has changed the ways of delivering education to the students which is providing access to education for the students in remote areas, unprivileged individuals, disabled students, and others. Chat-base Collaboration platforms has been introduced. Chat-based, video calling application, which gives a provision forscreen sharing the presentations or digital boared is gaining large importance among the colleges.Elimination of Digital Divide

According to NEP 2020 benefits of online/ digital education cannot be leveraged unless the digital divide is eliminated through concerned efforts, such as the Digital India campaign and the availability of affordable computing devices. It is important that the use of technology for online and digital education adequately addresses concerns of equity. Given the fact there still persists a substantial section of population whose digital access is highly limited .The existing mass media, such as television, radio and community radio will be extensively used for telecasts and broadcasts. Such educational programes will be made available 24/7 in different languages to cater to the varying needs of the student population. A special focus on content in all Indian languages will be emphasized and required; digital content will need to reach the teachers and studentsin their medium of instruction as far as possible.

Virtual Labs

Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRABHA will also be leveraged forcreating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences. The possibility of providing adequate access to SEDG students and teachers through suitable digital devices, such as tablets with pre-loaded digital content will be considered and developed.

Pilot studies for online education

Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as ,student device addiction, most preferred formats of e-content, etc. The result of this pilot studies will be publically communicated and used forcontinuous improvement.

Online teaching platforms and tools

Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and two-way audio interface for holding

online classes are a real necessity as the pandemic of covid-19 has shown.

Content creation, digital repository and dissemination

A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for rating by users on effectiveness and quality. For fun based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created. A reliable backup mechanism for disseminating e-content to students will be provided.

Training and incentives for teachers

Teachers will undergo rigorous training in learner centric pedagogy and on how to become high-quality online content creator themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.

Online assessment and examinations

Appropriate bodies, such as the proposed National Assessment Center or PARAKH, school boards, NTA and other identified bodies will design and implement assessment frameworks encompassing competencies, portfolio, rubrics, standardized assessment s and assessments analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century.

Blended models of learning

The importance of face-to-face in person learning is fully recognized even while promoting digital learning and education. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects.

Digital infrastructure and Educational Digital Content and Capacity

A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the Ministry to look after the e-education needs of both school and higher education. Since technology is rapidly evolving and need specialists to deliver high quality e-learning, a vibrantecosystem has to be encouraged to create solutions that not only solve India's challenges of scale, diversity, equity but also evolve in keeping with the rapid changes in technology.

Conclusion

Analyzing different aspects of NEP 2020 for e-learning use and integration whether this may be digital infrastructure, e-content creation, techno-competencies of teachers, online assessments, addressing the digital divide, blended learning or virtual labs the policy has numerous effective strategies for integrating and strengthening e-learning for making India progressive in techno competencies for meeting needs and challenges of present century. The New Education Policy 2020 rests on five pillars-Access, Equity, Quality, Affordability and Accountability. Given the explosive pace of technological development allied with the sheer creativity of tech savvy teachers and entrepreneurs, it is certain that technology will impact education in multiple ways.NEP 2020 has proved a dynamic side by use and integration of technology to improve multiple aspects of education.

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10. Equity and Inclusion in Higher Education

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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.

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.

Keywords: higher education, equitable access, SEDGs, inclusion, sustainable reform

Introduction

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.

 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

(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) Conduct outreach programmes on higher education opportunities and scholarships among SEDGs

(h) Develop and support technology tools for better participation and learning outcomes.

Steps to be taken by all HEIs

(a) Mitigate opportunity costs and fees for pursuing higher education

(b) Provide more financial assistance and scholarships to socio-economically disadvantaged students

(c) Conduct outreach on higher education opportunities and scholarships

(d) Make admissions processes more inclusive

(e) Make curriculum more inclusive

(f) Increase employability potential of higher education programmes

(g) Develop more degree courses taught in Indian languages and bilingually

(h) Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly

(i) Develop bridge courses for students that come from disadvantaged educational backgrounds

(j) Provide socio-emotional and academic support and mentoring for all such students through suitable counselling and mentoring programmes

(k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula

(l) Strictly enforce all no-discrimination and anti-harassment rules

(m) Develop Institutional Development Plans that contain specific plans for action on increasing participation from SEDGs, including but not limited to the above items

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11. Vocational Education and Employment-The Future of Indian Youth and the N.E.P., 2020

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Abstract

The National Education Policy 2020 proposes the revision and revamping of all aspects of education, including the educational structure, regulations and governance, to create a new system which is aligned with the aspirational goals of 21st century students. According to the policy, by 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education. . It can be defined as skilled based education. Vocational Education helps in Economic growth. The NEP intends to focus on developing industry linkages and demand-driven vocational courses by engaging industry at various levels, including co-developed courses and development of incubation centres at HEIs. Besides this, the policy also envisages alignment with international standards.

The focus areas for vocational education are intended to be chosen based on skill gap analysis and mapping of local opportunities. The increased impetus for vocational education and lifelong learning in the policy is likely to provide comfort to employers as far as continuous supply of skilled manpower is concerned and will improve the overall supply-side recognition of the vocational system. The policy aims to overcome the social status hierarchy associated with vocational education and integration of vocational education into mainstream education in all educational institutions in a phased manner. This paper throws light upon present status of Vocational Education and the future prospects in NEP 2020.

Keywords –*NEP, Vocational Education, Skilled -Manpower, Occupation, Industry, Economic Growth.*

Introduction:

Education is not merely provision of information from trainer to learner, but the point is that this person requires practical educations for some of its tasks. By considering this theory The National Education Policy (NEP) 2020 of India has finally seen the light of day, providing India with an education policy after 34 years. Vocational development program focuses on specific trades and imparts the practical skills which allow individuals to engage in a specific occupational activity. Vocational development is not only important in providing employment opportunities to individuals but also helps in enhancing the productivity of firms. Vocational

development program comprises all skill transfers, formal and informal, which are required in the improvement of productive activities of a society. Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade. Focus areas for vocational education will be chosen based on skills gap analysis and mapping of local opportunities. MHRD will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort. Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE, so as to help extend the reach of vocational education. Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions. Incubation centres will be set up in higher education institutions in partnership with industries.

One of the primary reasons for the small numbers of students receiving vocational education is the fact that vocational education has in the past focused largely on Grades 11–12 and on dropouts in Grade 8 and upwards. Moreover, students passing out from Grades 11–12 with vocational subjects often did not have well-defined pathways to continue with their chosen vocations in higher education. The admission criteria for general higher education were also not designed to provide openings to students who had vocational education qualifications, leaving them at a disadvantage relative to their compatriots from 'mainstream' or 'academic' education. This led to a complete lack of vertical mobility for students from the vocational education stream, an issue that has only been addressed recently through the announcement of the National Skills Qualifications Framework (NSQF) in 2013. Vocational education is perceived to be inferior to mainstream education and meant largely for students who are unable to cope with the latter. This is a perception that affects the choices students make. It is a serious concern that can only be dealt with by a complete re-imagination of how vocational education is offered to students in the future.

Objectives and Methodology :

This research paper is based on relevant data gathered from secondary sources such as research articles and well-known websites. The main objective of this paper is to study the present status of Vocational Education and the future prospects in NEP 2020.

a) To investigate the current state of education in terms of vocational education and skill development with respect to NEP 2020.
b) To find out the future prospects for vocational education and skill development in India .

Reimagining Vocational Education:

The 12th Five-Year Plan (2012–2017) estimated that only a very small percentage of the Indian workforce in the age group of 19–24 (less than 5%) received formal vocational education Whereas in countries such as the USA the number is 52%, in Germany 75%, and South Korea it is as high as 96%. These numbers only underline the urgency of the need to hasten the spread of vocational education in India. This policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all education institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving Indian arts and artisanship.

By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed. This is in alignment with Sustainable Development Goal 4.4 and will help to realize the full potential of India 's demographic dividend. The number of students in vocational education will be considered while arriving at the GER targets. The development of vocational capacities will go hand-in- hand with the development of 'academic' or other capacities. Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility. Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs.

Individual institutions that are early adopters must innovate to find models and practices that work and then share these with other institutions through mechanisms set up by NCIVE, so as to help extend the reach of vocational education. Different models of vocational education, and apprenticeships, will also be experimented by higher education institutions. Incubation centres will be set up in higher education institutions in partnership with industries.

The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession. Further, Indian standards will be aligned with the International Standard Classification of Occupations maintained by the International Labor Organization. This Framework will provide the basis for Recognition of Prior Learning. Through this,

dropouts from the formal system will be reintegrated by aligning their practical experience with the relevant level of the Framework. The credit-based Framework will also facilitate mobility across 'general' and vocational education.

Employment considerations:

The NEP mentions that the primary reason why vocational education was perceived to be inferior to mainstream education is the lack of a defined path. Several studies around the aspiration of the youth point out some common findings. One, youth are increasingly aspiring for a university degree or post-graduation degree. Two, choices of the youth are majorly influenced by the family followed by their interests. The lack of information is also a crucial factor. In a survey, about 84% of the respondents considered a university degree or post-graduate degree as a requirement for their ideal job. Merely 2% of the youth were interested in pursuing vocational education. Every student going through a formal education system aspires for a professional and a white-collar job. This has also got to do with middle-class values and notions of success. This aspiration is further encouraged with a rigid merit-based system leaving behind the ones who are less affluent. This makes blue-collar jobs an inferior option and secondary aspiration.

As per data from MHRD, approximately 26% of India's students enroll in higher education. Moreover, the All-India Council of Technical Education (AICTE) states that vocational education is sometimes referred to as technical education, as the learner directly develops expertise in a particular set of techniques or technology. However, over the years, there has been limited participation by the industries and an inadequate in employment opportunities.

Issues & Challenges:

Through, the study of the prevalent Vocational Education System in India the following Issues & Challenges have been identified:

- Vocational Education is treated as poor cousin of the mainstream education system
- Mindset of the stakeholders (as last opportunity in the career progression)
- Developing coordinated Management System at National and sub-national Levels (sporadic policy initiatives).
- Pathways for employability of vocational pass outs.
- Development of Quality Standard acceptable to industries.
- Mismatch between demand and supply.
- Acceptance of Vocational Education as a career of choice.
- Lack of professional growth and career advancement for the vocational pass outs.

- Over emphasis on skill development than education & training.
- Pathways in institutionalizing assessment & certification.

Apart from that However there is a lot of variation among the various programs in terms of duration, target group, entry qualifications, testing and certification, curriculum, etc. which has resulted in Issues related to recognition of qualifications, equivalence and vertical mobility.

Suggestions:

Education is at the heart of the 2030 Agenda for Sustainable Development and is essential for the success of all the Sustainable Development Goals. The renewed education agenda encapsulated in Goal 4 on 'Quality Education' along with its seven targets — four of which are related to Technical and Vocational Education and Training (TVET) — is inspired by a vision of education that transforms the lives of individuals, communities and societies, leaving no one behind, and is guided by the concept of lifelong learning. The NEP embraces the Education 2030 Agenda completely and commits to expanding TVET considerably to enable social justice and livelihoods through providing quality lifelong learning opportunities for all.

- Place learners and their aspirations at the Centre of vocational education and training programmes.
- Create an appropriate ecosystem for teachers, trainers and assessors.
- Focus on upskilling, re-skilling and lifelong learning.
- Ensure inclusive access to TVET for women, differently abled persons and other disadvantaged learners.
- Massively expand the digitalization of vocational education and training.
- Support local communities to generate livelihoods by engaging in the preservation of tangible and intangible cultural heritage.
- Align better with the 2030 Agenda for Sustainable Development.
- Deploy innovative models of financing TVET.
- Expand evidence-based research for better planning and monitoring.
- Establish a robust coordinating mechanism for inter-ministerial cooperation.

Way forward:

The NEP 2020 acknowledges the shortcomings in the existing education system and aims at making it inclusive and aspirational. It envisages the integration of vocational education in the existing school and higher education system with a view to reducing the dropout rate. A renewed emphasis on vocational education is a positive step. Bridging the skills gap is an important objective. However, this must not be limited to the formal sector to which less than 9% of the workforce belongs. The skilling mission must also be extended to the vast informal

sector. The NEP aims at exposing at least 50% of the students from class six onwards to vocational education, by including vocational education in mainstream schooling systems. Another challenge is to increase awareness and change the perspectives towards vocational education. Integrating it with mainstream education will also imbibe young students with values such as dignity of labour and the ethics of care. This must be accompanied with conducive changes in the labour market so that employment opportunities are created in the domains of these vocations. The pandemic has also necessitated the need for a skilled workforce in healthcare services. Similarly, a skilled workforce can help India achieve its goals of self-reliance. Skilling and universal vocational education are thus important measures in the long term for reaping the benefits of our demographic dividend.

Conclusion:

The Technical and Vocational Education and Training (TVET) system was always a pressing need, even at the best of times, for meeting the requirements of skilled manpower for India's economy and for achieving the aim of inclusive and equitable growth.

The above discussion indicates that vocational education has played a major role in economic development, in developing countries like India, the vocational development program has not been very successful. Though governments have paid much more attention to this sector in the past few years, outcomes are still poor. The vocational development program is facing several challenges; quality of institutions and lack of linkages between vocational development providers and industries are two major problems. Vocational development program programs could serve this purpose by providing the marketable skills to individuals. The NEP 2020 rightly acknowledges the need to meet the goals of access and lifelong learning. However, it needs to be supported by robust structural changes to ensure holistic development of learners. This will consequently lead to greater possibility of global and domestic mobility of skilled human capital, as aspired by the NSQF initially.

Vocational Education & Training (VET) help with bridging the skill gap between work and education. Through properly planned and effectively implemented VET programme, there is a possibility to prepare employable persons for sustained employment. Qualitative skill development of the new generation is a national need. It is now the time to engage all stakeholders i.e. the industry, governments, and the students themselves to construct a roadmap to effectively realise the potential of India's demographic dividend. A young workforce equipped with practical industrial acumen will enhance productivity and play a vital role in building a self-reliant India.

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12.Teacher Education Reforms

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Abstract

NEP 2020 mandates the inclusion of a <u>Bachelor of Education (B.Ed.) degree</u>, introducing several changes in Pre-Service Teacher Education. These changes encompass integrated 4-year ITEP programs, 2-year B.Ed. programs for individuals holding Bachelor's Degrees, and expedited one-year B.Ed. programs for those with equivalent qualifications.

Moreover, the policy advocates for specialized shorter local teacher education programs, along with concise post-B.Ed. certification courses tailored for Special Educators, all of which are accessible through open and distance learning (ODL) platforms. By immersing prospective educators in real classroom environments within their local communities, teachers gain invaluable insights into understanding their student demographic

Keywords: *B.Ed. degree, Pre-Service Teacher Education, integrated ITEP programs, specialized teacher programs, open and distance learning (ODL)*

Introduction

Language Diversity:

NEP 2020 recognizes India's linguistic diversity and advocates for multilingualism in teacher training. The policy underscores the importance of educators being proficient in at least two languages, including regional languages. Central to the NEP vision is the integration of the Indian Knowledge System, which serves as a beacon guiding education towards communities. This integration celebrates traditional learning while emphasizing the significance of knowledge across diverse domains such as mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, governance, and conservation.

Continuous Professional Development:

In acknowledgment of the evolving nature of the world and education, NEP 2020 introduces Continuous Professional Development (CPD) in teacher training initiatives. Teaching is framed as a lifelong journey of learning, necessitating regular training programs, workshops, and opportunities for educators to remain updated with the latest educational practices, technological advancements, and subject matter expertise.

The collaborative spirit of NEP 2020 is evident in its call for cooperation between central and state governments, education boards, and teacher education institutions. Initiatives like the UGC's Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching exemplify

this collaborative effort.
Student's Life: Challenges, Opportunities, and Achievements

Leveraging Learning Platforms:
NEP 2020 emphasizes the utilization of platforms like SWAYAM and DIKSHA to upskill teachers through continuous learning programs. These platforms play a pivotal role in fostering a technologically adept educational environment accessible through ODL.

National Curriculum Framework for Teacher Education:
Introduced in 2021, the National Curriculum Framework for Teacher Education is a cornerstone of NEP 2020. Developed by the National Council of Educational Research and Training (NCTE) under the Ministry of Education's guidance, this framework offers structured guidelines for teacher education institutions, with a commitment to regular updates every 5-10 years.

Ph.D. Program Enhancement:
NEP 2020 acknowledges scholars as educators and mandates the incorporation of compulsory credit courses focused on teaching within Ph.D. programs. This framework aims to elevate teaching as a specialized field, with dedicated training for leadership and management positions. In essence, the National Education Policy 2020 paves the way for a dynamic and empowered teaching fraternity, poised to lead the nation towards educational excellence in the transformative era of Amrit Kaal 2047.

Literature Survey
Importance of teachers in National Education System
In any national education system, teachers are the cornerstone of student development and academic success. They play a crucial role in imparting knowledge, nurturing skills, and fostering positive attitudes among students. Teachers not only deliver curriculum content but also act as mentors and role models, guiding students through their educational journey. Their ability to create engaging learning experiences and provide individualized support is essential in catering to diverse student needs. Beyond academics, teachers instill values of respect, responsibility, and lifelong learning, preparing students to become active contributors to society. Their dedication to continuous professional growth ensures they stay updated with evolving educational practices and technologies. Ultimately, teachers' influence extends beyond the classroom, shaping the future of the nation by equipping students with the knowledge and skills needed to thrive in a competitive world.
Benefits of teachers in the NEP System?

Incorporating teachers into the NEP system brings numerous benefits to education. Teachers are instrumental in implementing curriculum reforms effectively, ensuring that educational goals align with the needs of students and society. Their expertise in pedagogy and subject matter enables them to adapt teaching methods that cater to diverse learning styles, fostering a more inclusive and equitable classroom environment. By promoting professional development opportunities, NEP supports teachers in staying abreast of best practices and innovative approaches, thereby improving overall educational quality. Integrating teachers into the NEP framework thus ensures that education remains responsive to societal changes while empowering educators to create meaningful educational experiences for every learner.

Conclusion

Teachers' role is critical in helping students achieve their goals and in the transformation of the nation. The chances of success in reforms in policies and the nation are only possible because of the people facilitating it at the grassroots level. Therefore, teachers play an essential role in executing it properly at the grassroots level and creating the impact that's required to be created.

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