
NATIONAL EDUCATION POLICY 2020: TRANSFORMING HIGHER EDUCATION

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ABSTRACT

National Education Policy 2020 (NEP 2020) stresses that for holistic development of an individual, it is important to incorporate necessary skills and values in each stage of learning from the school education to higher education. Department of Higher Education (Ministry of Education) takes initiatives for quality of higher education and promotes academic reforms through Universities, Colleges and institutions of academic purpose. University Grants Commission is responsible for maintenance of the standards of university education in India, with its head office located in New Delhi and decentralized operations in six regional centers at Bengaluru, Bhopal, Guwahati, Kolkata, Hyderabad and Pune. This paper emphasizes the role of the major organizations, institutions in India, which are working for the quality of the higher education as suggested by the NEP 2020. Furthermore, the transformation in higher education is possible by applying holistic development of learners, multidisciplinary approach, flexible curriculum, assessment reforms, research and development and many more initiatives which are the key pointers of higher education in NEP 2020. This paper also focuses on the importance of various life skills which can be incorporated for the holistic development of the learners, which is the need of the society.

Keywords: Higher Education, Holistic development, Learning, Assessment, Learner, Multidisciplinary Approach, Life skills

INTRODUCTION

Incorporating best practices from global scientific and technological development in education specially in higher education is the need of the society. National Education Policy 2020 (NEP 2020) stresses that for holistic development of an individual, it is important to incorporate necessary skills and values in each stage of learning from the school education to higher education. Therefore, restructuring in curriculum and pedagogical aspects is suggested for implementation in National Education Policy. These curricular and pedagogical restructuring is the basis of learners' holistic development. Role of various organizations and institutions are crucial for providing quality education. Responsibility of Higher Education is shared by both the center and the states. Standards determination and coordination in the Universities and Institutes/ Colleges is entrusted to the UGC and other statutory regulatory bodies.

Major Organizations of Indian origin are University Grants Commission (UGC), Department of Higher Education, National Council of Educational Research & Training (NCERT) and constituents of NCERT, National Council for Teacher Education (NCTE), and many more are responsible to provide quality higher education, which is the need of the present day.

DEPARTMENT OF HIGHER EDUCATION

Department of Higher Education (Ministry of Education) takes initiatives for quality of higher education and promotes academic reforms through Universities, Colleges and institutions of academic purpose. Its main objective is to increase the Gross Enrolment Ratio (GER) in higher education. The main categories of Universities/ University level institutions are Central University, State University, Private University, Deemed University, Institutions of National importance, and Institutions under state legislation Act are for academic purposes.

Major initiatives taken by Department of Higher Education such as-

- **AISHE:** All India Survey on Higher Education (AISHE) is conducting survey since 2010-11. It is an annual web-based survey to check the status of higher education, by covering all the institutions which are imparting higher education in India, data is collected on various aspects of education such as students' enrollment, examination, infrastructure, results.

Educational development indicators such as Gross Enrollment Ratio, Institution density, Pupil-Teacher ratio, Gender Parity Index, Per Student Expenditure are calculated from the collected data through AISHE. These results are useful for making Policy and research for development of education sector.

- **SARTHAQ (Students' and Teachers' Holistic Advancement through Quality Education):** SARTHAQ is for school education will be a support base for quality higher education.

EMOTIONAL INTELLIGENCE FOR TEACHER EDUCATORS

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ABSTRACT

Understanding self, managing emotions, character development and respect for others are the foundations of a progressive and healthy society whereas there are multiple instances of being self-centred, violence and out of control emotions hamper the peace and harmony in the life of people. To mitigate the negative aspects emerging from uncontrolled emotions, children from their early age need to be taught the ability to read emotions in others, to value others' needs, to care for fellow human beings, to show compassion and to exercise self-restraint. These are qualities that possess proven benefits and are relevant to and appreciated in all human societies. An individual who has control over impulse of emotions will be able to take another person's perspective, leading to tolerance and acceptance of differences. This can lead to the development of a community wherein people live together in mutual respect and peace. Working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial in the present scenario. For helping students to acquire the skills of emotional competencies, teachers need to be trained in Emotional Intelligence, in the first place to manage their own emotions and those of others. Emotional Intelligence is as relevant for teacher educators as it is for the teachers and learners.

Keywords: Emotional Intelligence, Teacher Educators, Positive Learning Environment, Emotions, Self-Awareness

INTRODUCTION:

In recent years, the concepts of emotions, emotional intelligence and managing emotions in the workplace have gained a lot of attention in the education sector. The teachers and learners are human beings with their own needs, requirements, desires and variety of motivations. Salovey and Mayer, first used the term "Emotional Intelligence" in 1990 they described it as 'a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's own thinking and action'.

Emotional Intelligence or EI is the ability to understand and manage your own emotions, and those of the people around you. People with a high degree of emotional intelligence know what they are feeling, what their emotions mean, and how these emotions can affect other people. Goleman (1998) believes that emotional intelligence appears to be an important set of psychological abilities that relate to life success. It is empathy and communication skills as well as social and leadership skills that will be central to our success in life and personal relationships, rather than high Intelligence Quotient.

CONCEPT OF EMOTIONAL INTELLIGENCE:

Charles Darwin was the first to recognize the value of emotions. He noted that the emotional system energizes behaviour needed to stay alive. Emotions cannot be stopped; they happen instinctually and immediately in response to situations and people. It is important to understand the term emotion, which is involved in the concept Emotional Intelligence.

Emotion: Emotions can be experienced in three phases, cognitive, affective and conative. Cognitive refers to the knowing aspect, affective refers to the feeling aspect and conative refers to the striving aspect. We understand, we feel and we act. In an emotional state, the central aspect dominates and it is highly pronounced.

Emotions are indispensable to our behaviour. Our behaviour is directed by our emotions. Whatever our mind is thinking, whatever our heart and body is feeling is reflected through our behaviour or actions. Emotions are responses to stimuli or situations that affect a person strongly. It can be beneficial or harmful depending upon its nature and intensity.

Woodworth (1945), Emotion is a moved or stirred up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer."

Robert Plutchik considered that all human beings experience basic eight emotions and other emotions are the outcome of combination of these basic emotions.

These eight basic emotions are:

ICT-BASED TEACHING LEARNING RESOURCES AND PLATFORMS IN SCHOOLS AND HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

Information and Communication Technologies are playing important role in teaching-learning process, with the development of technology and the need of the society, the integration of ICT-based teaching-learning resources for effective teaching-learning process are the requirement of the day. Educational Institutions equipped with digital resources have an advantage to provide e-learning to the learners and they are benefitted by the use of different virtual platforms such as Learning Management System. This paper explains the Digital Initiatives in Higher Education and ICT-based teaching learning resources, challenges in using ICT based teaching learning resources and measures for teachers and learners to overcome these challenges for effective teaching learning process so that instructional objectives can be achieved efficiently by using digital technologies.

Keywords: Information and Communication Technologies, Learning Management System, Teaching learning resources, Virtual Classes, Digital Resources.

Introduction

In this 21st Century, the term ICT is an important integration in many fields including Education. National Policy on Education 1986, which was modified in 1992, emphasized the requirement of educational technology for improvement of quality of education. The important role of ICT in school education has been highlighted by the National Curriculum Framework 2005. ICTs is playing significant role in teaching-learning process. With the development of technology and need of the society, the integration of ICT-based teaching-learning resources for effective teaching-learning process are the requirement of the day.

Information and Communication Technologies (ICTs)- ICTs are all devices, tools, resources, services which are digital and those which can be delivered through digital forms, and can be used for achieving the goals of education.

These include such as hardware devices connected to computers, different software applications, digital contents, internet, radio and Television services, Learning Management System and many more.

ICT supported learning: Various technological tools and resources which are used to transmit, to store, to create, to share the information in ICT supported learning.

These technological tools include computers, internet, radio, television and many more. ICT supported learning can be beneficial for inclusive classrooms where different kinds of needs are fulfilled by using them.

Digital Resources: ICT based learning resources should be integrated as required by the curriculum and it. Use of ICT resources for teaching-learning process, such as web-enabled laboratories for Physics, Chemistry, and Biology subjects should be promoted in schools as well as higher educational institution. Developed digital teaching-learning resources in the form of e-books or flip books for different subjects should be available.

Animated lessons, interactive games, presentation slides or graphics involvement of these can enhance the learning. Use of Audio-visual aids such as simulations, videos or different combinations of the above should be included in the classroom instructions whenever required. Digital resources can help to teach abstract concepts.

Virtual Labs- It is an initiative of Ministry of Education under the National Mission on Education through Information and Communication Technology. Virtual Labs benefits of all the learners and faculty members of Engineering and Science institutes who lacks of good labs facility or instruments. It provides an interactive simulation environment for performing experiments, collecting data and assessing it in any time anywhere.

Virtual Labs uses simulation technology for creating real world environment and problem-solving skill. It has over hundred virtual labs and approximately seven hundred web-based experiments to give remote access in Science and Engineering institutions. Learners are benefitted due to no requirements of any kind of infrastructure because it can be accessed through internet.

OLabs- The basic idea behind Olabs is that experiments can be taught by using internet. It provides experiments in Physical, Biological, Chemical Sciences of the learners of 9th -12th grades. Alignment of content is to NCERT/ CBSE and State Boards Syllabus. Website for the Olabs can be accessed at



CONTRIBUTION OF OPEN AND DISTANCE LEARNING TO INDIAN EDUCATION: A STUDY OF CHALLENGES LYING IN 21ST CENTURY

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Abstract: This paper highlights the importance of open schooling and distance learning which is gaining importance by the day. It is now time to optimize e-learning opportunities, which involve not only teacher-student interaction, but also many forms of technologies such as multimedia, advanced information and communication tools and online classrooms and guidance. This added many advantages to open and distance learning as majority of the younger population is familiar with computers and other related media, which makes it easier for them to comprehend what is being taught. At a time, where the world is reeling under the burden of an unfortunate pandemic, it is the need of the hour to focus on a form of education that is within the reach of the masses. Therefore, in this paper we dwell into the details of open learning, exploring challenges coming to its way and suggesting the areas in which it can be made more impressive and popular.

Keywords: open and distance learning, paradigm shift, challenges and suggestion.

I. INTRODUCTION

Beginning of modern formal school education is assumed in the middle of the 19th century with the promotion of English education which was carried on in princely, wealthy and elite groups in different parts of the country. Although native forms of education were also imparted through the Gurukula and other systems in previous centuries, commonly available for all through spiritual institutions. The number of people attending school was limited those days. It was after independence in 1947 when an inclusive and more comprehensive system of education was adopted to cater the needs of people from different regions. Constitutional provisions, especially Article 45, played a noteworthy part in promoting universalization of elementary education along with all forms of facilities. Certainly, implementation of NPE-1968 and 1986, SarvaSikshaAbhiyan (SSA), District Primary Education Programme (DPEP), Mid-Day Meal Scheme (MDMS), Teacher Education Scheme (TES) Kasturba Gandhi BaalikaVidyalaya Scheme (KGBVS) and many more efforts have worked well in the country (Vil'anilam, 2012), however, many unavoidable situations like- high population, poor socio-economic background of people, drop- out, wastage, stagnation, lack of awareness, ignorance, agriculture based economy and high communication gap in remote, hilly and tribal areas did not allow India to achieve the target set for universal education. Despite major enrollment of children in primary and upper primary classes, high dropouts are still on the way. These schemes have met, no doubt, the massive educational needs of millions of children, the target is yet to be achieved, hence, open and distance mode of learning is attracting the attention of all stake holders i.e. planners to educational institutions to learners in accepting this mode as an alternate and a hefty shift in Indian school education in every aspect.

II. OPEN AND DISTANCE LEARNING: CONCEPT, NATURE AND CHARACTERISTICS

The term open and distance learning and its definition are relatively new in the field of education, having gained prominence only in the past 15 to 20 years (ODLIntro, 2000). Due to linguistic and geographical differences a range of commonly used terms are available for open and distance learning, like: correspondence education, home study, independent study, external studies, continuing education, distance teaching, self-instruction, adult education, technology-based or mediated education, learner-centred education, open learning, open access, flexible learning and distributed learning. Thus, educational philosophy of open and distance mode of learning encourages more choices to be given to learners which may include:

- Use of modern audio- visual aids
- Flexibility in place and time
- Owned pace of learning
- Student support and guidance through face- to- face interaction via technology; and
- Entry and exit points (ODLIntro, 2000)

TEACHING IN 21ST CENTURY

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8.

Current Status, Problems and Issues of Teacher Education

Mandira Gupta*

Introduction

India's got a teacher education programme and here's what the government is doing about it. We've known it for years. For a variety of reasons best known, schools simply do not attract the quality of teachers they need. The rapid growth in the number of schools further worsens the situation. The number of private schools in India increased by 35% between 2010-11 and 2015-16. Primary and upper-primary school districts now have nine lakh open teaching positions. India is the second most under-resourced country in the world when it comes to teachers, according to a UNESCO assessment. Unfortunately, it reflects in the

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caliber of the pupils as well. 50% of V graders cannot read material from 2nd grade or do basic subtraction problems. With several systemic issues plaguing the education sector, it's virtually impossible to address the situation in a hurry. So, when the government announced a change to how the B.Ed. programme in India should run, all and sundry had an opinion to give.

Status of Teacher Education

As a result of teacher education and teacher training, trainees are provided with the information they need for them to be successful both in the classroom and in the community. Teachers' education is a hotly debated issue in many countries, a reflection of both the emphasis nations and cultures place on preparing young people for life and the fact that education systems spend a lot of money. On the other hand, the degree of state involvement over Teacher Education varies. To be sure, the state has no direct influence over what or how new teachers are taught because it falls under the purview of universities. These discrepancies can include instructors being taught in methods that would be considered inappropriate if they were used in schools, or teachers being trained by individuals with little or no classroom experience. For example, the state may mandate the abilities that all teachers must know or the substance of 'Teacher Education' courses in some systems, making 'Teacher Education' highly controlled. "Teacher Education" should be seen as an all-encompassing activity that includes both theory and practical components (Pawar, 2012).

Until recently, the proper way to describe teacher preparation activities was a matter of debate. Teacher