

# NATIONAL EDUCATION POLICY 2019 : A STEP TOWARDS ENHANCEMENT OF QUALITY IN HIGHER EDUCATION



Chief Editor  
**Dr. B.K. Loksha**



# **National Education Policy – 2019 : A Step towards Enhancement of Quality in Higher Education**

The volume of the scholarly papers presented on  
17<sup>th</sup> March 2020 on National Level Seminar held at  
BGS Auditorium, SAC College, Nagamangala

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# **National Education Policy – 2019 : A Step towards Enhancement of Quality in Higher Education**

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## **The Management**

The establishment of Sri Adichunchanagiri College of Arts & Commerce in the lovely and serene atmosphere of Sri Adichunchanagiri Kshetra in 1975 was a discovery of an oasis in a desert for the students in and around Nagamangala Taluk. The college is a sample of Gurukula system even in the modern times. The college was established under the auspice of Sri Adichunchanagiri Trust, a reputed religious, social and cultural institution in Karnataka State. The then President of the trust His Holiness Jagadguru Sri Sri Sri Balagangadharanatha Swamiji started the college with the Prime intention of providing higher education to the rural students who were deprived of the same for want of accessibility.

The present 72nd pontiff of Sri Adichunchanagiri Mutt and the president of SAC Trust(R.), His Holiness Jagadguru Sri Sri Sri Dr. Nirmalanandanatha Maha swamiji, a great visionary and an ocean of knowledge, is giving a new dimension to the institution with a cultural-spiritual touch and a scientific outlook.

Today, higher education is no longer a luxury but a necessity. Our Swamiji has made higher education not only accessible but also affordable to the rural students. Majority of the students at Kshethra are borders of the mutt.

## **The Place**

To comply with the policy of having a First Grade College in every Taluk Headquarters the college was shifted to Nagamangala town in 1988.

Majority of the students are commuting every day from various corners of Nagamangala Taluk and even from the adjacent taluks like Mandya, K.R.Pete (Mandya Dist), Turuvekere & Kunigal (Tumkur Dist), C.R.Patna (Hassan Dist) etc., Thanks to the Govt. of Karnataka for providing concessional bus-pass to students.

## **The College**

In 1975, B.A degree course had HEP, HES & HEG combinations. B.Com degree was also introduced in the same year. Presently, there are HEP, HES, HEG & HEE combinations. B.Sc., Degree was introduced from the academic year 2006-07 with PCM & PMCs., as electives. BBA Degree was introduced from the academic year 2011-12.

Post-graduation course in commerce (M.Com) was started from the academic year 2014-15. The college is permanently affiliated to the prestigious Mysore University.





## **About The Seminar**

One Day National Level Seminar On “National Education Policy – 2019: A Step towards Enhancement of Quality in Higher Education” With NAAC Collaboration, Organized by Internal Quality Assurance Cell (IQAC).

The important issue of Indian Higher Education system is to maintain the quality and take into level of excellence, so that the students can compete in the global market. The Higher Education system shapes the future of the country by redrawing the academic landscape providing greater opportunity for employment in colleges’ universities and in the society at large. Currently the Higher Education sector in India is facing a quality crisis. Universities and colleges should now strive for quality enhancement to match up to the global competition in the field of Higher Education.

### **Topics For The Technical Sessions**

1. Need for and Key issues of New Education Policy in India (Session-1)
2. Impact of New Education Policy on the quality of Higher Education in India (Session-2)

### **Sub-themes and areas of discussion**

1. Implications of NEP on Curriculum development
2. Promotion of research under the NEP
3. NEP – 2019 and Trans disciplinary Education System.
4. NEP–2019 and Regulatory System in Higher Education.
5. Role of affiliating Universities under the NEP
6. Types of universities and Colleges under NEP-2019
7. Faculty Upgradation to meet the mandates of NEP
8. Evaluation system under the NEP
9. The new role of accreditation agencies
10. Role of Teacher in quality enhancement.



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|| Jai Sri Gurudev ||



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## Divine Message

I am delighted to know that Sri Adichunchanagiri College of Arts & Commerce is conducting One Day National Level Seminar on 'National Education Policy – 2019: A Step towards Enhancement of Quality in Higher Education'. The universal nature of knowledge as imparted through a comprehensive and interlinked education system which is a key factor for the preparation of students to be effective members of society. Motivating and empowering faculty to achieve quality in higher education is important.

Education is a window to knowledge and progress in the modern society. The population who are deprived from the education has no opportunity to increase their overall knowledge and achieve success in particular cycles of life in the society. The human brain absorbs new information from the environment, processes it on the basis of their perception with an outcome of various thoughts, emotions, ideas and feelings. With this context every individual needs to learn.

National Education Policy aims at bringing uniformity among all the educational institutions which contribute for the transformation of nation into a sustainable and knowledgeable society with the provision of highest quality of education to everyone. The policy has the vision of building a curriculum which is ecstatic, meticulous and assessable in nature and which can be accepted by all irrespective of any geographical location, caste & creed. This enhances the competency and overall development of the students.

On this occasion I wish that all the delegates participate wholeheartedly in the deliberations and interact with the learned resource persons. We beseech the Divine blessings of Lord Kalabhyraveshwara Swamy and Poojya Guruji. May God bless you all...

Ever Yours in the Service of the Lord,

**(Sri Nirmalanandanatha Swamiji)**



# PREFACE

The higher education system in India has grown in a remarkable way, particularly in the post independence period, to become one of the largest systems of its kind in the world. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values, ethics and quality of higher education, together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century. Recognizing the above and the basic fact, that the Universities have to perform multiple roles, like creating new knowledge, acquiring new capabilities, producing an intelligent human resource pool, through challenging teaching, research and extension activities so as to balance both the need and the demand, In view of these issues, the National Education policy will meet the needs of higher education system with regards to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.

The book “National Education Policy – 2019: A step towards enhancement of quality in higher education” is completely new and far sighted to change the “Educational Landscape” and prepare the youth to meet “Present and future challenges”, is said to be guided by the goals of “Access, Equality, Quality, Affordability, and accountability” and will look at education as a “Single organic continuum from pre-school to higher education”. Ensuring universal access to education of “High Quality” is stated to be the topmost priority, as quality and equality are” considered central to sustainable development, achieving success in the emerging knowledge, economy and society, and for building an equitable, just and humane society.



My sincere gratitude to his holiness Jagadguru Sri Sri Sri Dr. Nirmalanandanatha Mahaswamiji, Pontiff, Sri Adichunchanagiri Mahasamstana mutt, Sri Sri Purushothamanandanatha Swamiji, General Secretary, Sri Adichunchanagiri Shikshana Trust (R), Sri Sri Prasannanatha Swamiji, General Secretary, Sri Adichunchanagiri mutt for their generous and wonderful blessings and inspiration at various stages of this National Level Seminar. My sincere thanks to Director and officers of NAAC for their kind co-operation. Personally, I express my deepest gratitude to Dr. N.S.Ramegowda, CEO, Sri Adichunchanagiri Shikshana Trust (R), Prof. Rajendra, HOD of Commerce and Seminar Co-ordinator for their wholehearted service for the success of the seminar. I record my sincere thanks to Prof. Ramakrishnegowda, HOD of Political Science, Dr. M.K.Manjunath, HOD of Kannada, Sri Sunil Kumar M. P., HOD of English, Dr. N.G.Prakash, Special Officer CMJ, CP Grams., & E-Janaspandana, DCE, Bengaluru, Dr. Roopa Patavardhan, Assistant Professor, Dept. of Economics, School of Business Studies and Social Sciences, CHRIST (Deemed to be University), BGR Campus, Bengaluru, who assisted in editing the papers. I would like to express my thanks to advisory committee, organizing committee and to my sincere teaching and non-teaching staff who extended encouragement throughout the seminar. I hope that your presence would add value and new dimension to this National Level seminar.

**Dr. B.K. Lokesh**  
Principal

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# A Study of Teachers' Perception on Quality Enhancement in Higher Education



- Dr. K.M.Jagannath
- Krishna Murthy. M
- Pooja M.N.

## Introduction

India has the second-largest system of Higher Education in the world. It has 322 university-level institutions, more than 14,000 colleges and having more than 8 million direct and full-time students. For such a large and diverse system, developing a national quality assurance mechanism and implementing the process are need of the hour (Stella, 2004). In the 1990s, “Internationalization” and “Globalization” became a major theme in Higher Education policy debates and Higher Education research. Higher Education policy is still formulated primarily at the National level and it still not only reflects but also emphasizes the particular customs and circumstances of individual countries (Enders, 2004). It has widespread concern on the quality and relevance of the Higher Education. Consequently, the National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of University Grants Commission (UGC). Its purpose is to assess and accredit institutions of Higher Education and to assess the quality of education they offer. But the most important thing is to know the perceptions of teachers on Higher Education policy because teachers, and students, are the main pillars of this education system and their opinion and perception can fill the gap of, where we are, and what we want to be, in the future. So this paper is concentrating on the teacher’s perception regarding quality enhancement in Higher Education.

## **Literature review**

Much research work has been conducted regarding quality enhancement and related field. According to Sangeeta et.al (2008), the concept of educational quality is multi-faceted and multi-dimensional with respect to conceptualization, assessment and measurement and it is difficult to be assessed through one perspective. Srikanthan and Dalrymple (2003) opined that the term quality in Higher Education should meet the expectations of quality from the perspectives of different stakeholders. It includes users of the product, investors; users of outputs, employees etc., Harris et al., and (2005) made a study on experienced secondary school teachers and investigated their current and early perceptions of professional identity. Most teachers' current perceptions of professional identity are reported if teachers explore the way they see themselves as subject matter experts and ethical experts. Monahan (2010) suggests the university embodies the broad idea of engagement. It is important not only to engage the students in courses but also to engage with the community and to “bring knowledge to deal with social and economic problems.” According to Turpin, S. L. N. (2005), the assessment processes are designed to ensure the quality of teachers and improve professional performance in the classroom. Teacher assessment systems are not connected to other school initiatives, although teachers and Higher Education are a key factor in ensuring student success. According to Georgina & Olson (2008) over the last ten years, technology in Higher Education has seen the potential of educational institutions to affect the successful transfer of skills and technology, through the systematic development of technical infrastructure. Sakthivel et al. (2005) proposed a quality model for educational institutes based on the TQM concepts with the quality dimensions including top management commitment, course delivery, campus facilities, courtesy and customer feedback improvement.

## **Objectives**

The following are the main objectives of this study:

1. To analyze teachers' positive and negative perceptions regarding Higher Education.
2. To understand the role of the Higher Education system in developing the personality of teachers and students.
3. To find some suggestions for quality enhancement in the Higher Education System.



## Methodology and Study Area

To achieve the stated objectives a sample survey has been conducted with a structured questionnaire. Total number of sample respondents were fifty. Among them, twenty-one are female and remaining twenty-nine are male respondents. All respondents are working in teaching profession in the university level and their minimum qualification was post graduation. The locale of the study was restricted to Mysore University. Since all are highly educated and well versed on the research objectives and need for the study, they have co-operated wholeheartedly, to furnish the needed information for the study. The collected data are arranged on a tabular form to arrive the meaningful analysis. Percentile method is used in this study and perception was measured on a five-point scale.

## Challenges for Quality Enhancement

The following are the main challenges for quality enhancement of Higher Education:

1. Overcrowded classrooms.
2. Language barrier- teaching unknown language than the students' mother tongue.
3. Lack of teaching materials and deficiency in curriculum.
4. Shortage of qualified teachers.
5. Exorbitant cost of getting quality education.

## Data analysis

The analysis are made based on demographic characteristics, positive perceptions and negative perceptions upon quality of Higher Education.

**Table-1**

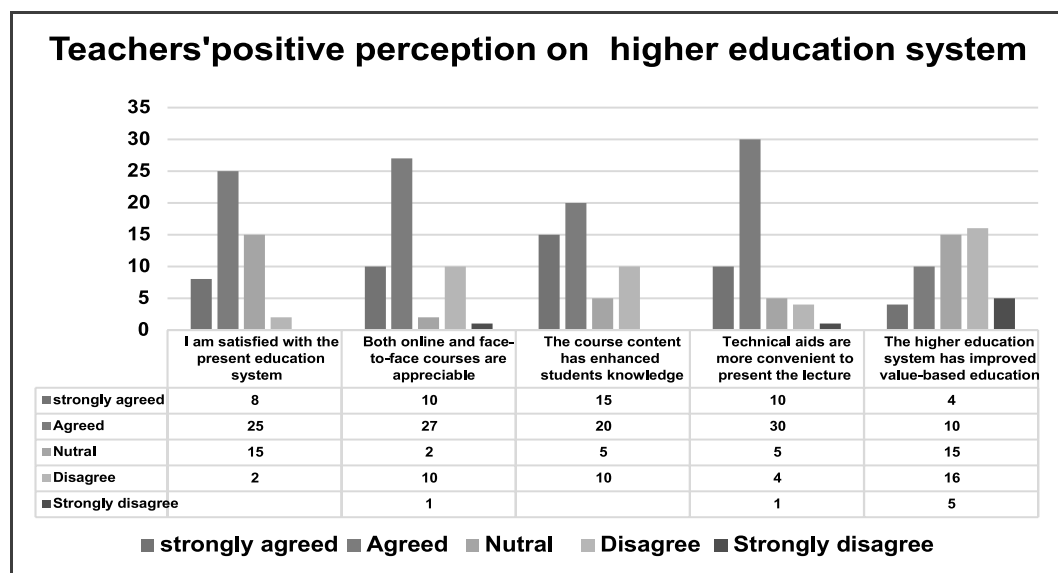
Demographic characteristics

Particulars		Frequency	Percentage (%)
Age (year)	Below 30	22	44.0
	Between 31-50	21	42.0
	Above 50	7	14.0
	<b>Total</b>	<b>50</b>	<b>100.0</b>

Gender	Male	29	58.0
	Female	21	42.0
	Transgender	00	00.0
	<b>Total</b>	<b>50</b>	<b>100.0</b>
Education	Post-graduation	18	36.0
	Post-graduation with PhD	27	54.0
	Postdoctoral degree	5	10.0
	<b>Total</b>	<b>50</b>	<b>100.0</b>
Intentionally chosen the teaching profession			
Yes	46	92.0	
No	4	8.0	
<b>Total</b>	<b>50</b>	<b>100.0</b>	

(Source: Field survey)

**Table-2**

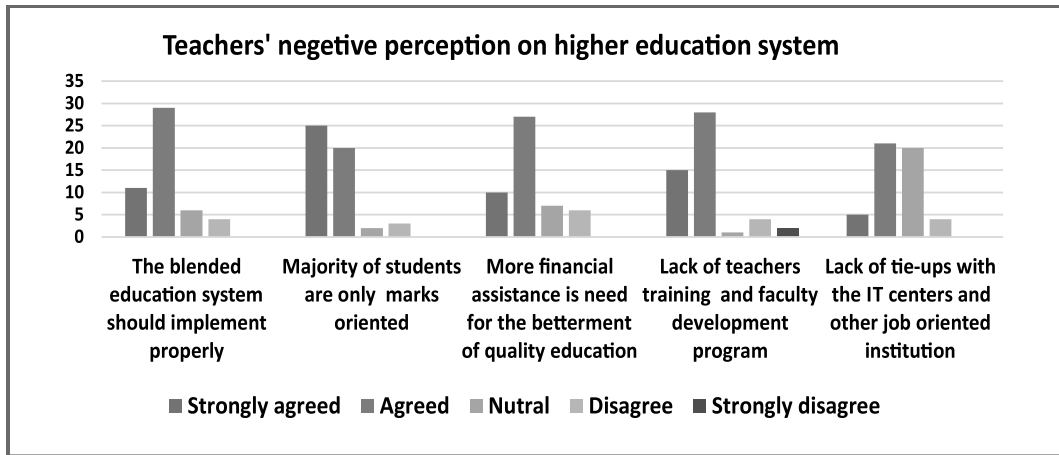


(Source: Field survey)

Table-2 depicts the teacher’s positive perceptions on higher education. Fifty percent of the respondents opined they are satisfied with the present education system. Regarding online and regular courses, their opinion shows in the present scenario both courses are equally important so that higher education system reach to all persons. Regarding the course contents of education majority of them supported

that the existing structure balances the requirement of students. About technical aid majority of the respondents expressed their view that teaching aids are need of the hour, it improves the quality of teaching, and students can understand the lecture with minimum time. Regarding value based education majority of the respondents opined that in the present juncture the higher education system has not improved the value-based education. Today everyone is expecting value based education and it should be included not only in primary level but also are extended to higher education level.

**Table-3**



(Source: Field survey)

Each coin has two faces; similarly, the perception level of human being may be positive and negative. The negative perceptions regarding the higher education system also studied using five-point scale. Table-3 highlights the negative perceptions of the respondents. Majority of the sample respondents are not satisfied about the implementation of blended education system and opined it should be implemented properly so that its benefit can be reap. The respondents’ strongly opined majority of students during these days are marks oriented and they are not interested to study the subject in depth. To achieve this they prefer to get ready-made notes rather than detailed textbooks authored by eminent persons. The major obstacle to get quality education during these days is financial assistance. In spite of governments support to avail educational loan from bank, majority of the brilliant students would not come forward to avail it because of cumbersome formalities. If teachers are more learner-centered, their students are more likely to take deep approaches to learning-those associated with students understanding, retaining, and being able to

apply what they have learned. Majority of the respondents opined lack of teachers' training and faculty development program tarnish the quality in higher education system. The education system should be such, which should give an opportunity for employment soon after they complete their course. For this purpose, the institutions should tie up with IT or other industries. Majority of the respondents opined industry institution coordination is lacking in the present system of higher education. Due to this, institutions are producing students, which are not acceptable by the industry.

## **Findings**

The following are the findings of the study:

1. Teachers adopt the present education system. However, they are expecting new innovative methods and techniques to reach their goals.
2. There is ample scope for both face to face education system and online system
3. Need based course content should be included.
4. Maximum use of technical aids enhances quality education.
5. There should be significance for value added education.
6. Importance should be given for faculty improvement program and research.
7. Students' ultimate aim should not be to score high marks in the examination.
8. The education policy should be teacher and student friendly
9. For tie up between industry and institutions is needed.

## **Suggestions**

The following are some of the suggestions:

1. There is a need for value-based education in the current higher education system. They also expect transparency and in all its policies and practices.
2. The higher education policy should be implemented with an integrated education system and globalized curriculum.
3. Since most students are job seekers, higher education policies should work to provide them with employment.
4. Create awareness of the professional course as it builds professionalism among the students.
5. Examination pattern should be changed.

6. Observations should be made with the present curriculum to what extent are students academically stressed or challenged?
7. Universities work should not be restricted to prescribe syllabus, conducting examination and awarding degree. They should focus their attention towards need-based education.
8. Political motive government support to students will not help to improve the quality education.
9. More and more importance should be given to vocational and need based courses.

## **Conclusion**

Today every country is struggling hard to enhance the quality of education in their respective country. The Government allocates every year a huge share of budgeted amount for giving and strengthening of quality education to people. However, still there are plethora of challenges a country has to face to meet global level competition. Bright students going abroad to acquire higher education and majority of them will settle their itself. The government has been extending several facilities to the students to attract and retain in the higher studies. This improves their enrolment percentage for higher education level. But the most important aspect should be quality along with quantity.

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\* \* \* \* \*

# Enacting Curriculum Development with National Educational Policy - 2020



- N.R. Rohith
- B.S. Shashwathi

## Introduction

Every course needs a curriculum, which means a proper defined outline with the objective of gaining some relevant knowledge from the course. In simple, Curriculum development is a step-by-step process to enhance the knowledge in the student through a course. Curriculum development is a process involving the activities like conceptualizing the curriculum, selecting and organizing the content, material and learning experiences suggesting the method and ways of providing these experiences, evaluating the learning outcomes in terms of attainment of desired educational objectives.

Many of the educationists have defined curriculum development keeping the key role of providing a quality education through a proper channel. Rogers and Taylor defined curriculum development as – ‘Curriculum development describes all the ways in which teaching or training organization plans and guides learning. This learning can take place in groups or with individual learners. It can take place inside or outside the classroom. It can take place in an institutional setting like school, college, training center, or in a village or a field. It is central to the teaching learning process.’

## Background of the Study

Now-a-days many institutions are offering new courses in order to meet the needs of industries. It also becomes essential to the institutions to provide the course for the aspirants, which provide a better opportunity in terms of their

career development. However, one should not always look in to the need factor and make decisions but, a careful analysis of the environment is essential. We see many institutions are developing the course just without a proper curriculum and we can see many courses offered with are developed with over loaded curriculum. Whichever is the situation but burden has been moved to the students. Hence, a careful investigation is necessary to provide and to ensure quality education, which serves the purpose of overall development of the economy.

## **Objective of the Study**

To discuss the role of National Education Policy on implication of Curriculum development is the main objective of this paper

## **Gap Analysis**

Analyzing various perspectives of curriculum development, we see majorly two angles. One is course without a proper curriculum and another being a course with over loaded curriculum. Hence, this gap can be overcome with the help of National Education policy.

## **Challenges faced by Higher Education Institutions in Curriculum Development:**

Increasing graduation rates and levels of educational attainment will accomplish little if students do not learn something of lasting value. By concentrating so heavily on graduation rates and attainment levels, policy makers are ignoring danger signs that the amount that students learn in college may have declined over the past few decades and could well continue to do so in the years to come. The reasons for concern include:

1. College students today seem to be spending much less time on their course work than their predecessors did 50 years ago, and evidence of their abilities suggests that they are probably learning less than students once did and quite possibly less than their counterparts.
2. Employers complain that many graduates they hire are deficient in basic skills such as writing, problem solving and critical thinking that college leaders and their faculties consistently rank among the most important goals of a higher education.

3. The majority of the students want to get a job after finishing their education. They do not like starting their own business because they are of the view that they cannot become a businessperson and face the challenges during the circulation of their business. The absence of Entrepreneurship abilities is halting the progress of our country in several fields.
4. In higher education system, we can observe that there are no sufficient collaborations with industries and foreign universities to fill the gap in terms of developing curriculum.
5. There are institutions with inadequate infrastructure for promoting research as a part of their curriculum. This is another challenge for enhancing quality in curriculum.
6. Obsolete, inelastic curricula and the lack of employer arrangements in the course content and skills development.
7. Pedagogy and assessment are focused on input and rote learning; students have little opportunities to develop a wider range of transversal skills, including critical thinking, analytical reasoning, problem-solving and collaborative working
8. An ineffective quality assurance system and a complete lack of accountability by institutions to the state and central government, students and other stakeholders.
9. Our narrowly specialized institution of excellence such as IITs IIMs and AI-IMs, and IISc serve less than 0.5 percent of the total students enrolled in colleges and universities -out of 35 candidates appearing for CAT, only close to one candidate is admitted in IIMs. Out of 65 candidates, one is selected for IIT course.
10. In Indian education system, seats are reserved for reserved cast and rich students. The education system should give equal chance to all students irrespective of their cast and creed.

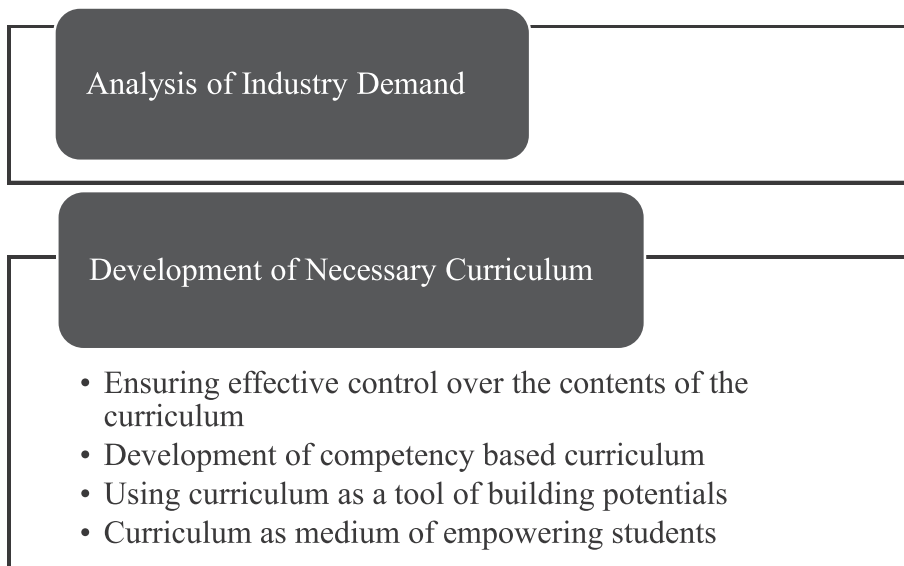
### **Highlights of National Education Policy in terms of Curriculum Development and to overcome the above-mentioned challenges:**

- ✓ Development of Concept of ‘Learning without Burden’ which was suggested by the MHRD Yashpal Committee report 1993
- ✓ Reduce curriculum load in each subject to its essential core content, in order

- to make space for more holistic, experiential, discussion-based, and analysis-based learning
- ✓ Sensitizing students towards increased flexibility and choice of subjects to study across the arts, humanities, sciences, sports, and vocational subjects
  - ✓ No hard separation of content in terms of curricular, extra-curricular, or co-curricular areas
  - ✓ No hard separation of arts and sciences, “vocational” and “academic” streams
  - ✓ Home language/mother tongue as medium of instruction
  - ✓ Bilingual approach for those whose language is different from the primary medium of instruction
  - ✓ Incorporation of relevant excerpts from great works of Indian literature throughout the curriculum
  - ✓ Inculcate scientific temper and encourage evidence-based thinking throughout the curriculum
  - ✓ Encouraging towards music and art and use of technology for bringing art to more students
  - ✓ Incorporating physical education, mind-and-body wellness, and sports into the curriculum
  - ✓ Incorporating games, puzzles, and problem-solving activities into the curriculum
  - ✓ Incorporation of ethical and moral principles and values
  - ✓ Development of Constitutional values in all students, and the capacities for their practice
  - ✓ Integration of digital literacy
  - ✓ Basic health and safety training, as a service to oneself and to those around them
  - ✓ Incorporation of Indian knowledge systems into the curriculum
  - ✓ A new paradigm of assessment for learning and development
  - ✓ Formative assessment to continually improve teaching-learning processes
  - ✓ National Testing Agency strengthened to conduct college and university entrance examinations
  - ✓ Establish topic-centered and project-based clubs at Institutions

## Framework for Curriculum Development:

The below framework can be used as a basic tool in developing a Curriculum. However, the steps might be enhanced further based on the environment demands.



## Conclusion:

Curriculum Development plays an important role in ensuring quality of a particular course. But, the fact is, many of the institutions are developing the courses just to increase the enrolment ration and not giving importance towards quality in teaching and research. Many institutions are offering courses which are very narrow in terms of availing the opportunities for the students' career development. In this scenario, the overall efficiency of the Higher Education System is deteriorating. It's high time that this issue needs to be addressed and necessary initiatives have to be taken in order to strengthen the curriculum and develop quality further. However, Government of India has now taken steps in ensuring the same. National Educational Policy 2019 is one such tool of GOI in terms of ensuring quality based curriculum development. Effective utilization and implementation of the policy needs to be achieved in order to fulfill the objective of NEP.

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# A Study on Impact of NEP-2019 on Higher Education



○ Sunil Kumar M.P

## Introduction

Education becomes a very relevant ownership of the younger generation. NEP prepares for a new India, which P.M. requires for the next twenty years, this Policy needs to be valued. Major utility for another 20 years. NEP -2019 proposes, a three language Policy, states that three languages, must be taught, early on until Grade 6, urges a nationwide implementation will promise multilingual communicative abilities.

The draft prepared by Committee chaired by K.Kasturirangan. This Policy makes at aiming India a Knowledge superpower by equipping students with the necessary skills and Knowledge, it also focuses on eliminating the shortage of manpower in: Science, Technology, Academics, and Industries. The draft Policy is built on the foundation pillars of: Access, Equity, Quality, Affordability and Accountability.

The extent of NEP- 1986, which was modified in 1992, required changes to meet the contemporary and futuristic demands of India. The principles on which the Policy itself has been made, draft NEP-2019 journey of 4 years, January 2015. Culmination of it has been K.Kasturirangan Committee constituted in June 2017. An Online platform was called by MY GOVERN, 39,000 suggestions came within a period of 26 January to 31 of October 2015. Grass root level consultation by going to village level. Thematic question addressed for Village block, Taluk, District, Urban local bodies and on the State level. Thirty-three themes initially identified for both School and Higher Education. The foundation principles are laid on fifth foundation principles.



## **Quality Education**

The approaches have been one of looking at education in a continuum, rather than looking at education, into various Subsectors by which it stands. This particular policy has been extremely comprehensive, in its coverage of School Education, Higher Education, and Professional Education. This includes Agriculture Education, Legal Education, Medical Education and Technical Education.

### **The Coverage of this Policy**

The coverage of this Policy has been so comprehensive. The key take away in School Education is that early childhood care and Education has been sorted to be integrated with in the Ministry Of Education, change in the nomenclature from MHRD to MOE. The reason was that of many sectors of Education, which seems to lie outside the periphery of HRD, but is an integral part of Education itself.

### **Stages in Early Childhood**

So early childhood care for 3 to 5 years old, 3 to 6 years old into School Education itself a major change focusing on certain foundation skills those children should have. As the new structure of 3+3+3+4.

The first stage of 5 years, 3 to 8 years, as the foundational stage. This stage looks at discovery of learning; learning by playing would cover 3 years old. Activity based learning children actually acquire , neuroscience ,child brain develops at this stage , it takes on cognitive and various other aspects ,which would later on be very important in life , this is a critical stage. The foundation of literacy and numeracy skills is a mission mode approach in NEP, for this purpose there is National Tutors Programme, Remedial Institution Aid programme, and nutrition has been very critical to strengthen on the foundational level of 3 to 8 years old. 8 to 11 (Preparatory Stage), then the Middle 11 to 14 years, 14 to 18 years. From 3 to 18 looking at the entire spectrum of School Education has a single continuum. The journey of learning for a child is not segmented. Restructuring is more for Curricular and Pedagogical reasons.

For infrastructure, first given the size and complexities of our country, the school should not be looked at independent units alone, but should be looked at as a school. In School Education Governance, change is also discussed. Having a proper regulatory body, having accreditation System is also discussed.

Achieving a literacy Society by 2030 is the main goal. Restructuring of Higher Education system into Tier II, Tier III, and I. Tier I focuses on Research, the thrust would be on research. In a period of 5 to 10 years, 150 to 300 such Institution will be able to match Global Institution. Tier II talks about Teaching Universities, but not, without little bit of teaching. Tier III will be purely Colleges, but Autonomous Degree Granting Colleges.

A massive new focus on Research. National Research foundation to propose Research in all the subject areas, mainly focusing not just on Science and Technology, but also on, Social Science, Humanities and in other areas. The idea is to spread the research culture at UG level.

### **Three Language Formulas**

Three Language Formula has come with Kothari Commission recommendation after 1964. This Committee report quotes that Commission recommendation three-language formula was a symbiotic relationship between languages. Clear partition of languages between Southern and Northern languages.

Kothari Commission was advocating that, students of North should study one language, from State and vice versa. The third language, which ought to be having, the nature of other region languages in Public Schools became the foreign language. Basic essence was to promote, regional languages, which was taken in a wrong way. Classical languages and Modern languages, emphasis on promoting Classical languages and to promote regional languages. Focus has to be on symbiotic relationship of languages.

### **Provision of foundation learning**

Provision of foundation learning is extremely important. Integrated School is very less concerned in this Policy. Early Childhood care and Education is a positive step towards progressive step, to develop literacy, and numeracy skills. The Policy is also proposing to increase the age or rather the class of compulsory Education to Grade 12. Increasing the age de facto to age 18 as of now, it is 16 years.

Excellent provision of NEP firstly is the revamping of teacher Education that is extremely important. Early beneficial is the separation of functions of Government. Currently it is the founder, Operational, Producer, assessor and regulator. Now the

Government will be founder and Operator, but it will not be regulator. Regulation of Government and Private Schools is not different. State School regulatory body should be looking into accreditation of Government Schools. Right from the beginning of this entire exercise formulation of a new Education Policy which has now been called as a draft NEP- 2019, it has been through citizen engagement, which is a deviation from the past. Common man views were never taken into board. Education is a particular theme, which touches the life of each household, because someone or the other is having a brush with education.

T.S.W.R. Subramanian Committee report and the Ministry of Human Resource Development (MHRD), the K.Kasturirangan Committee has proposed the NEP policy document.

Today's technology is becoming a key element in the context of education, whether it is related to training of: Teachers, Extending Education, Enrichment of Students, or Managing Universities System.

NEP prepares for a new India, which the Prime Minister requires this Policy needs to be valued. NEP- 2019 proposes a three language Policy. It states that the three languages must be taught early on until Grade 6, it urges a nationwide implementation of this Policy. This Policy promises multilingual communicative abilities. Three language formulas was adopted in National Policy 1968, but was not fully implemented NEP- 2019 urges a nationwide implementation. Education is in concurrent list and it is not just a State Subject.

Centre can frame Education Policies. Continuous building is an on-going process through NEP. Education falls into concurrent list. Every stakeholder is consulted to give suggestions, views and inputs. NEP voices the views of every single stakeholder in this Country.

### **Impact on School Education System.**

The great potential for the development of the mind, brain, creative aspects and nutrition development opportunities exist at age 3, 4, and 5, which should be strengthened tremendously. Promotion of literacy and numeracy in those years. Constitution amendments should be there, focusing more on quality rather than quantity. The Policy talks about National Scholarship funds. Financial support to students for Higher Education.

NEP is divided into two parts: 1) School Education  
2) Higher Education

School Education has many Policies for Scholarship and such other kinds. The elementary Education talks about 6 to 14 years. A natal and pre-natal study. This Policy talks about Teacher Education Programmes B.Ed. has certain norms. M.Ed. courses should also be taken seriously in this Policy. Professional and Liberal Courses. Debate is there on Professional aspects.

It is already stated in Vision NEP- 2019 has been crafted to ensure ,that it touches the life of each and every citizen, consistent with their ability to contribute to many growing developmental imperatives of this country and towards creating a just and equitable Society on the other, It's Aims are to foresees an India-Centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

### **NEP-2019 is broadly divided into four parts:**

School Education, Higher Education, Additional Key Focus Areas, and Transforming Education. Article 26 states that everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit.

### **In Chapter one**

Early Childhood Care and Education, the foundation of Learning. The age period of 6 years, it is the critical period of development. This is a crucial period of development of the child. The study conducted on 30,000 children shows strong and direct correlations between exposure to pre-school education and retention rates and attendance.

### **Universalization of the Pre-Primary Education**

This policy aims to universalize the pre-primary education by 2025, and provides foundational literacy for all by 2025. It proposes new Curricular and

Pedagogical Structure covering the children in the age group 3-18 years. Grade 1-2 is considered as foundational Stage; Grade 3-5 as Preparatory Stage; Grade 6-8 as Middle Stage and Grade 9-12 as Secondary Stage.

## **Universal Access and Retention**

Universal Access and Retention with 100% Gross Enrolment Ratio for all school education by 2030. Language can be learned by children quickly between the age group 2-8 years their retention level is higher and multilingualism has benefits for students at this level of growth. So, a three –language formula has been proposed.

## **Multilingual languages teaching**

This Policy proposes the teaching of multilingual languages and literature like Tamil, Telegu, Kannada, Malayalam, Odia, Pali, and Prakrit in Schools.

It has been proposed to set up a State School Regulatory Authority (SSRA). The new policy aims to take into account the consultation of 800 Universities and 40,000 colleges into around 15,000 large, multidisciplinary institutions.

## **Three Types of Higher Educational Institutions**

NEP proposes three types of Higher Educational Institutions (HEIs): Research Universities, Teaching Universities and Autonomous degree-granting colleges. NEP-2019 provides autonomy to all Higher Education Institutions. Higher Education Institutions to be governed by Independence Boards with complete academic and administration autonomy.

National Research Foundation (NRF), an autonomous body to be set up through an Act of Parliament. National Education Commission or Rashtriya Shiksha Aayog –an Apex body to be constituted. This Commission to be chaired by the Prime Minister and it will comprise eminent Educationalists, Researchers, Union Ministers, Chief Ministers of States, and eminent Professionals from various fields.

MHRD to be re-designated as the Ministry of Education (MoE). Public investments to be increased by both Central and State Governments by 20% of overall public expenditure over a period of 10 years.

## **Stages in Childhood**

In the present policy, 6-14 years of children are covered but new NEP-2019 the School Education will cover children of 3-18 years also, which is an added advantage and a boon to the children for right to education. In this Policy, it covers Early Childhood Care and Education (ECCE) and four years secondary education. This would facilitate to play and discovery-based learning for the children of age group 3-18 years. In this system, emphasis is led on mother tongue-based education and oral language development.

## **Language Learning**

The NEP-2019 focuses on, online learning, as an alternative to regular classroom interaction, between teachers and students. Twin objectives of cutting cost and increasing enrolment is achieved in this policy. Aims to promote and protect our culture through the study of mother tongues, regional and classical languages. A four years integrated stage and subject –specific rigorous teacher education programme will be offered in multi-disciplinary institutions.

## **Better Engagement of Private Sectors**

NEP-2019 drafts talks about better engagement of the private sector and provisioning for Government funding for Research and Development work through a proposed national research funds. Professional education will become an integral part of the Higher Education System.

## **Stress on Creativity**

This Policy proposes largely for creativity, oral activities for the pre-primary grades, reading hours for Grades 1-3, with an additional hour for writing starting only in Grades 4 and 5. It contradicts evidence suggesting that young children be taught: listening, speaking, reading and writing simultaneously, and not sequentially. Instead, the document recommends recruiting volunteers and community members to support the acquisition of early literacy. Volunteers can be used, but cannot be a primary mechanism to deliver foundational literacy to students.

## **The National Research Foundation (NRF)**

The National Research Foundation (NRF) is tasked with “Permeating the culture of research and innovation” and addressing societal challenges.

The Constitution puts education in the Concurrent List, giving authority and responsibility to both the States and the Centre. In promoting the study of regional languages, the importance of English is neglected. Those who are fluent in the English language live in households with three times higher income than those without any knowledge of English.

## **Expanding the RTE Act**

Expanding the coverage under the RTE Act to include pre-school children is extremely important, but should perhaps be introduced gradually, keeping in mind the quality of infrastructure and teacher vacancies. Amendment of the Act can perhaps wait for a while. The idea of setting up the Rashtriya Shiksha Aayog is crucial in order to integrate the approaches and programs of multiple departments.

Language issues have to be handled sensitively in view of their emotional overtones, as witnessed recently. Draft National Education Policy will play a critical role in the transformation of the Indian education system. It is expected to help India in reaping its demographic dividend.

## **Highlights of NEP-2019:**

- Path breaking reforms Recommended.
- Inclusive participatory consultation Process.
- Ensuring affordability and fixing accountability.
- Ensuring Equality and Quality.
- Restructuring of Higher Education Institutions.
- Rashtriya Shiksha Ayog Proposed.
- Development of Core Capacities.
- Major reconfiguration of Curricular and Pedagogical Structure.
- No Imposition of Hindi on any State.
- Excellent Research and High Quality Teaching.
- Creation of Accreditation Eco-system.
- National Research Foundation Proposed

## **Defects**

It lacks discussion about, what it takes to prepare teachers, to successfully teach foundational literacy, in a multilingual country. Instead, the document recommends

recruiting volunteers, and community members, to support the acquisition of early literacy. Volunteers can be used, but cannot be a primary mechanism to deliver foundational literacy to students.

It misdiagnoses the causes, behind the severe learning crisis - namely poor school and teacher accountability. There is no fundamental reform proposed for revamping the accountability structures for schools. Instead, the NEP provides school management committees (SMCs). SMCs already mandated under the RTE Act are ineffectual.

With the democratization of knowledge and availability of technology for easy access to information, the draft should have focused more on how to teach and not only on what to teach.

The National Research Foundation (NRF) is tasked with “Permeating the culture of research and innovation” and addressing societal challenges. However, there is no mechanism, such as innovative curricula or extension units, for tier II or tier III institutions to work on local problems. It has no access or accountability to people or their representatives.

The Constitution puts education in the Concurrent List, giving authority and responsibility to both the States and the Centre. However, the draft had robbed the States by creating an excessively centralized structure of authority and vesting overarching powers with the PM-led Rashtriya Shiksha Aayog (RSA).

In promoting the study of regional languages, the importance of English is neglected. Those who are fluent in the English language live in households with three times higher income than those without any knowledge of English. By ignoring this, the Draft NEP-19 has laid out a “language trap”, which will create social inequality and impede economic growth due to loss of the demographic dividend. The report does not emphasize enough the role and importance of state governments in imparting education to the masses.

## **Challenges in Implementation**

Draft NEP recommended doubling of public funding to 6% of the GDP and increasing overall public expenditure on education to 20% from the current 10%. This is desirable but does not appear to be feasible in the near future, given that, most of the additional funding has to come from the States.



The report has appealed to philanthropists and companies to route their corporate social responsibility (CSR) funds to supplement government efforts, but it forgets that such funds will not be ideologically neutral.

Expanding coverage under the RTE Act to include pre-school children is extremely important, but should perhaps be introduced gradually, keeping in mind the quality of infrastructure and teacher vacancies. Amendment of the Act can perhaps wait for a while.

The idea of setting up the Rashtriya Shiksha Aayog is crucial in order to integrate the approaches and programs of multiple departments. However, bringing medical or agricultural or legal education under one umbrella is likely to be met with stiff opposition. Language issues have to be handled sensitively in view of their emotional overtones, as witnessed recently.

## **Conclusion**

Suggestions of the Draft National Education Policy will play a critical role in the transformation, of the Indian education system. It is expected to help India in reaping, its demographic dividend. However, the Draft National Education Policy has certain sore points that need to be relooked at for the benefit of teachers and students alike.

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# A Critical Evaluation of National Education Policy - 2019



○ Ashraya. S. Chakrabarty

## Introduction

A draft national education policy released by Indian Government this month calls for fundamentally restructuring the country's higher education system and boosting its research capacity, doubling the gross enrollment rate from 25 to 50 percent by 2035, and substantially increasing expenditures on public education, which currently account for 10 percent of all government spending. The draft policy from recently re-elected prime minister Narendra Modi's Government envisions increasing that proportion to 20 percent over a 10-year period.

While the report focuses mostly on building up India's own higher education capacity, it also revives a long-stalled idea of inviting top-ranked foreign universities to operate in India and suggests legislation will be introduced to this effect. American universities have long watched with interest to see whether there will be a liberalization of rules regarding foreign universities' entry into the country.

Experts on Indian education welcomed the 484-page policy plan in principle, while emphasizing the immense difficulties the government would face in implementing it.

The draft National Education Plan as "a welcome document. It has done a good job in thinking out of the box to reform Indian higher education by progressively seeking to dismantle the 'two-boxed' system of separate research institutes and universities. There has been little creation or circulation of new knowledge within universities. Over the years, the universities became increasingly distanced from societal needs and have been reproducing graduates without necessary skills required in the workplace, including academics with Ph.D degree. without necessary research skills."

At the same time, it is agreed with an assessment from Oxfam India's education specialist, Anjela Taneja,<sup>1</sup> who wrote in an op-ed, "The sheer scale of changes expected, the rapid timeline, the absence of a strong mechanism for hand-holding states on this journey and the probable inadequate budget raises questions on the full implementation of this policy. India's history is littered with ambitious education policies that have not been fully implemented. The National Education Policy risks following this tradition, unless the Government addresses the reasons behind the past policy-practice implementation gap and makes conscious efforts to carry all of India on the same road towards improvement in education."

The draft policy, which addresses education at all levels, from early childhood to higher education calls for significant restructuring of India's higher education landscape, which according to the document is currently made up of more than 800 universities and about 40,000 colleges. Forty percent of those colleges offer just a single program of study, and 20 percent have enrollments below 100 students.<sup>2</sup>

The Draft Policy states "The main thrust of this policy regarding Higher Education is the ending of the fragmentation of higher education by moving Higher Education into large multidisciplinary Universities and Colleges, each of which will aim to have upwards of 5,000 or more students". The policy calls for all Higher Education institutions to "evolve" into one of three types of multidisciplinary institutions: Research Universities, Teaching Universities and Colleges. It also calls for building research capacities at all institutions and the establishment of a National Research Foundation.

"The separation in higher education between teaching institutions and research institutions post-independence has caused much harm, as most universities and colleges in the country today conduct very little research," states the report. The report notes that the proportion of GDP devoted to research and innovation in India has dropped over the past decade, from 0.84 percent of GDP in 2008 to 0.69 percent

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1. Anjela Taneja is a Lead Campaigner Inequality / Lead Specialist Essential Services at Oxfam India South Delhi, Delhi. A decade and a half of civil society experience combining policy advocacy and programme expertise. Strong history of work on social accountability and work with civil society networks and movements on education and other essential services. Anjela Taneja is specialized in Education Policy, Right to Education, Working with Networks, Social Accountability, Social Sector, SDG
  2. Draft National Education Policy 2019

in 2014, which is substantially lower than the percentages for Israel (4.3 percent), South Korea (4.2 percent), the U.S. (2.8 percent) and China (2.1 percent).

The draft policy includes a wide range of other proposals, including adopting a more liberal arts-oriented form of undergraduate education; moving away from rote learning in curriculum and pedagogy; improving faculty autonomy and developing a “robust and merit-based tenure track, promotion and salary structure”; increasing institutional autonomy, with institutions to be governed by independent boards; and revamping the regulatory system to only have one regulator for all of higher education.

In the International Education arena, the draft policy re-ups a never-realized plan from almost a decade ago of inviting elite universities -- such as those ranked among the top 200 in the world -- into India. A bill that would have enabled this previously failed to clear India’s Parliament, but the draft policy suggests that legislation to this effect will be reintroduced: “Select universities (i.e. those from among the top 200 universities in the world) will be permitted to operate in India,” it says. “A legislative framework facilitating such entry will be put in place, and such universities will have to follow all the regulatory, governance and content norms applicable to Indian universities.”<sup>3</sup>

Also in the international arena, the report discusses encouraging twinning programs, in which students complete part of a degree at an Indian university and another part at a foreign institution; simplifying visa processes for visiting foreign students and scholars; and encouraging Indian students and faculty to go overseas for short-term programs and exchanges.

Over all, international higher education experts were skeptical in evaluating the draft policy. Alex Usher,<sup>4</sup> described the proposals on his blog as “massive undertakings, both in terms of changing institutional and professional cultures within higher education and changing government priorities.”

“There have certainly been cases where we have seen doublings of expenditure [within] five years before -- including in India -- but these tend to occur during periods of rapid economic growth when all facets of public expenditure are

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3. Though in existence of Indian Universities Act 1904

4. The president of the Toronto-based Higher Education Strategy Associates.

expanding. Doubling expenditures on education as a proportion of total government expenditures is almost unimaginable (and, I am fairly certain, unprecedented) because it likely requires actual cuts in other areas of Government expenditure, which makes it very hard to contemplate.”

In continuation, Mr. Usher enumerated, “But there’s another, more fundamental reason to think this is never going to happen: most education spending isn’t under the control of the all-India government. In total, 85 percent of all education expenditures occur at the state level, and though it is closer to 50-50 in Higher Education, there is simply no way that an all-India government can credibly make this kind of spending commitment.”

Philip Altbach,<sup>5</sup> described the draft policy as “one of probably a dozen reports since Indian independence in 1947. All of them say variations of the same thing, and almost all of the recommendations over the years are, in a general way, good ideas.”

“There seems to be a lot of attention being paid to education at the moment and a heightened understanding in India that if India is going to take advantage of what they call the demographic dividend of having a big number of young people in the population, they have to be skilled up and educated”, everybody agrees in India that;

- a) Gross enrollment rates are insufficient .
- b) The quality of what’s being given out, I’m talking about higher education, but it’s true throughout the system, is by and large inadequate.”

It’s good that they’re thinking these thoughts and hopefully it reflects increased emphasis on what’s happening in education at all levels in the country and that’s important, so one cheer for that,”, and two non-cheers for, it’s just very difficult to do.

## **Key Features of the Draft Policy**

1. The policy covers School Education, Higher Education and Professional Education, which in turn include agricultural education, legal education, medical education and technical education.
2. It also looks at the verticals of vocational education by including teacher education and the research and innovation.

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5. The former and founding director of Boston College’s Center for International Higher Education and an expert on the Indian system

3. The early childcare and education have been sought to be integrated within the Ministry of Education (a changed name has been suggested for the Ministry of Human Resource and Development - MHRD).
4. The policy also tries to focus on certain foundational skills that children should have in the proposed new structure of 5+3+3+4.
5. The first stage of five years (for children of 3-8 years of age) i.e. foundational stage looks at discovery learning and learning by play. The foundational literacy and numeracy skills is a mission mode approach under it that includes National Tutors' Program, remedial instructional aide programmes etc. It considers nutrition as very critical for strengthening the levels of 3-8 years of children.
6. The next stage is Preparatory Stage for the children in the age group of 8 to 11 years (grades 3 to 5) followed by the Middle Stage (grades 6 to 8) for the students in the age group of 11-14 years and the Secondary Stage (Grades 9-12) for students in the age group of 14-18 years.
7. For school education, Governance level changes have also been suggested. A State regulatory authority has been suggested for regulating education in the country. The body will decide the accreditation of different schools. The government will continue to fund and operate education in the country.

### **Main takeaways for Higher Education**

1. Restructuring of the Higher Education system into Tier I, Tier II and Tier III. Tier I includes, research universities focusing equally on research and teaching, Tier II includes, teaching universities focusing primarily on teaching; and Tier III includes ,colleges focusing only on teaching at undergraduate levels. All such institutions will gradually move towards full autonomy - academic, administrative, and financial. The idea is to spread 'research culture' at the undergraduate level.
  2. The policy also talks about National Scholarship Fund<sup>6</sup> to financially support students for higher education.
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6. Presently National Scholarships Portal. National Scholarships Portal is one-stop solution through which various services starting from student application, application receipt, processing, sanction and disbursement of various scholarships to Students are enabled. National Scholarships Portal is taken as Mission Mode Project under National e-Governance Plan (NeGP). Currently, the NSP has nine participating ministry/departments and 21 registered schemes.

3. Promotion of classical and regional languages<sup>7</sup> have been emphasized .
4. The policy also proposes to increase the class of compulsory education up to grade 12 (age-18).
5. The Right of Children to Free and Compulsory Education Act or Right to Education Act - RTE, 2009<sup>8</sup> (represents Article 21-A of the Indian Constitution) made education, a fundamental right of every child between the ages of 6 and 14.
6. The policy aims to achieve a fully literate society where all adults are literates by 2030 or so.

### **Controversy over the Three-Language Formula**

1. The Government has removed the ‘three language formula’ from the draft policy. The three-language formula, dating back to 1968, means students in Hindi-speaking states should learn a modern Indian language, apart from Hindi and English and, in non-Hindi-speaking states, Hindi along with the regional language and English.
  2. The intention behind the formula was for the symbiotic relationship between the languages. One can see a clear partition of languages between the Southern states and the Northern states.
  3. The Kothari Commission in 1964<sup>9</sup> also advocated that students from the north should study one language from the south and students from southern states should learn the northern languages including Hindi.
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7. A classical language is a language with a literature that is classical. According to UC Berkeley linguist George L. Hart, a classical language “should be ancient, it should be an independent tradition that arose mostly on its own, not as an offshoot of another tradition, and it must have a large and extremely rich body of ancient literature.”
  8. The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the Act came into force on 1 April 2010.
  9. The Indian Education Commission popularly known as Kothari Education Commission (1964-66) was set up by government of India on July 14 1964 under the chairmanship of Dr D.S. Kothari Kothari. The objective of Kothari Education Commission (1964-66) was to examine the different aspects of education system in India. The commission was assisted by the experts from countries like UK, USA, USSR, and UNESCO. The commission submitted the report on Indian education system on 29 June 1966. The recommendations of the Kothari commission education reforms become the part of national policy on education in 1968.

4. In the South, especially in Tamil Nadu, there was agitation on the imposition of Hindi.

### **Factors Considered while Framing the Policy**

1. The National Policy on Education, 1986 which was modified in 1992,<sup>10</sup> required changes to meet the contemporary and futuristic demands of India.
2. The policy looks at education in a continuum. The journey of learning for a child is not segmented. The new structure proposed in the policy is from the perspective of curricular and pedagogical reasons, not from the point of infrastructure as there may be schools offering education up to only class 3.
3. At the age of three, four and five, there is a great potential for the development of mind as well as creative aspects in a child. Proper nutrition is necessary for the same.
4. Many sectors of education or touching upon education being outside the periphery of the Ministry of Human and Resource Development (MHRD).<sup>11</sup>
5. As India is at a lower position in the research index, the development of research culture among the students has been taken into consideration.
6. The Government of India, playing multiple roles i.e. funding, producing, assessing and regulating education in the country.

### **Issues in the Draft Policy**

1. There are fewer consensuses on the integration of foundational learning with schooling. In Europe, compulsory education only begins at the age of six. In certain countries like Denmark, Germany and Finland, compulsory education begins at the age of seven.
2. There needs to be a discussion on whether literacy and numeracy skills should be developed during the time of foundational learning.
3. In the draft policy, there is no mention of how the State regulatory body will regulate the government institutions.
4. A constitutional amendment is required to change the limits for compulsory

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10. Regarding Elementary Education, the major objectives of National Policy of Education 1986 are mainly: Universal access and enrolment. Universal retention of children up to 14 years of age and. A sustainable improvement in the quality education to enable all children to achieve the essential levels of learning.

11. The Ministry of Human Resource Development, formerly Ministry of Education (until 25 September 1985), is responsible for the development of human resources in India.



schooling in the country. Also, increasing the limit on higher side.<sup>12</sup> There is not enough capacity in the country to provide for teachers' education. Also, M.Ed., has been given less importance under the policy. The focus has been more on B.Ed.,.

## Way Forward

1. Education is a concurrent list subject. Apart from a consensus between the centre and the states, all the other stakeholders including institutions, public and academicians should also be consulted.
2. Natal and prenatal studies should also be included in the country's education system to ensure awareness about the issues related to mother and infants, considering the high MMR and IMR in the country.<sup>13</sup>
3. There should be a course of Masters of Teacher Education.<sup>14</sup> Also, there is a need to build good teacher training institutions.
4. The Education policy should maintain a symbiotic relationship between the different regions of the country through the study of different languages.
5. The quality of education provided in the country shall be such that it not only delivers basic literacy and numeracy but also creates an analytical environment in the country.

## Conclusion:

Even though the framers of the new policy want to transform our education system in the country, from the draft policy, there is no real transformation which I could foresee in the true sense of the term. The policy as a whole proposes to produce dependents and job seekers. In the past and at present, we continue to produce mostly job seekers from the schools and Higher Educational Institutions. The policy should address this issue of educated unemployment by striking a balance between the job seekers and job creators, while producing the products

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12. i.e., up to the age of 18 is not consistent with the limits across the world. In addition, it is a very expensive proposition.

13. The infant mortality rate has decreased from 9.7 per 1000 live births in 1981 to 1.5 in 2018 while the maternal mortality ratio has fluctuated between 0 and 11.2 per 100000 live births in the past 38 years. Available at <https://www.chp.gov.hk/en/statistics/data/10/27/113.html> visited on 27.01.2020 at 03:05. P. M.

14. This degree path provides the background knowledge necessary to teach the subjects in an elementary classroom (school setting), and provides an introduction to the career of teaching. Teachers have great influence in the lives of children, their families, and their communities, and thus have tremendous ministry opportunity.

from different schools and higher educational institutions. This will enable the country to solve the problem of unemployment which is increasing day by day. That way, we will be able to transform our education system, in the country for the better future, of our youth and save the country from the burden of unemployment and future wastage of human resource or human capital, which is idle or unproductive due to unemployment.

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# Need for and Key Issues of New Education Policy in India



○ Saiyad M Khaji

## Introduction

It is hypothetically said that India has a strong educational structure and premier education. Providing new courses, updated curriculum, and different methodologies, in delivery of quality contents. Moreover, Indian education attracts foreign students from china, Africa Canada and Australia. In fact, if one sees the employability of output, status of unemployment and underemployment, the results are disappointing. Moreover, it is criticized that the resources are not fully available, and lacks of funds and outdated syllabi, and inappropriate teacher-student ratio and lack of infrastructure and corruption in educational system.

So in this article an effort is made to study and evaluate the issues, challenges and factors affecting Indian education policy 2019

## Objectives of the study

1. To understand the status of Indian Education System
2. To evaluate the issues and challenges to Indian Education System
3. To ascertain the possible solutions to resolve the issues
4. To provide suggestions for improvement
5. An effort to evaluate NEP 2019
6. To provide thoughtful opinions and possible suggestions on NEP 2019

## Research methodology

This is an overview of studies conducted on the problems of Indian Education System. This is basically an experiential approach. It uses secondary data for its analysis. Discussions with experts form part of the research work.

## **Scope of the study**

The study exhibits the different structures existing in the Education Sector and their drawbacks. It attempts to narrate the problems in them and the challenges in NEP 2019. The study is concluded with recommendations for effective implementation considering the democratic nature of India.

## **Indian Educational System – A Review**

India is known for its educational excellence. Indian Education has recently gained global recognition with its distinguished diversity character. Different curriculum bodies govern the school education system in India.

They are:

1. The National Council of Educational Research and Training
  2. The State government Boards
  3. Central Board of Secondary Education
  4. The Council of Indian School Certificate Examination
  5. The National Institute of Open Schooling
  6. Islamic Madrasah School Boards
  7. Autonomous schools like Woodstock School, Sri Aurobindo International Centre of Education, Auroville, PathaBhavan and AnandaMargaGurukula.
  8. International schools, under the International Baccalaureate, or the Cambridge
- There are 34 boards of secondary and senior secondary education in India (Studylib, 2017). More than 95% of the schools in India are affiliated to State Boards.

## **Private and Government schools**

There are schools owned by Government as well as private parties (aided and self-financed). In 2006, 19% of Indian children were privately educated. This figure jumped to 38% in 2014 (MHRD, 2016). Private schooling has been growing continuously and found desirable by the people, irrespective of their socio-economic status.

## **International schools**

In January 2015, the International Schools Consultancy listed India as having 410 international schools. More than 95% of the international schools offer a dual curriculum (international and a national curriculum like CBSE, ICSE or State board).

## **Higher Education**

India has about 152 central universities, 316 state universities and 191 private universities. Other institutions include 33,623 colleges, including 1,800 exclusive women's colleges, and 12,748 institutions offering Diploma Courses (Indrail, 2015). The University Grants Commission coordinates, determines and maintains the standards of higher education at various levels. The bodies responsible for the different professional programs are All India Council for Technical Education, Indian Council for Agriculture Research, Distance Education Council, and National Council for Teacher Education, Bar Council of India, Medical Council of India, Indian Nursing Council, Central Council of Homeopathy, Pharmacy Council of India, Central Council of Indian Medicine and Dentist Council of India.

## **Open and distance learning**

At the school level, National Institute of Open Schooling provides opportunities for continuing education to those who missed completing school education. 14 lakh students are enrolled at the secondary and higher secondary level through open and distance learning. In 2012, various state governments also introduced State Open School to provide distance education. At higher education level, Indira Gandhi National Open University (IGNOU) co-ordinates distance learning. It has a cumulative enrolment of 15 lakh, serviced through 53 regional centers. The Distance Education Council an authority of IGNOU is co-coordinating 13 State Open Universities and 119 institutions of correspondence courses in conventional universities.

## **National education policy-2019: Features**

- The policy aims to universalize the pre-primary education by 2025 and provide foundational literacy/numeracy for all by 2025
- It proposes new Curricular and Pedagogical Structure, with 5+3+3+4 design covering the children in the age group 3-18 years. Under this, Pre-Primary & Grades 1-2 is considered as foundational Stage; Grades 3-5 as Preparatory Stage; Grades 6-8 as Middle Stage and Grades 9-12 as Secondary Stage. This is an academic restructuring only; there will be no physical restructuring of schools
- It aims at equitable & inclusive education for every child in the country, with a special focus on under-represented groups (URGs).

- Universal Access & Retention with 100% Gross Enrolment Ratio for all school education by 2030.
- Children learn languages, most quickly between 2-8 years, and multilingualism has great cognitive benefits for students. Therefore a three-language formula has been proposed
- It proposes the teaching of other classical languages and literature, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit in schools
- A new independent State School Regulatory Authority (SSRA) to be created
- It aims to consolidate 800 universities & 40,000 colleges into around 15,000 large, multidisciplinary institutions
- The policy proposes three types of Higher Educational Institutions (HEIs): Research Universities, Teaching Universities and Autonomous degree-granting colleges
- It aims to provide autonomy to all higher education institutions. Higher education institutions to be governed by Independent Boards with complete academic and administrative autonomy
- An autonomous body called the National Research Foundation (NRF) to be set up through an Act of Parliament
- RashtriyaShikshaAayog or the National Education Commission - apex body - to be constituted. It will be chaired by the Prime Minister and will comprise eminent educationists, researchers, Union Ministers, representation of Chief Ministers of States, eminent professionals from various fields
- MHRD to be re-designated as the Ministry of Education (MoE)
- Increase in public investment by the Central and State Governments to 20% of overall public expenditure over a 10 year period
- The policy focuses on online learning as an alternative to regular classroom interaction between teachers and students. It helps in achieving the twin objectives of cutting costs and increasing enrollment
- It aims to protect and promote our culture through the study of classical languages, mother tongues, and regional languages
- The teacher education system will be transformed, with rigorous preparation through a four-year integrated stage and subject-specific programs offered in multi-disciplinary institutions

- The draft talks about the better engagement of the private sector and provisioning for government funding for R&D work through a proposed national research fund
- Professional education will become an integral part of the higher education system.

### **The following are the main problems faced in the progress of Education:**

- Lack of funds:
- Expensive higher education:
- Neglect of Indian languages:
- Problem of Brain drain:
- Mass illiteracy:
- Wastage of resources:
- General education oriented:
- Problems of primary education:

### **Drawbacks in the Draft National Education Policy:**

- The draft policy is silent on the Institutions of Eminence and agencies like the Higher Education Funding Agency
- The policy does not address with sufficient clarity curricular, pedagogical and teacher education-related issues that plague the teaching and learning of early literacy in many Indian classrooms
- The policy proposes largely oral activities for the pre-primary grades, reading hours for Grades 1-3, with an additional hour for writing starting only in Grades 4 and 5. It contradicts evidence suggesting that young children be taught listening, speaking, reading and writing simultaneously and not sequentially
- It lacks discussion about what it takes to prepare teachers to successfully teach foundational literacy in a multilingual country. Instead, the document recommends recruiting volunteers and community members to support the acquisition of early literacy. Volunteers can be used, but cannot be a primary mechanism to deliver foundational literacy to students
- It misdiagnoses the causes behind the severe learning crisis - namely poor school and teacher accountability. There is no fundamental reform proposed for

revamping the accountability structures for schools. Instead, the NEP provides school management committees (SMCs). SMCs already mandated under the RTE Act are ineffectual

- With the democratization of knowledge and availability of technology for easy access to information, the draft should have focused more on how to teach and not only on what to teach
- The National Research Foundation (NRF) is tasked with “permeating the culture of research and innovation” and addressing societal challenges. But, there is no mechanism, such as innovative curricula or extension units, for tier II or tier III institutions to work on local problems. It has no access or accountability to people or their representatives
- The Constitution puts education in the Concurrent List, giving authority and responsibility to booting an excessively centralized structure of authority and vesting overarching powers with the PM-led Rashtriya Shiksha Aayog (RSA)
- In promoting the study of regional languages, the importance of English is neglected. Those who are fluent in the English language live in households with three times higher income than those without any knowledge of English. By ignoring this, the Draft NEP-19 has laid out a “language trap”, which will create social inequality and impede economic growth due to loss of the demographic dividend

The report does not emphasize enough the role and importance of state governments in imparting education to the masses

### **Challenges in implementation:**

- Draft NEP recommended doubling of public funding to 6% of the GDP and increasing overall public expenditure on education to 20% from the current 10%. This is desirable but does not appear to be feasible in the near future, given that most of the additional funding has to come from the States.
- The report has appealed to philanthropists and companies to route their corporate social responsibility (CSR) funds to supplement government efforts, but it forgets that such funds will not be ideologically neutral.
- Expanding coverage under the RTE Act to include pre-school children is extremely important, but should perhaps be introduced gradually, keeping in mind the quality of infrastructure and teacher vacancies. Amendment of the Act can perhaps wait for a while.



- The idea of setting up the RashtriyaShikshaAayog is crucial in order to integrate the approaches and programs of multiple departments. However, bringing medical, agricultural, or legal education under one umbrella is likely to be met with stiff opposition.
- Language issues have to be handled sensitively in view of their emotional overtones, as witnessed recently
- With democratization of knowledge and availability of technology for easy access to information, the draft should have focused more on how to teach and not only on what to teach.

### **Against Semester System**

- The scientific community does not particularly agree with the government on introducing a semester system in schools, clubbing last four standards starting with 9 into one slab and imposing the three-language formula on below the class of 6.
- “While an adequate exposure of ancient Indian educational traditions and institutions is desirable, this may be limited to the need to teach students about significant ancient Indian contributions to early developments in sciences, mathematics, medicine, engineering, agriculture and the fine arts.
- It would also be advisable to include instructions on geo-heritage, archaeology, paleontology and biodiversity of India (in both marine and terrestrial realms) to provide a wholesome view of India and its natural heritage,” the apex science bodies observed.

### **Outdated Syllabi**

- According to them, some of the major issues holding back school education include outdated syllabi, poor or even non-existent infrastructure, poorly trained teachers with abysmally low pay and very harsh working conditions and political interference in syllabus setting, teacher appointment and administration.
- With regard to higher education, the academies felt the classifying higher education institutions (HEI) into research universities, teaching universities and teaching colleges will “perpetuate the damaging distinction like the one we already have between the research institutes and universities.”

## **Research funds**

- The academies also wanted the government to clear the cloud around the creation of national research fund (NRF), an idea that they welcomed as such. But they said the NRF mentioned in the draft NEP and that in the Union Budget early this month do not “look the same”.
- In her maiden Budget, speech Finance Minister Nirmala Sitharaman said research funds available with all research agencies would be brought under the NRF, which the academies would be a bad idea. “Bringing all funding streams under a single monolithic umbrella is fraught with problems,” they observed.

## **Ways to Improve Indian Education System**

- Some of the ways to improve the education system are, focusing on skill development; it is the time for the Indian schools and colleges to stop putting so much importance to the marks and ranks of the students and focus on skill development instead. The cognitive, problem solving, analytical and creative thinking skills of the students must be enhanced. Imparting practical knowledge, practical knowledge is very important to develop a thorough understanding of any subject.
- However, our Indian education system focuses mainly on theoretical knowledge. Revising the curriculum, the curriculum of our schools and colleges is the same since decades. It is the time to change it as per the changing times so that the students learn things more relevant to their times. Classes on developing good communication skills as it are the need of the hour. Looking beyond academics, the education system of our country must look beyond academics. Sports, arts and other activities must also be given importance to ensure the all-round development of students.

## **Conclusion**

Suggestions of the Draft National Education Policy will play a critical role in the transformation of the Indian education system. It is expected to help India in reaping its demographic dividend. However, the Draft National Education Policy has certain sore points that need to be relooked at for the benefit of teachers and students alike.

Weakening institutions, making way for commercialization of higher education and slashing support for educational welfare are adding more misery to this sector while private players are laughing all the way to the bank. Notwithstanding the rhetoric, the present government's report card on education has more misses than hits. How this new education policy brings that change, only time will tell.



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# **Class Experiments: A Learner Centric Curriculum to Facilitate Responsive Undergraduate Teaching and Learning**



- Dr.Roopa Patavardhan
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## **Introduction**

Developments in Science and Technology and access to the internet have transformed the world into a transparent and more competitive platform. The development process has not only brought many significant changes in the economies and ameliorated lifestyles but also has changed people's perception of earning capacity. In this context, education plays a vital role in determining the standard of living of the society. Moretti (2004) concludes that differences in education make differences in the earning capacity (wages) in the job market. Since human capital has a higher Return on Investment (RoI) the role of education became even more significant than what was perceived in the past. Annabi, N., Harvey, S., & Lan, Y. (2007) recorded that, for a long-run steady economic growth, investment on human capital accumulation is essential. Further, it has also been recorded that, learning time and public expenditure on education can both improve human capital accumulation and effective labour supply in the long run. In order to increase the human capital composition in the total labour force, the government allocates funds to ensure quality education is provided to the member of the society. In spite of the efforts taken by the government, the quality of education is very low in most of the emerging economies, and this brings a serious concern on the effectiveness of the education sector in the society. Hence there is a need to revisit the existing methods of education. In this study, the effectiveness of the education is taken from the supply side, i.e. from the delivery of the content of the course and highlights the problem of effective learning and to identify a dynamic teaching strategy, which

best suits the class environment for the holistic development of students as directed by NEP (National Educational Policy, 2019).

Many academicians and researchers in the field of education have raised concerns for research in teaching. Traditional teaching method does not allow the students to think beyond certain limits. Hence there arises the need for a relook into how content is delivered in the class. According to Hughes (1963), teaching is an interactive setting. But unfortunately, only one teaching method (Traditional teaching method) is adopted by many teachers across institutions irrespective of the students learning style (Becker and Watts (1995)).

Lage et al., (2000) identified three different learners in a classroom environment viz: Experiential learners, collaborative and co-operative learners, independent learners. The present teaching method has reduced the contact time in the classroom and made learning restricted within a particular time interval in a class filled with different learning style students. If the institute wants to cater to the requirements of the students effectively, the teachers have to use a different method of teaching a concept (i.e.) conduct experiments (for experiential learners), group assignment (for collaborative and co-operative learners) and self-directed study (for independent learners). The study also shows the importance of the development of multimedia to address this change in classroom delivery. Since students have different learning style, four-time the time we have to spend compared to the traditional lecture method to discuss the concept, which is a constraint the existing institutional structure.

It is not just a difference in the learning style but also reading skill also has an important role to play in academic success. The doctoral thesis of Adams, R.R., (1965) has attempted to understand the relationship between reading skills and academic performance and recorded that reading difficulties have a negative impact on academic performance. The study suggests that collaborative teaching will overcome this problem.

Borg and Shapiro (1996); Ziegert, A. L. (2000) have found a mismatch between teaching style and students learning style and resulted in low interest in the subject. These studies also suggest that teachers should change the teaching style to suit the variety of students learning types. Some may be advanced learners, some may be slow learners, and the method should cater to each type of learner. Moldwin, M. B. (2018) used “Dorm Room Labs” to teach science to non-science

students and used qualitative research methods and found that, learning by doing gives better clarity of concepts than a classroom lecture method.

In the field of economics, students sit in class with simple and negative perception about economics concepts; the majority believe that it's a very abstract, boring and made up of assumption all the time. Because of this, they lose motivation to learn economic theories/concepts. This behaviour in the classroom was due to past experiences in such a subject, which is, has a sound theoretical background. Studies by Hazari, et al., (2010) and Baker, D. (2013) have arrived similar conclusion for natural science subjects. Wilson, K., & Korn, J. H. (2007) reported that the instructor should take into account of individual differences in class attention during traditional lecture method. Studies also found that change in the teaching method increases student's attention during class time. Barr, R. B., & Tagg, J. (1995) criticised the existing college classroom setup known as "Instructor paradigm". The researchers also suggest for a shift from "Instructor paradigm" to "Learning paradigm" where the latter liberates institutions from a set of difficult constraints witnessed in the present classroom setup. The only way to mark a new beginning is to change the way in which the classes been conducted to facilitate the students to learn by whatever means work best for them.

An undergraduate Economics honors course is conventionally designed to facilitate students to develop a strong foundation to pursue research-based higher education courses and for policy formulation. Although they are designed to provide a specialised or advanced professional career in Economics, yet the rigour in research orientation limits the course facilitator's design of the course. Specifically, classes will be dominated by the solemn discussions and lectures for one to one and half hour with profound theories, statistical data and reports. But in the modern world of higher education, research, teaching-learning process, there is a growing need for an interdisciplinary approach. Also with changing requirements of the GENZ: Generation Z students, the traditional 'chalk and talk'<sup>1</sup> method or conventionally known as Socratic method or lecture sessions make classes outmoded.

In this background, the present study has been conducted in a classroom environment to explore the avenues to introduce an interdisciplinary method to certain topics in the course 'Fundamentals of Economic Growth and Development' through a class experiment. Class experiments are acknowledged as one of the

1. A formal method of teaching, in which the focal points are the blackboard and the teacher's voice, as contrasted with more informal child-centered activities

innovative ways to engage students in active learning and knowledge creation by making teaching and learning student-centric<sup>2</sup>.

In this light, the present study has been divided into four sections. The first section introduces the central theme of investigation with a preliminary background, followed by the second section consisting of theoretical and empirical evidence and identifies earlier studies by various scholars and academician in the field of economics education, the third section presents a discussion of results, and the last section highlights the research implications and conclusion.

## **Review of Literature and Methodology**

The second section discusses the relevant literature in the area. Teaching methods are changing beyond the Socrates method to more of student-centric methods or approaches like flip classrooms, activity based learning etc. One such niche approach in undergraduate teaching setting is the use of class experiments especially in social sciences, particularly in the Indian context. However, classroom experiments are widely recognized as an effective method to teach concepts, to evaluate students, for research by many professors in the West.

Laboratory experiments are the general practice in physical, natural sciences and technical courses but the origin of the use of class experiments in economics is an obscure area to be explored. Chamberlin (1948) is acknowledged to be the first to conduct the class experiments with his doctoral students at Harvard on the topic of imperfect markets which generated interest among his students to contribute further advances in the market analysis (Chamberlin, 1948). Further, the advances in the Game theory also have been strongly influenced by laboratory experiments because John Nash and Selten were part of laboratory experiments as subjects as discussed in the biography of John Nash<sup>3</sup>. This innovative approach was later acknowledged by policy makers, academicians and various stakeholders in the field of higher education and resulted in Nobel prize.

“Classroom experiments are effective because students are placed directly into the economic environments being studied” and the effectiveness of classroom experiments in undergraduate economics classes at the University of Virginia was studied (Holt, 1999). Also, “My own confidence in the relevance of what I teach has

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2. As discussed in detail in the second section of this paper.

3. Biography of John Nash – A Beautiful Mind, written by Sylvia Nasar 1998, pp- 149.

increased significantly since I began to incorporate experiments into my classes. And I enjoy teaching more than before” (Holt, 1999). The handbook for economics lectures makes note that “Experiments are a fun way not only to learn but also to teach. They can inspire students to learn more a topic” (Kaplan & Balkenborg, 2010).

Coming to the pool of empirical results on the use of class experiments, the achievements of the two groups of students who were placed in two different teaching methods were compared for the course - Principles of Microeconomics. The first group of students was placed in an experimental method and the second group was placed in a lecture-oriented method. 9 sections consisting of 300 students in total were the subjects. Out of the 9 sections 2 sections were put under the class experiment method and remaining seven sections (241 students) were put in lecture-oriented conventional method. The researchers observed a significant difference in TUCE - Test of Understanding in College Economics, scores of 59 students involved in the experiential sections (Emerson & Taylor, 2004). Further class experiments as a teaching method found that experiments significantly influence overall marks and student achievements in comparison Control group students who were not involved in experimentation (Ball, Eckel, & Rojas, (2005); Durham, McKinnon, & Schulman, (2007)).

The next theme of research in literature is the studies on using class experiments in teaching economics. Using class experiments as teaching method in high schools, it was found class experiments as new teaching methodology in Greek secondary education using art, visual, and project method have helped students to build their perspectives towards the concept and develop a 360 degree dimension of Economics as a subject (Vasiliki, Panagiota, & Maria, 2016). Advancement in the literature is the use of the survey results of economic experiments in classes and how the results acted as guiding principles in revising the teacher training courses in experimental economics. Studies have shown that how class experiments can facilitate revision of teacher training courses in experimental economics by using survey method to collect the student feedback on the same (Jackstadt, Johnson, & Wilson, 2008). There are ample of studies available on use and effectiveness of using class activities and experiments in various areas of economics. A class experiment on “Rationing a free good” (Alden, 2006), experiment with “Money demand and risk” in class (Ewing, Kruse, & Thompson, 2004), experiment on “Markets, Games and



strategic behavior” (Holt, 2007), demonstration of the topic “Price discrimination and efficiency” through a parking game in the campus (Michael, et al., 2005), teaching public goods theory with a classroom game (Pickhardt, 2005). The idea of introducing Economics’ topics to undergraduate students through a learner centric approach in the course Environmental Perspectives was attempted. This was with the intention of “increasing the appeal of economic classes”. The course design involved topics from microeconomics, ecology and philosophy (Harris, 2003). However, this was an entire course designed based on interdisciplinary pedagogy.

## **Identified Research Gap**

Based on the literature reviewed in section one and two, it was found that studies related to class experiments in teaching and learning in the Indian context were few and scanty. Yet few stories are featured in newspapers and social media occasionally<sup>4</sup>. But there was not much focus given to undergraduate level courses, especially in the social sciences stream. Hence, the present study has been conducted to bridge this gap in the existing literature on the Indian context.

## **The objective of the study**

The objective of the study has been formulated on the basis of the research gap identified in the literature review. The objective is as follows.

- To explore avenues to introduce a learner centric method to teach topics of poverty and inequality in the course “Fundamentals of Economic Growth and Development” at an undergraduate level.

## **Methodology**

The class experiment was conducted to introduce topic - poverty and inequality for a class of 65 students. The facilitator noticed the need for such an approach because majority of students were from urban higher income backgrounds, and has exhibited their perceptions in various discussion forums that “all rural people are poor”<sup>5</sup>, and showed awe that “I could not believe my eyes that a family survived on mere 7000 rupees monthly income which is way too less than my monthly rent”<sup>6</sup>. This motivated the course facilitator to undertake the class experiment and put

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4. <https://yourstory.com/2017/03/experiments-with-learning-pindval/>

5. A student had claimed the same during class discussion

6. A student has expressed the same during the dissertation presentation while presenting her results.

students in a scenario of disadvantage. The study was based on a qualitative research design. Response sheets containing a declaration of purpose and open-ended questions with anonymity featured enabled were used to elicit the deeper nuances. Out of 65 students, 45 students recorded the responses. The online survey was opened through institutional Learners Management System (LMS). Collected data were analysed using NVIVO software.

In the words of Morse (1994) “In qualitative research, adequacy refers to the amount of data collected, rather than to the number of subjects as in quantitative research. Adequacy is attained when sufficient data has been collected that saturation occurs”. Hence the study took available 45 responses for further analysis. In addition to this, the method of observation and reporting has also been done to gain better insights into the phenomenon. This approach has been adopted as per figure 1.

**Figure 1.3 – Data in field research**

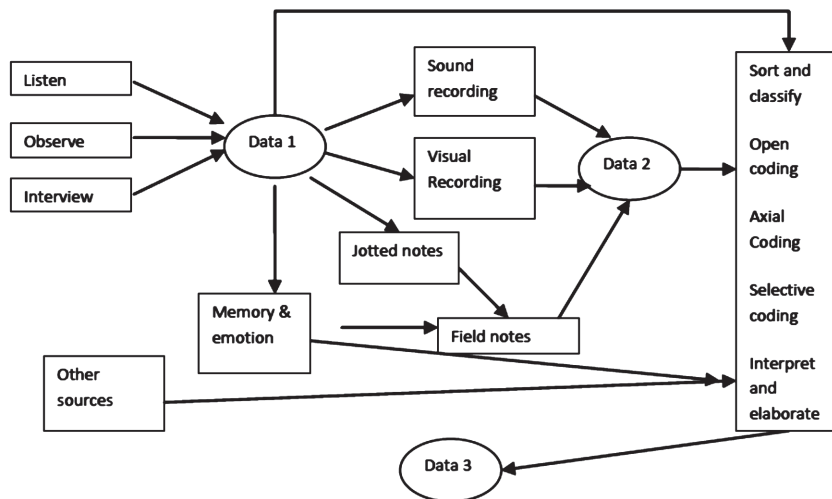


Figure: Data in field research (Data 1 = raw data sense, experience of researcher, Data 2= Recorded data, physical record of experiences ; Data 3 = selected and processed data in the final report)

Source: Adapted from Ellon (1984 a:214) by Neuman (1997) and taken from Neuman ( 1997)

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The class experiment was conducted by providing information that, the students would be given an extension for their Continuous Internal Assessment (CIA) submission, if they can throw their pen cap into the carton box placed near the class whiteboard subject to the condition that, they will be given an only one chance to aim, sitting on their respective seats. No student will be given a second chance, and no one can stand and make an attempt. These instructions were given before the experiment.

An immediate response was from the backbenchers, as they felt it was “Unfair” to be instructed to sit and make an attempt and some of them even bargained with the course instructor either to increase the number of attempts or to be allowed to stand and throw the pen cap. The course instructor used the authoritarian approach in class management, and it was made clear that students must follow the rules of the game, i.e. the instructions are given, and no modifications were allowed. With the instructions been communicated, it was noticed that some students cleverly wanted to shift to a few empty seats in the front rows. However, it was observed these students were questioned by their peers on ethical grounds to change initial positions in this way as these students occupied the last rows in regular lectures. Following the discussion, it was noted that the students on being questioned by their peers, reverted to their regular seating arrangement. Subsequently, the experiment was conducted.

## **Analysis of Data and Discussion**

Data treatment and analysis in qualitative research is considered as challenging and a herculean task. The responses collected through an online questionnaire were downloaded in the text format (.txt) and was analysed using the NVIVO version 10. Coding of the data was done using the creation of nodes, and two sets of responses were analysed. One on the take away from class experiment and another on the response on the classroom experiments as a teaching method. Preliminary analysis was done using the creation of a word cloud. Word cloud is a method of visually represent/present text data; in qualitative research, it is used to identify the word frequencies. Higher the frequency, larger and bolder it will display in the word cloud. Word clouds can also be used as a tool for validation of previous findings (Carmel MacNaught, 2010). Figure 2, represents the word cloud for the first set of responses, where, Poverty the word with the highest frequency followed by the words- Inequality, Activity, poverty, Understanding, Better, have highest

frequencies. It can be inferred that the major take away from the class experiment was to gain a better understanding of the concepts of poverty and inequality through class activity.

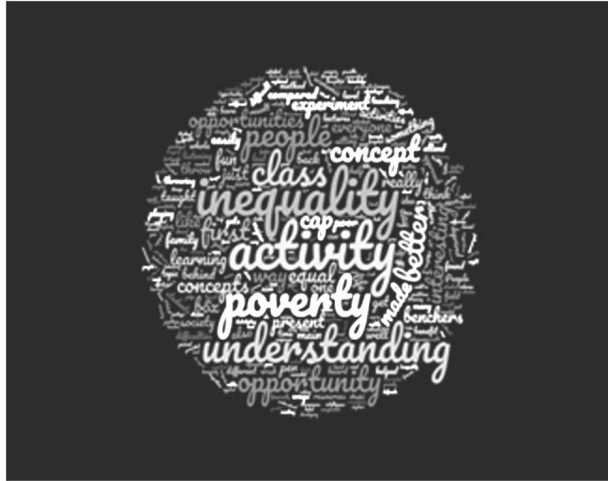


Figure 2: Word Cloud on take away from the class experiment



Figure3 : Word Cloud on class experiment as a teaching method

Figure 3 is the word cloud depicting the frequencies of the words from the responses on class experiment as a teaching method. It can be noted that the word experimental has the highest frequency followed by the word lecture; further, the words – better, understanding, concept are other words which have the highest frequencies. This implies that both methods of teaching have been identified as efficient methods with the highlight of their own merits and demerits.

After analysing the data, five themes have emerged and presented in Figure 4.

62.22% (28) of respondents identified the advantages of the experimental method over the lecture method. However, the reasons for the preferences were different. While few responses stated that, experiments evoke thoughts, others opined that it leads to better comprehension, while a significant number of students mentioned that class experiments are practical and demands active participation of the students, unlike the lecture method. Some of the words used to describe the advantages of the same were: classroom experiments are ‘practical’; ‘creative’ ‘interesting’ ‘insightful’, ‘engaging’, ‘unique method’, ‘better comprehension’. Further few responses also stated that class experiments are learner centric as the concepts are made to be understood through experience. Out of 45 respondents, one respondent explicitly mentioned that “It is learner centric because there are all sorts of implications that come out with these concepts and learning about the Psychology of Poverty or how Businesses can help the poor people is very relevant”.

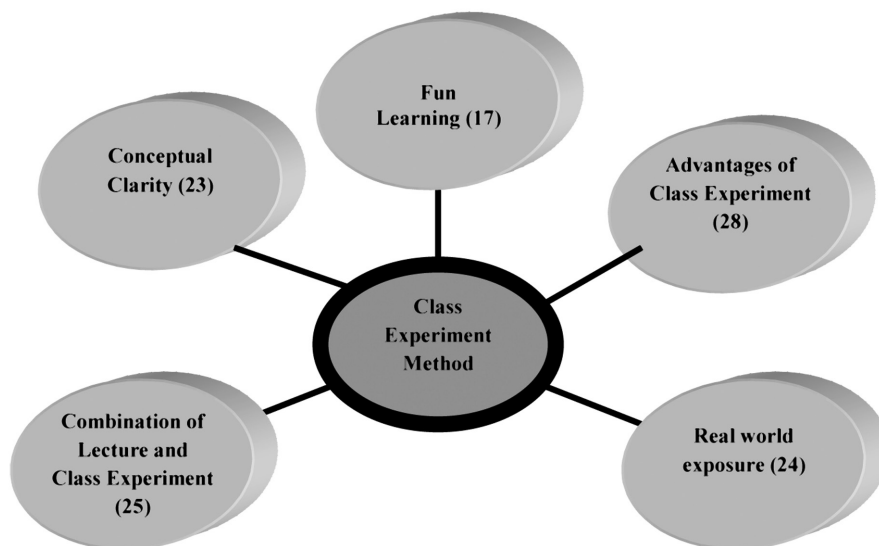


Figure 4 : Themes emerged out of the responses

The second major theme, which had emerged, was “Combination of lecture and class experiment”. This theme highlights the demand for the blend of lecture and experiment method during the delivery of a particular course. 55.55 % (25) of responses were very similar that class experiments and lectures are equally important. ‘Mix up both’, ‘experiment plus lecture’, ‘combination of the two’, ‘amalgamation’, ‘both are equally important’ are few repeated phrases used by the

responses to highlight that, in an undergraduate setting traditional lecture method is one of the major effective means to disseminate knowledge. Considering these responses in an undergraduate setting, it is imperative to understand that respondents are matured seekers of the knowledge and must not be assumed to be fascinated by class experiments as the new method of teaching. However, it was (National Educational Policy, 2019) interesting to note that few responses highlighted that lecture method is more productive as the lecturer is assumed to have extensive knowledge of the topics and also discussion on cases and use of audio-visual tools during a lecture facilitates in broadening the perspectives and fine-tune the existing knowledge.

The third theme on the basis of similarity of responses is the “Real world experience”. 53.33% (24) of responses have drawn attention to have experienced the real world of poverty through the class experiment. Several subthemes have emerged in this theme like ‘firsthand experience of poverty’, ‘how privileged one section of the population is’, ‘lack of equal opportunities’, ‘realizing the other end of the spectrum’, ‘Not everyone gets equal opportunities’. Response 4 affirmed that “It (class experiment) taught me that in the real world there is no level playing field”, response 8 stated that “The activity, in a nutshell, explained the whole life”.

The fourth theme identified was the ‘fun’ element in the class experiment. 37.77% (17) of respondents’ responses evidently made a mention experiment method was ‘game idea’, ‘amusing’, ‘fun activity’, ‘enjoyed’ and ‘mind-blowing’. Activities, quizzes and games in classroom form important aspect to hold the attention span of different learners. Thus class experiment has been successful in this context to attract those learners.

The last theme recognized was ‘conceptual clarity’, under this theme, 51.11 % (23) of respondents were able to identify how initial household asset levels and privileges of certain groups make a huge difference in understanding the disadvantages of being poor or to be precise, respondents identified that they were able to understand “poverty as not mere income deprivation, but how lack of opportunity and freedom can define an individual’s poverty levels”. Response established that “I was able to note how poverty and inequality is a result of certain benefits or advantages in the form of household wealth or intelligence”. Similarly, response 27 wrote “The activity was very interesting and insightful. It made me understand how various income groups have much more difficulties in obtaining

the same facilities or opportunities as compared to someone who is financially well off”. Respondent 24 made mention that “class experiment can be compared to a situation where a person is born in a well to do family and a poor family”. This theme, in particular, implies that this class experiment can be used to introduce Sen’s capabilities approach, which speaks of different freedoms, capabilities and functioning. The responses quoted affirm the same. Further, this class experiment may also be used to initiate the measurement of poverty and the concept of the poverty line and its debate in India.

Qualitative data analysis also involves the identification of dissimilarities among the responses obtained. Few respondents of the study had dissimilar responses and newer dimensions, which are dissimilar from the rest of the respondents. Those responses have been discussed further. In the light of the aforementioned point, there were 11.11% (5) of responses, which reflected inducing the emotion of ‘Empathy’ among the respondents after the class experiment. The respondents in this issue varied in terms of various emotions, which made them, emphasize with poor. Response 10 mentioned “We understood that everyone has different problems and some people are more fortunate than the others”, response 18 wrote “Everyone should get equal opportunity”, response 22 stated “the experiment made us empathize with the inequality prevailing in the people’s lives”, response 28 opined that “The pen cap activity taught me about the large levels of inequality, not just economic but in terms of opportunities and status that exists in society and how indifferent we are towards other’s struggles and sufferings”. In most of the instances in India, individuals who take up higher-level policy-making responsibilities will be the ones who lack first-hand experiences of poverty or the ones who do not have exposure to the varied dimensions of poverty and inequality in the society. So in this light, the above responses evoked by class experiments make a huge impact on understanding the concept of poverty and inequality.

## **Implications and Conclusion**

Research on teaching pedagogy has a lot of implications on classroom delivery in the current scenario as proposed in the new education policy. Undergraduate students have access to plenty of online resources and information available in the digital era, and thus it becomes challenging for the course instructor in conventionally designed programs where students are not given any choice to select courses. There are two major problems: one absence of choice based course



structure and two, maintaining a certain minimum level of in-class attendance for all courses to be eligible for completing the programme. For instance, a student enrolled in Bachelor of Arts (BA) in Economics honors programme for three years has to learn a specific list of courses within economics stream with a specified level of attendance. Students will differ in their areas of interest and may want to pursue an area for specialisation. If a program is designed in such a way where a student who enrolls in the BA programme, must choose specified courses. This arrangement has resulted in a scenario where students are forced to attend a class, which is no interest. In such scenarios especially in undergraduate courses in India, it is a challenging task for the course facilitator to make the teaching-learning process a fruitful one. It was noted from the literature review experiment method is the only method which caters to the needs of all types of learners in comparison to other methods. So in such scenarios course instructors may use a strategy like classroom experiments to make classes more learners' centric and facilitate the creation of knowledge. Class experiments will serve as an answer to the two fundamental questions: one holding the attention of different types of learners and addressing the challenge of teaching a concept in learner centric context as proposed in New Education policy 2019.

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# **Status of Higher Education and teachers' quality enhancement in higher education: a study**



○ Dr.N.T.Krishna Murthy

## **Introduction**

Teachers "role is of prominent importance for the development of society and appropriate changes in the society. They also play a crucial role in the development of the education system as a whole and in imparting and maintaining the standards of higher education. Present Scenario of Higher Education in India It has been found that only 10% of Indian youth go to college. This percentage is 40-50% in developed countries. As per the available reports, two third of the Indian universities are providing sub-standard education while 90% colleges in India are below average. Today, most of the institutions have become factory of degrees only. Students / teachers are running after attaining or providing degrees and not towards the gaining knowledge and wisdom. Attendance in the institution has dropped drastically and classroom teaching is becoming only a ritual, to be followed mechanically. Though, it is said that the destiny of nation is shaped only in the classrooms, very little importance is being given to class room teaching.

The overall scenario of higher education in India does not match with the global quality standards. It does not foster the global competencies and even does not make significant contribution to the national development. The present education system does not match with the needs and expectations of the employment sector. The role of the teacher assumes greater significance in this deteriorating scenario of higher education. It is a daunting task for the teachers to improve the quantity, quality and equality in higher education. It is said that a good teacher can bring the entire world to the classroom.

The teacher being a sculptor has to play multidimensional role to inculcate the nuances of subjects to the heterogeneous cult of students. He has to inspire to students to show interest in their subjects, even if he confronts students who are completely demotivated and dispirited. Quality education is the solution to all the problems and teachers are the main ingredients in giving quality education. Quality Education It is said that quality is not destination, it is a continuous journey. Quality means doing the right things right. Doing things right - is efficiency and doing right things is effectiveness. Quality in education is to learn the right things and to learn them well. It is not good enough to learn the right things only half well and it may be even worse to learn the wrong things well. Quality has become the key word in the higher education.

Today, improving the quality is the biggest challenge before the higher education system. Access to the global economy will depend more on the quality and productivity. This problem can be solved by making available more and more professional skills. Higher education requires special emphasis and has major role to play in determining the quality of life and the pace of development of a nation and the world as a whole. It is the responsibility of the higher education system to ensure that the skills, understanding and output of the students are equal to the best in the world.

Quality education is the education that best fits the present and future needs of the learners. It is the education that provides students with the tools to deal with and find solutions to challenges confronting mankind. In a changing world of rapid technological advances, this means that what was considered quality education yesterday might not meet the standard of what will be understood as quality tomorrow. It should not be regarded as a process of consumption, but as a process of interaction between teachers and students. Quality education can never be a neutral process, it will always be value based. It must aim at giving the students opportunities for personal development and confidence to adapt to new situations as well as change these situations, when they find that necessary. Teachers the success of any education system depends on the quality of teachers, which, in turn, depends on the effective teaching / learning process.

Teachers' role is of vital significance for the development of society and appropriate changes in the society. Thus, the quality of higher education depends upon quality of those who impart it. Teachers are the most important components

of any educational system. Teachers play most crucial role in the development of the education system as a whole and also in imparting and maintaining the standards of higher education. In the present scenario, the ‘personality’ of the teachers has deteriorated. Teaching is considered as one of the noblest professions but unfortunately, this profession is losing its status in the society because of modernization, political influence, Castism, corruption and other unfair means. For many teachers, especially in medical and dental sciences, teaching profession has become easy source of earning money. Making many money by unfair means like malpractices in examination resulted in decline of the quality of teaching values. Changing social attitude, non-responsiveness and poor level of accountability, emphasis on western system of education, impact of modernization, absence of the traditional Indian education system, etc. are the factors responsible for the degradation of teaching values in the society.

## **Objectives of the study**

The main objectives of the present study were as follows:

1. To analyze the role of Teachers in quality enhancement
2. To explain the status of higher education in current scenario
3. To enhance the status of quality in higher education

## **Methodology**

In this paper, an attempt is made to present an overview of Role of Teachers in Quality Enhancement in Higher Education. This paper is based on only the secondary sources of data. The secondary data were collected from books, journals, published thesis, reports of the bureau of economics and statistics, Government of India publications and annual reports etc.

## **Role of Teachers in Quality Enhancement**

Teachers play crucial role in improving the quality of higher education in following ways:

### **1. Dedication and Commitment**

Dedication and commitment of teachers plays a crucial role in improving the quality of education and shaping the future of nation.

## **2. Motivation**

A teacher should act as a motivational force and should be able to create a learning environment in which students are encouraged to think carefully, rationally and express their thoughts and decide on the situations and difficulties. It is the responsibility of teacher to create a context in which the students' desire and ability to learn can work most effectively. A teacher should act as the role model for the students.

## **3. Skill Development**

Skill development is crucial to the success of students in the job market. Skill development of Students, on par with their counterparts elsewhere is an important aspect of enhancement of quality of higher education. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, preparing the students to achieve core competencies, to face the global requirements successfully is very important. This requires that the teachers should be innovative, creative and entrepreneurial in their approach, to ensure skill development amongst the students. By various means such as establishment of collaborations with industries, social organizations, networking with the neighborhood agencies/bodies and fostering a closer relationship between the “world of skilled work” and the “world of competent-learning”, it is possible to develop required skills.

## **4. Imparting Value Based Education**

It is said that skills are of less importance in the absence of appropriate value systems. Hence, teachers should shoulder the responsibility of inculcating the desirable value systems amongst the students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is ample scope for inculcating the core universal values like truth and righteousness.

The seeds of values sowing the early stages of education, mostly aimed at cooperation and mutual understanding, have to be reiterated and re-emphasized at

the higher educational institutions, through appropriate learning experiences and opportunities. Values are the guiding principles of life, which are conducive to all round development. They give direction to life and bring joy, satisfaction and peace to life. In ancient India, more importance was given to morality, honesty, duty, truth, friendship, brotherhood, etc and these were considered to be the themes of Indian culture and society. Imparting value-based education was the only aim of the teachers of ancient age. But in the present scenario, due to large number of changes, there is a considerable decrease in the quality of value-based education. Wisdom knows what to do next, skill knows how to do it and virtue is doing it. Teachers must try to impart knowledge, which leads to wisdom and not merely to training or skill. He should have capability to impart value-based education to the students. The purpose is not to produce outstanding students but to produce outstanding citizens of the country.

### **5. Impact of Caliber**

It has been revealed by many research studies that the caliber of teachers has tremendous impact on the caliber of the students. Hence, a teacher, who is a permanent learner has to update the subject knowledge continuously and should be aware of latest development in their subject.

### **6. Lateral Thinking**

Lateral thinking is solving problems through an indirect and creative approach, using reasoning that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step-by-step logic. Teacher should take initiative to nurture and nourish the students to develop lateral thinking.

### **7. Use of Resources**

Efficient use of resources helps to produce uniquely educated, highly satisfied and employable graduates. Motivated teachers can enrich their teaching with resources and co curricular activities. Use of ICTs in teaching learning process makes the lecture effective and improves the quality of teaching. Continuous updating of teaching methods and use of innovative teaching methods help to improve the quality of teaching.

## **8. Curriculum Design**

The quality of higher education can be enhanced by designing need-based curriculum, keeping in view the demands in the employment sector at national and international level.

## **9. Special Attention to Research**

Promotion of research is crucial for improving the quality of higher education system. It is one of the factors, which influences the quality of teaching. Educational research must be strengthened as an instrument for improving educational quality and results of such research must be communicated to teachers in a better way. The link between classroom teaching and research is extremely important. It must be a link operating in two directions: Lateral thinking is solving problems through approach, using reasoning that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step-by-step

- i) Information to the teachers about latest findings.
- ii) Information to the researchers about the problems.

## **10. Academic Development**

### **To teach is the life-long process of learning**

Teachers are the most important components of the higher education system. Academic development of teachers is crucial and necessary for the success of the higher education system because teachers are the prime movers and catalysts for all round development of students. Teachers play a significant role in not only improving the quality of higher education but also maintaining it; the professional competency of teachers has to be of such a high level so as to impart quality knowledge to the students. This would call the continuous upgrading of the professional development of the teachers, which is key guarantee of quality education. High quality in service training and professional development within the profession in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching. Teachers need continuous self-development to generate knowledge that goes to contribute towards inculcating high professional competency among students. Development of teachers depends on many factors. It is closely linked with- The quality of research

- a) Participation in national and international seminars
- b) Faculty exchange programs



- c) Up gradation of qualifications
- d) Exposure to recent developments
- e) Writing of books and papers
- f) Collaborating with fellow researchers in other higher education institute

### **The status of higher education in current scenario**

- 1) More importance to professional education-Now a days, the stress has been given to professional. Basic values, spiritual thinking generally avoids and may this are not the part of educational curriculum activities.
- 2) Commercialization of education-When we talk about globalization of education, parallel we can smell the commercialization of education. Management quota, Involment of political leaders, force of the particular groups, complication in the rules and regulations etc factors shown the effects of commercialization of education basically in India.
- 3) Secondary place to ethics and morality in education-In Indian education system value education is on secondary place. Generally, these issues neglected and avoid in syllabus. To decorate the gentleman with specific norms and values is the first step in the education system.
- 4) Extra wait age to fashion, fad and modern life style-In the age of modernization, students have been accepted the westernization with fashion and fad. Cultural orthodox, transmission, etc. problems raise due to effects of western culture.
- 5) Uncontrolled by parents-This is also the main cause in the process of Higher professional education development. May be sometimes kids can't listen to parents, parents busy schedule, uncontrolled behaviour of students etc. are the causes responsible for diversification of students from main track.
- 6) Frequently changing policies of government-Education is a sensitive issue. Therefore, it should handle carefully. From political and administrative levels, the suitable application of policies should take place.
- 7) Unqualified teaching staff –The problem of perfect staff is most serious problem in current scenario. May be due to the wrong selection, payment conflict or non-interest in teaching field can be the reasons of unqualified staff.
- 8) Research oriented negligence-When we compare our self with other countries, we observe the research and innovation work is not in the expected level. Only getting the degrees or complete the assigned work is the aim of researchers in

India. Also, the involvement of various problems faces by researchers effect on quality research work.

- 9) Try to accept the way of shortcut-In the age of globalization; youths try to accept the shortcut ways forgetting the benefit. Sometime it cause to the damages to mechanism and system.
- 10) Mixing the effect of alcoholism and drug abuse-These problems are objectionable. Pressure of peer groups, fashion, fallowness of movie style, residence in hostels, away from parents etc. are the various reasons are responsible for involving the bad habits to the students.

### **Need to enhance the status of quality in higher education**

- 1) From government and administration level-Government has to play important role to improve the status of higher education in current scenario. Special economic provision in budget, scholarship, students' aid fund and observation etc. are the factors attached to the government vicinity.
- 2) Role of intellectual class, educationalist and sociologist-Time to time there is a need to overlook the educational situation by intellectual class, social reformers and sociologist in the country. They have to suggest overall plan and need to the improvement area of government.
- 3) Basic facilities like scholarship, student aid fund, emergency and medical help-Development in infrastructure is beneficial to the students for improvement in the status of higher education. Therefore the important factors have to be providing to the students.
- 4) Along with the syllabus education provide value and practical education-Education would not be limited only classroom. Practical oriented education is the backbone of every stream of higher education. Value and practical education definitely increase the quality of higher education.
- 5) Proper guidance counseling, monitoring and controlling to the students by parents and other agencies-Social control by various agencies is always useful to maintain the dignity in society.
- 6) Creation of Job resources and proper track of selection training and motivation of students-We should not ignore the serious problems in front of youth. Unemployment, lack of job resources, non-interested working area etc. are the obstacles in the development process of higher education.

- 7) Equilibrium study of higher education at all levels of education across India- For enhancement the status of higher education in India, there is a need to focus on study of higher education across India. This study will be helpful to find out the loopholes in the higher education system.
- 8) The role of authority i.e. institute, government agencies and commission-As we know that the quality improvement process of higher education is not a one day task but this is a continuous process. From all the levels efforts should be done for this process. Educational institutions, government agencies, and various commissions in India have to stress on the process of higher education. These agencies always think and play a favorable role with teachers for motivating the teachers.
- 9) Acceptance of the cultural and educational changes as per the need of time-Time to time teachers have to accept the cultural changes and they have to be updated for accepting the new challenges with global age. New techniques, process and methodology should be used in the quality improvement process of higher education.
- 10) Identification, sorting out and solving the different problems in society-Identification and eradication plan on the different problems is essential for quality improvement in the higher education process by teachers.

## **Conclusion**

Education without vision is fruitless and education without value is meaningless. The inculcation of values and promotion of values in the educational system is a need of the hour to make all the possible attempts to inculcate value-oriented education in the centers of learning. In the quality development process of higher education is an important and continuous practice carried forward by teachers along with other components. Physically, morally, psychologically teachers should be fit and comfortable. The review should be taken from all the levels and efforts indulged to make the academically suitable to the teachers. Teacher is the backbone of every country. The education provided by them is a milestone of the future. The development and prosperity of the nation is always depending on the role of teachers in various educational institutions.

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# Faculty up Gradation - a Tool to Enhance Quality of Higher Education in NEP - 2019 Perspective



- B. S. Shashwathi
- N. R. Rohith

## Introduction

Education acts as the foundation of human values. A human determines his value system by the learning he acquired in his path of life. It builds up the true persona of the individual. The roots of education in India can be recognized from the time of Gurukulas. They are similar to schools, where the ward resided with their gurus and attained education of every kind for several years. While the traditional system was more interactive nature, the modern education is much classroom based and aided by modern technology.

Education also serves as an instrument of national development. Education is one of the most powerful ways to reduce poverty and inequality in the country. Widespread of education has become essential, especially to rural and poor in order to promote social and economical development. But spreading of education is not an easier task to the government as Indian education faces the following challenges,

- ✓ Reaching the widespread population
- ✓ Ensuring quality in education
- ✓ Expanding secondary education
- ✓ Upgrading of curriculum and teaching practices
- ✓ Ensuring accountability and proper utilization of resources
- ✓ Setting standards for institutional governance

British were responsible to establish proper Higher Education System in India majorly focused on philosophy, languages, art and literature. But the system boosted after independence. Indian higher education system is widely spread being the third largest in the world. The system uses English as a primary language and extensive importance has been provided to research. The current scenario of higher education can be highlighted as follows,

- ✓ Low skills of Employability.
- ✓ Lack of financial resources- low funding from the Government.
- ✓ Diminishing Enrolment rates.
- ✓ Need of Accreditation.
- ✓ Higher involvement of Government and Politics.
- ✓ Issues in Evaluation Systems.
- ✓ Unequal respect for Subjects.
- ✓ Requirement of suitable training methods to Educators.
- ✓ Need for utilization of ICT.

## **Objectives of the study**

The current paper has the objective to analyze the ways in which up gradation of skills of faculties in order to promote better quality of higher education with respect to NEP perspective.

## **Role of faculty in Higher Education**

It is quoted by Rabindranath Tagore- “The primary task of a society is to find a real teacher, one who performs his duty with perfection and dedication and is a perfect moral example for the society”. The quality of nation depends upon the quality of the citizen and in turn, citizen’s quality depends on education quality, which is finally dependent on quality of teachers.

Faculties play a vital role in ensuring better quality of higher education. Their skill sets and expertise serves towards better skill and knowledge building up in the students. The following picture depicts the role of faculties in higher education:

<i>The Teaching Role</i>	<i>The Research Role</i>	<i>The Service Role</i>
<ul style="list-style-type: none"> <li>• The basic role played by the faculties in any institutions</li> <li>• It mainly focuses on disseminating the necessary information to the students in order to strengthen the skills and knowledge of students as per the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging oneself in research in order to contribute to the academia</li> <li>• It majorly involves conducting of empirical studies and highlighting of theoretical knowledge derived</li> </ul>	<ul style="list-style-type: none"> <li>• These include various services contributed by faculties towards their institution and well being of society at a large.</li> <li>• It primarily involves services and advices provided in various boards and committees</li> </ul>

## NEP 2019 and higher education

The draft National Education Policy envisages vast information about current scenario of Higher Education in the country and sets up the vision for the future. NEP was introduced in 1986, reintroduced in 1992 and being continuously changing according to updates in Socio-Economic, Political and Technological Climate across the world, with India not being exception.

**The following are the highlights of NEP with regard to Higher Education in India:**

- i. Lack of accessibility to Higher Educational institutes to all people.
- ii. Highly fragmented Educational System.
- iii. Vast level of Segmentation.
- iv. Low Research Activities.
- v. Irregularities and the constraints created by the various Higher Education Authorities.
- vi. Arbitrary career management and progression of faculty.

## Faculty up gradation in NEP 2019 perspective

NEP emphasizes on the development of faculty in order to enhance the quality of higher education. NEP quotes it as ‘Putting faculty back into the heart of higher education institutions’. It has the objective of empowering faculty with high proficiency and deep dedication, energized for excellence in teaching and research.

The following are the key areas of concentration with regard to faculty up gradation in NEP:

**1. Encouraging and energizing faculty in order to enhance quality**

Use of improved motivational tools such as better service conditions, empowering faculties, performance management, leadership in order to make them work better and serve towards the betterment of individual student and institution as a whole.

**2. Providing favourable facilities to support teaching and enhancing the research**

Provision of better basic facilities at the institution such as black boards, hygienic toilets, offices, teaching supplies, labs, pleasing classroom spaces and campuses etc to create a conducive environment for working of faculties and also supports towards their research component.

**3. Facilitating lively University Communities through Faculty becoming more powerful**

To inspire faculty members, it is significant that they be relied and empowered; they must have the autonomy to innovatively plan their own curricular and pedagogical approaches, as well as with respect to syllabi, pedagogy, assignments, and evaluation, and to choose their textbooks and other education resources. This will again lead to a research and up gradation of faculty's knowledge.

**4. Incentivizing quality all the way through merit-based career management**

Organizational judgment regarding faculty recruitment, retention, salary raise, promotions, appreciation, and vertical mobility into institutional leadership must all be based entirely on merit and performance on the criteria of quality of teaching, research, and service. In the meantime, faculty who do not carry on basic standards must be held to explanation.

**5. Using outstanding institutional leadership to create a culture of excellence**

The incidence of exceptional and passionate institutional leadership that promote quality and novelty through creating a merit and performance-based culture is mandatory. High worth institutional leadership is extremely important for the success of an institute and of its faculty. Various outstanding faculty with high academic and service qualifications as well-demonstrated leadership and managing skills will be known early, and trained through a rank of leadership points.



## **6. Ensuring faculty availability**

Every organization must have adequate faculty, ensuring that all curriculum, subject and field needs are met, an enviable student-teacher ratio (not more than 30:1) is preserved and diversity is ensured.

## **7. Judicious mix of capacities within each institution**

Faculty must comprise scholastic proficiency and depth, and teaching capability along with outlook for public service; they must be motivated and guided by the educational goals and the vision for the country as foreseen in the Constitution. Faculty must also have the ability to connect with students not just as teachers in the classroom, but also as counselor and guides. The role as counselor / mentor will make the faculty aware of individual student's performance and problems and in turn can make those students to achieve greater heights in their career, as not every individual student is the same as other.

## **8. Institutional autonomy for recruitment**

All Institutions, as well as public institutions (and aided institutions), will have the independence to employ faculty and other members of their preference. Employment will be based on accurate and clear criteria and processes; both the criteria and procedure will be accessible in the public sphere.

## **9. Empowering and motivating institutional culture**

A facilitating and participative culture characterized by impartiality and esteem for the worth and solemnity of each member will exist in every organization. The environment has to be open with latest ideas being optimistic, with a commitment.

## **10. Permanent (tenure) employment track for university staff including faculty**

An aptly planned stable employment (tenure) track system for faculty will be introduced for all college and university staff, as well as the faculty - this will be completely serviceable in all institutions by 2030, together with private institutions.

## **11. Faculty development plan**

All institutions will build up a CPD plan for the faculty and establish the procedure for its functioning. The plan has to contain capacity improvement in the field/discipline, pedagogical capacities, research and contribution to practice. Organization can think about keeping in place a mentorship programme for young faculty members and a self-appraisal tracking arrangement that would encourage faculty to measure their own advancement and knowledge.

## **12. Orientation programme for new faculty**

All new faculties in Institutions have to undertake orientation programmes, which may also be intended and offered by the Departments/ Colleges of Education. This programme must bring into the light them with the culture of the Institution, the programmes and courses, good teaching practices and pedagogical approach, and other matters that will make easy into adapting to a valuable part of the team of the institute.

## **13. Mentoring b emics**

Excellent senior/retired faculty, eager to provide short term mentoring/ professional support to University/ College teachers must be financed and established, mainly those with the capability to instruct in Indian languages.

## **14. Career and compensation management of faculty and other employees**

All institutions will make a decision on their people management procedure, with career progression, promotions, compensation (salary) determination, and service conditions of their entire workforce.

## **Conclusion**

Quality is the key factor for the success in every aspect. Either it is a product or service or a human life, quality has a vital role to play. Teachers being the source of building tomorrow's leaders, providing quality education is of at most important. Up grading, the faculties will help to not only the individual student, their parents and the institution but they will help in overall development of the economy in a broad sense. Hence, it is necessary for every institution and its management to support effectively and provide efficient resources for the development of their teachers in order to build the nation into a super power nation in terms of education to the real world.

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# Training Programs in Pre-Service and Faculty Upgradation



- Anusuya .M
- Dr. Pushpa .M

## Introduction

Our country is progressing in various areas. Can find the substantial progress since independence, but still some areas are not able to achieve all our targets. In the field of education, various committees and commissions were constituted which did wider consultation and mode recommendation. Impact of this our system got the National Educational Policy. Our education system still lacks behind global standard. Social programs like education reforms require structural changes in the system.

## Origin and Development of NEP:

NEP was taken up in the resent work to understand it from Human rights perspective. Which provides a good and strong base for the education system, major recommendation of the first education policy 1968 {priority only for school and higher education}.

- To fulfilling compulsory education for all children up to age 14, as stipulated by the constitution of India.
- Better training and qualification of teacher.
- Implementation of three language formula.
- Proper attention should be given to quality teacher education.
- Priority to freedom of expression in academic wise writing, to study and speak on national and international issues.

- The structure of education should be uniform throughout the country like 10+2+3 from higher secondary to college level.
- Develop the quality of work experience and should participate in programs related to national construction and community services.

These are all the recommendation of first NEP-1968. It's created the strong base for all the educational policies. The NEP of 1968 stressed for increasing the education spending up to six percent of the national income. According to the NEP the government of India had formulated certain principles to promote the development of education in the country.

### **Present training programs in pre-service**

Teacher training course is giving pre-service to future teachers. This is mandatory academic qualification in selection criteria of teachers. In 2014 NCTE changed the one year B.Ed., program in to 2 year with 4 semesters. Main purpose was to develop the quality based curriculum and increase the pre-service experience in teaching education course based on pedagogy.

### **Some of the pre-service programs were included**

- Training about teaching skills to teacher trainees.
- Giving priority for basic computer education.
- Creating awareness about yoga to build the sound body and sound mind.
- Creating opportunity to get experience about pre-internship.
- Training to implement the ICT class to pedagogic presentation.
- Visit different educational hierarchies to learn process of public administration in education system.
- Creating opportunities for practice the Drama and art as method of teaching.
- Giving chance to develop the writing attitude on reading ad reflection.
- Long-term (about more than 50days) internship program to get practical experience of different teaching method and techniques on pedagogy.
- Conducting action plan and submission of action research.

All the above programs are practicing in teacher training course with education curriculum which is creating very good experience in preparing teacher as a resource person for future services.

## **Previous NEP's suggestion for pre-service**

The national policy on education was adopted by parliament in May 1986. A committee was set up under the chairmanship of Acharya Ramamurti. The concept of a national system of education implies that, up to a given level, all students, irrespective of caste, creed, location or gender have access to education of a comparable quality. Effective measures will be taken in the direction of the common school system recommended in the 1968 policy.

## **Major recommendation are mentioned here related to pre-service program**

- For the first time pre-service and in-service components are inseparable. The system of teacher education will be overhauled.
- In this policy the new programs of teacher education will emphasis continuing education and the need for teachers to meet the thrusts envisaged.
- DIET will be established with the capability to organize pre-service and in-service courses for personnel working in non-formal and adult education.
- Secondary teacher training colleges will e up graded to complement the work of state councils of educational research and training.
- The national council of teacher education will be provided the necessary resources and capability to accredit institution of teacher education and provide guidance regarding curricular and method.

## **Recommendation of NEP-2019**

2019 NEP was draft based on report of T S R Subramanian committee and the ministry of Human Resource Development, the K Kasthurirangan committee has produced the policy document.

## **Silent features of NEP-2019**

- The policy aims to universalize the pre-primary education by 2025 and provide foundational literacy/numeracy for all by 2025.
- It proposes the teaching of other classical languages and literature, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian and Prakrit in schools.
- A new independent State School Regulatory Authority (SSRA) to be created.

- The policy proposes three types of Higher Educational Institutions (HEIs): Research Universities, Teaching Universities and Autonomous degree granting colleges.
- It aims to provide autonomy to all higher education institution. Higher education institutions to be governed by independent boards with complete academic and administrative autonomy.
- An autonomous body called National Research Foundation (NRF) to be set up through an Act of Parliament.
- MHRD to be re-designated as the Ministry of Education.
- Increase in public investment by the central and state governments of 20% of overall public expenditure over a 10 year period.
- The teacher education system will be transformed, with rigorous preparation through a four-year integrated stage and subject specific programs offered in multi-disciplinary institutions.
- The program of pre-service teacher preparation for different tracks will be offered at the university level as dual-degree in under graduate program of study, and will thus include both disciplinary as well as teachers' preparation courses.

### **Different tracks for teachers like**

- a) subject teachers
  - b) special education teachers
  - c) art teachers
  - d) teacher for vocational education
  - e) physical education teachers
- specialized instruction for specialized subject like art, language, craft etc
  - Pedagogical aspect of the four year B.Ed. integrated program will consist of integrated theory and practice.
  - More opportunities to teacher trainees to use different teaching methods, projects, rubrics, portfolios, concept maps and mock classroom observation and all other are replace or significantly supplement written tests.
  - Continuous assessment of higher order objectives will become the norm for evaluation.

- Learning experience must provide for pre-service trainees in knowledge and understanding of subjects related aims of education, relevant skills for understand the special requirements of children.
- They will offer certificate courses, in the in-service mode, either full time or as part time / blended courses.

So NEP 2019 has given preferable priorities for pre-service program. The supporting curriculum development is much needed to fulfill the planning.

### **NEP 2019 differs from previous policy for better future**

- NEP stands in very special position in the development programs of our country. It has successfully created a fundamental base for making our education system as qualitative. As per the statement of Kothari commission (1964) “our Indian future building with in the classroom”, the recommendation of 2019 NEP providing an opportunity for better future. Some of the below aspect support that how NEP 2019 can build better future.
- Previous NEP mentioned that pre-service program and in-service program components are same together. It increases the more responsibilities give effective pre-service experience to future teachers.
- Teachers roe have more envisaged qualities 1986 NEP emphasis more on the envisage qualities of teachers. To meet this qualities teacher training institutes has try to implement the quality based activities like applying new teaching methods, approaches, techniques in teaching learning activities.
- To develop the more skill in pre-service teacher NEP 1986 mentioned about more training program to DIET. This public institution has implemented such training program to pre-service teacher which helps them to become quality teachers.
- NEP 1986 has hand over the responsibility of the formulating of teacher training curriculum and giving guidance related to method and techniques of teaching to NCTE. NEP2019 lifts up the recommendation of NEP 1986.
- The planning of four year integrated course has created the chance to take dual-degree in undergraduate program of the study. It’s develops the cognitively with disciplinarians as well teaching training course.
- Within this four year course NEP planning to give as much as experience relation to creating a teacher in all the areas of education like special



education, art, vocational trainer and physical education teachers including subject teachers.

- This four year integrated course of NEP 2019 is consisting of integrated theory and practical experience.
- This four year integrated course will give more opportunity to teacher trainees to learn about different teaching methods, projects, rubrics, portfolios, concept map and mock classroom observation and mainly these are all significantly supplements the written test in course.
- In evaluation system continuous assessment of higher order objectives will become norms, like applying, analyzing, evaluating, creating and others.
- According to NEP 2019 pre-service trainees must get learning experience on the basis of special requirements of their future students. Knowledge, understanding and all other relevant skills must develop on student learning centric.

All the above mentioned recommendation is very proficient in creating quality orient teacher for better future.

## **Conclusion**

All the education policies are trying to create better learning environment. Our country has seen multiple education policies from British period. Every policy is contributed for good features to our education system which helps us in making better. Now it's a responsibility of all the state bodies, universities members, DIET people, resource persons, teacher educators and last not the least teacher trainees to make use of NEP 2019 in very successful manner. Let us learn together, do together in creating learning environment, go together towards better future.

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# Article on Promotion of Research under National Education Policy



○ Balaji.M.S

## Introduction

The National Policy on Education was framed in 1986 and modified in 1992. Since then several changes have taken place that calls for a revision of the Policy. The Government of India would like to bring out a National Education Policy to meet the changing dynamics of the population's requirement with regards to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.

## Importance of Research and Innovation

Knowledge creation and research are well known to be centrally critical to growing and sustaining a large and vibrant economy, uplifting society, and continuously inspiring a nation to achieve even greater heights. A robust ecosystem of research is perhaps more important than ever with the rapid changes occurring in the world today, e.g. in the realm of climate change, population dynamics and management, biotechnology, an expanding digital marketplace, and the rise of machine learning and artificial intelligence. If India is to become a leader in these disparate areas, and truly achieve the potential of its vast talent pool to again become a leading knowledge society in the coming years and decades, the nation will require a significant expansion of its research capabilities and output National Education Policy 2019.

The exceedingly small proportion of GDP that India currently invests in R&I is naturally reflected in its research-output numbers. The number of researchers per lakh of population was shockingly only 15 in India, compared to 111 in China,

423 in the United States, and 825 in Israel (Economic Survey of India 2016-17). As a direct consequence, India severely lags behind in the number of patents and publications produced: according to the World Intellectual Property Organization (WIPO), China made as many as 13,38,503 patent applications, with just 10% being made by non-resident Chinese, the USA made 605,571 patent applications, while India made a mere 45,057, of which over 70% were by non-resident Indians. In terms of publications, India has been doing somewhat better, showing a steady growth in its output and taking India's share of scientific publications from 3.1% in 2009 to 4.4% in 2013. However, a 2018 compilation of Science and Engineering indicators by the US National Science Foundation showed that both the USA and China published at least four times as many articles as India in 2016.

### **The National importance of a permeating culture of research and innovation:**

The societal challenges that India needs to address today, such as access for all its citizens to clean drinking water and sanitation, quality education and healthcare, improved transportation, air quality, energy, and infrastructure, will require the implementation of approaches and solutions that are informed by top-notch science and technology and are also rooted in a deep understanding of the social sciences and humanities and the various socio-cultural dimensions of the nation. Facing and addressing these challenges will require high quality interdisciplinary research across fields that must be done in India and cannot simply be imported; the ability to conduct one's own research also enables a country to much more easily import and adapt relevant research from abroad.

Research and innovation at institutions in India, particularly those that are engaged in higher education, is critical. Evidence from the world's best universities throughout history shows that the best teaching and learning processes at the higher education level occur in environments where there is also a strong culture of research and knowledge creation; conversely, much of the very best research in the world has occurred in multidisciplinary university settings.

### **Impediments to research and innovation in India today:**

Some of the primary obstacles to conducting research in India at the present time include:

- **Lack of funding for research:** As already mentioned, a lack of funding sources, both public and private, to support outstanding research and innovation initiatives remains a major issue.
- **Lack of a research culture and mindset:** A related problem is the associated decline of prestige and encouragement of young people to enter research and innovation. Talented students are rarely encouraged by parents or by society to pursue their research interests in, e.g. pure science or - even less often - in the humanities. If all students were enabled and encouraged to pursue subjects that they found the most interesting and in which they had the most talent, it would be best for these students as well as best for the nation. At the current time, most students who excel at studies (regardless of their subject of interest) are generally urged towards a few restricted areas, such as engineering or medicine; a full range of individual interests must be encouraged to help rebuild a vibrant knowledge and research culture.
- **Lack of research capability in most universities:** Even if the above two obstacles were overcome, there is still the serious issue of lack of research capacity in most State universities where the bulk of the student's study (93%). Unfortunately, at the current time, most universities where undergraduate students study in India simply do not have the capability of seeding, managing, funding, and conducting research. The decision to separate research and teaching in post-independence India, with research being conducted at relatively well-funded standalone research institutions while universities were designated only for teaching and largely starved of research funds, has evidently hurt the country considerably - both in education and in research. The relatively few scholars in the country who are enabled to conduct research (only 15 per lakh of population) are then generally not in a position to pass on and teach their research knowledge and experience to the next generation!

### **Removing impediments to and thereby significantly expanding research and innovation in the country through a new National Research Foundation:**

This Policy envisions a comprehensive approach to transforming the quality and quantity of research in India. This includes definitive shifts in school education to a more play and discovery-based style of learning - with a key emphasis on the scientific method and critical thinking, career counseling in schools towards

identifying student interests and talents, the institutional restructuring of the higher educational system to promote research in universities, the multidisciplinary nature of all HEIs and the emphasis on liberal education, the inclusion of research and internships in the undergraduate curriculum, faculty career management systems to substantially include research in its considerations, and the governance and regulatory changes that encourage faculty and institutional autonomy and innovation - all of these aspects are extremely critical for a research mindset in the country and have been elaborated on in other parts of this Policy.

### **Establishing a new National Research Foundation:**

Establishment of a National Research Foundation: A new NRF will be set up through an Act of Parliament, as an autonomous body of the Government of India, to fund, mentor, incentivize, and build capacity for quality research across the country in all disciplines, primarily at universities and colleges, both public and private. Appropriate infrastructure and a trained staff will be provided to enable it to fulfil its mission.

### **The primary activities of the NRF will be to:**

- ❖ Fund competitive, peer-reviewed grant proposals of all types and across all disciplines;
- ❖ Seed, grow, and facilitate research at academic institutions, particularly at universities and colleges where research is currently in a nascent stage, through mentoring of such institutions by eminent research scholars across the country, hiring excellent young research students and faculty, and strengthening and recognizing existing high quality programmes at such institutions;
- ❖ Act as a liaison between researchers and relevant branches of government as well as industry, so that research scholars are constantly made aware of the most urgent national research issues of the day, and so that policymakers are constantly made aware of the latest research breakthroughs; this would allow breakthroughs to be brought into policy and/or implementation in an optimal fashion; and
- ❖ Recognize outstanding research and progress achieved via NRF funding/mentoring across subjects, through prizes and special seminars recognizing the work of the researchers.

## **Eligibility for receiving National Research Foundation funding:**

Researchers from all educational institutions, universities, colleges and schools, both public and private, as well as from research institutions, will be eligible to compete for funding from the NRF.

## **Calls for research proposals:**

Every year, each Divisional Council will make public calls for research proposals of various types. Divisional Councils may choose to emphasize certain subject areas within their division according to national needs, but all proposals within the discipline of the division will be considered. Interdisciplinary proposals, across two or more divisions, would also be specially welcomed and encouraged.

## **Types of proposals: Proposals of various types will be allowed, including:**

- ✓ Research projects to be conducted by a single principal investigator (PI);
- ✓ Collaborative grants for inter- and intra-institutional projects;
- ✓ Initial capacity building by a mentor researcher and mentee institution;
- ✓ Capacity building to push institutions that are already conducting research into a higher orbit;
- ✓ Well-envisioned consortia and conferences that are likely to move forward research in the country;
- ✓ Research facilities of national and international importance;
- ✓ Larger and longer duration projects/facilities of national importance or inspiration.

## **Building research capacity at all universities and colleges:**

In addition to funding peer-reviewed research proposals from around the nation, an important mandate of the NRF will be to seed, grow, and facilitate research at institutions in India where currently research is very limited. A key aspect of NRF's approach to build research capacity will be to utilize and bring outstanding serving or retired researchers from research universities and institutions to help mentor and seed research at State Universities and other universities and colleges where research is currently only in a nascent stage. Growing outstanding existing

research cells at State Universities will also be a top priority of the NRF. Finally, providing doctoral and post-doctoral fellowships to outstanding young researchers to join and help lead research programmes around the country will round out NRF's three-pronged approach to building research capacity at universities and colleges.

At the current time, there is no direct link between research being conducted in the country and relevant government entities (both Central and State), which makes it much more difficult for breakthroughs in research and innovation to be implemented for the benefit of society. The NRF will help in playing this linking role.

### **Recognition of truly outstanding research through awards and national seminars:**

The NRF will institute a system of awards for truly successful research taking place in the nation, and in particular for research funded by the NRF. The awards will be given across divisions and subjects, and in a number of categories, e.g. for postdoctoral fellows and young un-tenured faculty, and for institutions (and the people involved) for successful efforts in seeding and growing research where it was previously limited. The NRF will also organize national seminars and public lectures on outstanding research to encourage the award-winning researchers as well as other scholars and members of the public to get involved in the important issues that the research addresses.

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# Types of Universities and Colleges under NEP-2019



○ A.C. Devananda

## Introduction

Nelson Mandela said that, “Education is the most powerful weapon, which you can use to change the world”. India moving towards becoming a true knowledge society and Economy. A quality university or College Education must develop good well-rounded creative Individuals with intellectual curiosity, spirit of service and a strong Ethical compass. India by 2030 is set to have the largest working age Population in the world .And the fact remains that they not only need Literacy but also jobs and life Skills. For this, a robust Education System is required. To achieve these goals, Higher Education system in India readjusted, revamped, and re-energized in New Education Policy-2019. Single-stream Higher Education Institutions will move towards becoming Multidisciplinary Universities. The Ancient Indian great Universities of Takshashila and Nalanda had vibrant Multidisciplinary study Environments. Today we are going back towards such a great Indian Education traditional system through Multidisciplinary Education.

## Objectives of the Study-

- To Understand the New institutional Architecture for Higher Education.
- To Develop the Knowledge about the Scope and Functions of Research Universities, Teaching Universities and Colleges.
- To create awareness about the concepts of Missions Nalanda, Mission Takshashila and Mission Directorate.
- To develop the concepts of Multidisciplinary study Environment and Integrated Courses.

## **New institutional Architecture for Higher Education**

To make quality in Higher Education accessible to all Students and to foster high quality Research, all Higher Education Institutions by 2030, will develop into three types of Institutions.

### **Three types of Institutions are characterized as follows-**

#### **Type I: Research Universities-**

- Research Universities will focus equally on research and teaching.
- These Institutions will aim to become excellent Research Universities and to compete with global Institutions. They will dedicate themselves to Research for new knowledge creation.
- These Institutions offering the highest quality teaching across undergraduate, masters, Ph.D., professional, and vocational programmes on a wide scale to the next generation.
- New Education Policy is expecting to develop or establish over 150–300 Research Universities category Institutions in India, over a period of two Decades.
- Each Research Universities will aim for on-campus Enrolments between 5000 to 25000 or more students.

#### **Type II: Teaching Universities-**

- Teaching universities will focus primarily on high quality teaching, across disciplines and programmes, including undergraduate, Master's and Doctoral, Professional, vocational, certificate and Diploma programmes.
- They will significantly focus on research.
- Teaching universities will target enrolments between 5,000 and 25,000 or more Students on their campuses.
- New Education Policy is expecting to establish between 1000 to 2000 Teaching Universities in India, over a period of two Decades.
- Teaching Institutions can join the ranks of Research Universities by achieving higher quality in research and through their programmes.

### **Type III: Colleges-**

- Colleges will focus exclusively on providing the goal of high quality Teaching.
- Colleges will largely run undergraduate programmes.
- Colleges will also be expected to offer certificate, Diploma, Degree courses in vocational Education, and in fields of professional Education.
- Faculty at these colleges will be encouraged to apply for research funding and conduct research.
- A flavor of Research will be given to the senior undergraduate students.
- Higher Education is aiming to establish between 5,000 to 10,000 high quality liberal undergraduate Autonomous Colleges in India.
- Colleges will target to enroll 2,000 to 5,000 Students on-campus.
- Autonomous colleges can begin to conduct quality research across disciplines and introduce Graduate programmes, and May, thereby aiming towards becoming either Teaching universities or Research universities.

The most salient marker for the three types of institutions will be providing high quality of Education. Higher Education Institutions will have the autonomy and freedom to move from one type to another based on their plans, actions, and effectiveness.

### **Scope of the Higher Education Institutions –**

- Indian Higher Education system will consolidate into a far smaller number of Institutions.
- Large Universities split in too many small Universities and colleges. Example- Mysore, Hassan and Mandya Districts all the Colleges are presently working under the University of Mysore. However, in future, every college gets autonomous status, they will work independently.
- The average size of the University will be much larger than the average size of today (on the basis of number of students admission and number of courses offered )
- Scope of the Colleges is limited to it Campus.
- Smaller Universities will help to increase resource efficiency, Multidisciplinary capacity, quality, as well as Gross Enrolment Ratio.
- All types of institutions must be equitably distributed across the states and Regions.

## **Degree-Granting powers**

- In New Education policy, ‘Autonomous colleges’ will gain the freedom to grant their own Degrees to the Students.
- Even if they are not Universities, All Education and research Institutions, Public as well as Private Colleges will be allowed to award Degrees in their own Names.
- Universities will be distinguished from Degree-Granting Colleges.
- Universities will be offering Graduate programmes in a broad range of subjects and quality Ph.D programmes will be offered.
- Type 1, 2, or 3 institutions will award Higher Educational Degrees and Diplomas with effect from 2032.

## **Establishment of Autonomous colleges**

- All new colleges started from 2020 onwards must only be Autonomous colleges (Type 3).
- After 2030, there shall be no affiliated colleges in existence. All colleges must develop into Autonomous Degree Granting Colleges or a University.

## **Transforming Affiliating Universities**

All affiliating Universities shall be completely transformed into their Institutional structure:

- There will be no affiliating Universities or affiliated colleges after 2032.
- All affiliating universities will be on transition to a Type I or Type II Institution, with one or more campuses.
- All small Colleges will develop into a (Type I or II) University themselves.
- The facilities and resources of colleges Type III Higher Education Institutions by 2032 will be optimally utilized for other public services (example as Adult Education Centers, Public libraries, Vocational Education facilities, etc.).

## **Missions Nalanda and Takshashila**

- “Mission Nalanda” will ensure that there are at least 100 Type I and 500 Type II HEIs functioning vibrantly by 2030 with equitable regional distribution.
- “Mission Takshashila” will strive to establish at least one high quality HEI in

or close to every district of India, with two or three such HEIs in districts with larger populations, each with residential facilities for students.

- The “Mission Directorate” will oversee and manage the development of the new institutional architecture with a clearly articulated plan and commitments towards funding from the Central and State governments. The plan would include Ecosystem aspects such as local infrastructure and community development, which are essential for the development of high quality HEIs.
- As a first aim for “Mission Directorate” is developing existing Central Footwear Training Institute, National Institute of Technology and large State Universities into Type I and Type II Institutions.
- These universities will be fully residential.
- Universities comes under the Mission Nalanda and Mission Takshashila scheme will receive ,shared funding ,by Central and State governments. Central institutions will be funded 100% by the Central government.
- Mission Nalanda and Mission Takshashila will also enable and support private HEIs to develop into Type I or Type II HEIs.
- National Research Foundation will mentor to seed and grow research in all the Institutions.

### **Quality transformation of open and Distance learning -**

- Type I, II, or III Institutions may offer open and Distance learning programmes. In addition, improve access, increase Gross enrolment ratio, and provide increased opportunities for lifelong learning.
- All Higher Education Institutions can provide any diploma, or degree through quality ODL programmes in their campus.
- HEIs will use their best faculty to Facilitate distance learning Students.
- Institutions will invest in adequate facilities and the best possible materials, resources, and web-based platforms available throughout the world through Technology.

### **Simplified Institutional categories and streamlining University nomenclature**

A university has only one definition worldwide.

- The present complex nomenclature of HEIs in the country as ‘Deemed to be University’, ‘Affiliating University’, ‘Unitary University’, and so on will be phased out.

- Universities will be characterized only as Public, Private, or Private-Aided; and as Multidisciplinary Research Universities (Type I) or comprehensive Teaching universities (Type II).
- A Multidisciplinary Institution of higher learning that offers undergraduate, graduate, and Ph.D programmes, and engages in high quality Teaching and Research.

## **Professional Education**

Professional Education will be an integral part of the overall higher Education system. Professional Education must seek to develop individuals with the capacity to combine a strong foundation of theoretical knowledge and specific competencies; the ability to connect theory to practice.

## **Flexible Bachelor’s Degrees:**

- A four-year Bachelor of Liberal Arts (or Bachelor of Liberal Education Degree with Research) will be offered by the Higher Education Institutions.
- The three-year traditional B.A., B.Sc., as well as B.Voc. Degrees will continue.
- Bachelor’s Degrees will move towards a Multidisciplinary and liberal approach to higher Education. They will provide Under-Graduate, Graduate programmes and Research in higher Education.
- The inclusion of Multidisciplinary Environments and the connection with local communities and Industry will help greatly in making Research by faculty and Graduate students more Interdisciplinary and locally relevant.

## **Establishment of High quality Bachelor of Liberal Arts in every district**

- There shall be at least one high quality four-year undergraduate BLA programme will provided in every District throughout the country.
- Courses are preferred to provided to ‘Educationally disadvantaged Districts’, while all Districts should be covered by 2030.
- These HEIs may be set up as “Model Undergraduate Colleges”. High quality infrastructure, all relevant learning resources, and adequate number of capable faculty across disciplines will be ensured in these HEIs.
- Special incentives may be offered to all staff, including to faculty to relocate to HEIs in disadvantaged Districts for long periods (e.g. not less than ten years).

- The design of these programmes could also offer an exit option for the student after three years with a B.A., B.Sc., B.Voc., or other relevant undergraduate Degree if a student so desires.

**Teacher Education-** Henry Brooksaid that “Teachers affect eternity, no one can tell where their influence Stops”. His words reflect the importance of Teacher Education.

### **Four year Integrated B.Ed., programme –**

- All Independent Teacher Education Institutions will be required to convert into Multidisciplinary Institutions by 2030, since they will have to offer the four-year Integrated Teacher preparation programme.
- The four-year Integrated B.Ed., will be a dual-major liberal Bachelor’s Degree in Education as well as a specialized subject.
- Multidisciplinary higher Educational Institutions will work towards establishing high quality Education departments and Teacher Education programmes and will be supported by Governments as necessary to achieve this goal.
- Each higher Educational Institution will have a network of Government and private schools and school complexes to work with in close proximity.
- HEIs will develop holistic Teacher Education programmes , Synergistic activities between HEIs and school complexes such as community service, Adult and vocational Education, etc..
- Two-year B.Ed. programme - HEI also design a two-year B.Ed., on its campus for outstanding students who have already received a Bachelor’s degree and wish to pursue Teaching Profession.
- Departments of Excellence in Education at universities
- Departments of Education or Centers of Excellence in Teacher Education will be set up at interested Universities.
- Departments of Education will aim to provide quality teacher preparation programmes, in both pre-service and in-service modes for school Teachers through regular classes and corresponding Teacher Education Programme.
- Departments of Education offer Research programmes.

## **Integrated Agricultural Education**

There is a Proverb “Investment in Agricultural are the best weapons against hunger and Poverty, and they have made life better for Billions of People”. These words reflect the importance of Agricultural Farming is an integrated activity, and therefore the Education provided must also be integrated in all possible ways to make it holistic.

- All new Agricultural Universities will be integrated. They cover all interrelated aspects including Agriculture, Horticulture, Veterinary sciences, Agro-forestry, Aquaculture and all the food production systems.
- The initial stage of four-year Undergraduate programmes will be substantially included in Basic Sciences, Humanities and disciplines of Social Sciences like Economics, Agribusiness Management, Marketing, Rural sociology, Agricultural Ethics and Policies.

## **Department of Agricultural Research and Education at State level**

The Policy encourages establishment of appropriate structures and mechanisms at State levels for better coordination of the governance of Education in Agriculture, Horticulture, Animal Husbandry, fisheries, etc.,

## **Legal Education**

Professional Education in law has to be globally competitive, adopting best practices and embracing new Technologies for wider access to Justice and timely delivery of Justice. Hence, a new legal Education policy is found imperative for assigning direction for future change.

## **Multilingual Education**

- State Institutions offering law Education in bilingual Education Mode for future lawyers and judges in English and in the language of the State in which the law programme is situated. To facilitate this transition, a host of measures will be undertaken such as inducting Teachers who are well versed in the Regional language as well as English.
- Text books and study materials available in the Regional language as well as English
- Allowing Examinees to write their Examination in either medium.



- Special cells for translating legal materials from the State language to English and vice-versa will be setup.
- Students who are fluent in both languages will be incentivized to contribute to the work of the Translation cells.

## **Healthcare Education-**

One Inspiring Quotation said that “I gave my Life to learn how to save yours”. These words reflect the importance of Doctors. Healthcare Education must ensure that skilled Doctors, Nurses, and Paramedics are trained in a scheme that appreciates pluralistic Health Education perspectives alongside specific disciplinary foci.

## **Pluralistic Healthcare Education**

- The first year of the MBBS course will be designed as a common period for all science Graduates after which they can take up MBBS, BDS, Nursing or other specializations. Common foundational courses based on Medical pluralism will be followed by core courses focused on specific systems, and electives that encourage bridging across systems.
- Graduates from Nursing, Dental etc will also be allowed lateral entry into the MBBS course. A medical Education qualification framework to achieve this will be developed in conjunction with the Nursing and Midwifery Council.
- The different health systems such as :Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy (AYUSH) will be mainstreamed.

## **Nursing Education**

William Osler said that “The Trained Nurse has become one of the great blessings of Humanity ,taking a place beside the Physician and Priest. His words reflect the importance of Nurse.

- In the future B.Sc Nursing is considered as basic qualification for Nurses.
- Quality of the curriculum of Nursing Education will be improved and strengthened.
- Nursing Education Institutions will be accredited every five years.
- A National accreditation body for Nursing Education and other sub-streams will be created for this purpose.
- Nurse Practitioners courses will be introduced and recognized throughout India.

- Nursing Education (CNE), and Renewal of License guidelines will be framed by the Indian Nursing Council (INC) for all Nurses, including faculty in Nursing Education.
- An Indian Nurses Registry will be created. The role of the INC will be reviewed and amended as needed.

## **Technical Education**

Technical Education includes Degree and Diploma programmes in Engineering, Technology, Management, Architecture, Town planning, Pharmacy, Hotel Management and Catering Technology.

## **New and emerging disciplines in professional Education**

- India must take the lead in preparing professionals in cutting-edge areas that are fast gaining prominence such as Artificial Intelligence, 3-D Machining, Big data analysis and Machine learning among others in Technical Education, Genomic studies, Bio-Technology, Nanotechnology, Neuroscience and so on in the sciences. These topics, and many others like them, must be woven into undergraduate Education at the earliest with support from the three National Academies of Sciences and the Indian National Academy of Engineering (INAE) to devise appropriate curricula
- Retired as well as serving scientists and Engineers can be roped in to train the faculty in colleges and Universities.
- Each District has at least one government approved Technical Education Institution.

## **Encouraging Industry interactions**

- Interactions between Industry and Technical Education to be encouraged.
- Institutions will appoint faculty with research and industry experience in addition to academic qualifications.
- Internship opportunities will be provided to learners with in nearby Industries.

## **Conclusion-**

Higher Education is the strongest sturdiest ladder to increased Socio-Economic Mobility. Because of National Education Policy NEP- 2019 , Institutions would no

longer be the same. Curriculum, regulation, finance - almost every aspect of Higher Education is bound to change. Research Universities, Teaching Universities, and colleges, will provide quality Education and Grant Degrees in their Name. New colleges set up between 2020 and 2030 will be independent and need not be affiliated to any university. The NEP mandates Institutions to take accreditation once in five years and by 2030 Institutions to be large-sized with Multiple Disciplines. NEP states that the gap between Education and practice will be removed. Each Institute need to demonstrate its commitment and quality through its outputs.

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# **Role on passion for Teaching among Higher Education Teachers**



○ D.Renuga

## **I.Introduction**

Teaching is complex and demanding career that requires intense dedication. Daily difficulties teachers face include stress, inadequate support from the School administration, Student discipline problems and low Salaries. Every year such harsh conditions make a number of teachers choose to leave the profession, which implies that those who stay committed to their position must feel a deep and genuine love for their job. This is congruent with Days'(2004) claim that passion is essential in the teaching realm. Although the idea that passionate teachers have a positive impact on their student is widely accepted, positions vary considerably as to the quality of personal outcomes teachers derive from their passion. On one hand some authors claim that passion in the workplace is the antidote to burnout because other hand. Others consider the passion is one of the causes of burnout because it leads people to engage with too much intensity in a sphere of their life and neglect other life domains. How can passion leads a number of teachers to derive Psychological well –being and satisfaction from their professional lives while driving others to be consumed by their teaching to the point where they end up suffering and experiencing negative emotions and burnout? Although much has been written about passion for teaching, very little empirical research and so formal theory or model seem to exist.

## **II. Significance of Passion for Teachers**

Teachers with passion inspire students. They get students interested and even excited about what they are learning. Passion is what makes students decide to study more.

Too many higher secondary schools teachers are teaching about things are not passionate about passion cannot be faked. The reality is that many teachers are going to be forced to teach things that are outside their core interests. That doesn't mean the course has to be a failure through.

Good Teachers will find a way to get more interested in what they are teaching and to make things more interesting for their students. It requires a little more work, a little more imagination and may be even a little acting ability. The best Teachers make learning interesting exciting and important. The teachers who do that well deserve our support and most of all our gratitude.

### **III. Some Ways to share Your Passion for Learning**

Many teachers would verify that they entered the field of teaching because they love it. Not only do they love teaching others, but the subject material they teach thrills them. Stories abound of would-be teachers switching out of college majors to pursue the career they love. In other cases teachers work with their subject material- whether it be any subject or whether in (areas) beyond just their classroom. They gravitate towards these venues. They feel complete when they work with and lack about what they love.

They meet students who are, shall we say, not quite as enthusiastic. Some teachers can be caught up in a moment of pure passion when talking about a topic without realizing their audience doesn't exactly sympathize with their sentiment.

The truth is that teachers regularly love "this stuff", whatever it is they may be teaching.

#### **3.1 To Make passionate Students for Learning**

**3.1.1 Be Open with your own passion:** It's unbelievably boring to learn from someone who doesn't even seem to care about what they are saying. It's incredibly inspiring, on the other hand, to have someone talk about a topic with pure joy. If you love If you love something, then show it. It's contagious.

**3.1.2 Regularly apply your passion and tell your students:** If you were thinking about something working on a project, or just walking along and found something interest that relates to class, tell you students about the experience what you and your students talk about doesn't have to be isolated to your classroom. Let them see how what you're teaching applies to the world beyond the classroom.

**3.1.3 Get Students to apply it, too:** Whatever your content is, if students have experience applying that knowledge to more than a test, they'll be hooked. The world is diverse and fascinating classrooms, on the other hand, are abysmally isolating at times. Give them a glimpse of the real world.

**3.1.4 Passion is Cool :** At least, that what we adults think. Students often shy away from becoming too “academic” or “nerdy” because school isn't always presented as something cool. But it is constantly remind students that being smart, passionate, engaged people is cool – and give them plenty of opportunities to be cool.

**3.1.5 Set Goals and Reward Improvement:**When students set a goal for their own academic growth, half the battle is already won. Now they have an internal motivating factor hat will help propel them to that next level of success. And lavishly reward students who make any improvements.

Turning even just one student onto a particular topic is to easy and getting an entire class passionate is a true challenge. But with the right enthusiastic atmosphere, students might just realize that learning can be really, really, cool.

#### **IV. Passionate Teachers' Skills:**

Passionate teachers are committed to creating an effective learning environment and increase the learning potential of students. Passion contributes to creativity, thus passionate teachers have more thinking skills and can easily produce new ideas.

Each teacher has to posses many vital skills to be a professional

- Be committed to his work
- Have education and training
- Be Organized
- Be tolerant – Patience and tolerance differ a professional teacher from the amateurs
- Be open to questions - The teacher must be ready not only to listen to this question but also find time to answer them.
- Be innovative – Teachers not only have to follow all the innovations appearing in the society but also should have a desire to adopt them personally.
- Be social and sociable – Communication of a teacher and student should not be restricted only by the walk of a classroom.

- Being Teaching Style - Teacher believes that the use of peer – teaching is a mutually beneficial process as both parties would be able to share their knowledge, ideas, and experiences. Being comfortable with each other. Compared to that of the teacher-student relationship they are able to share more ideas without much hesitations.
- Being Strict is Good – Teacher should have an alert mind but a kind heart as well as have the integrity and persistence to be a great educator. Teachers should also make their students feel that teachers can be trusted as second parents and friends and that they must understand their students – their language, interests, among other to be able to catch up with them. Without compromising the teaching standard. Student also believes that teachers must be able to improve their knowledge and skills to also be able to improve their teaching competencies.
- “The best teachers are those who show you whereto look, but don’t tell you what to see”
  - Alexandra k. Tranfor

## **V. Best Practices for passionate Teaching**

- Both students and teachers described two kinds of teaching styles that occurred during the implementation process of the tablet devices, these teaching styles were labelled by the researchers as “instrumental teachers” (67%) and “innovative teachers” (33%). The results indicate that teachers’ perceptions of the tablet devices have an impact on their teaching practices.
- The introduction of tablet devices has facilitated a shift from ‘learning by heart’ to learning through multimedia, social media and the integration of the personal world of children, all of which makes learning more meaningful. Finally, as reported by almost every student and teacher, a large benefit of using tablet devices for learning is that students seem to be more inclined to collaborate and share information with each other.
- Both teachers and students (age 11–18) stated that by using applications such as iMessage and Facebook, students establish online networks and discussion groups spontaneously. Furthermore, more than 75% of the students indicated that the ability to ask their peers questions aids their learning process. Nonetheless, a small number of teachers and students have stated they have concerns about this transfer of social contact to the digital world.

- Apart from the enhancement of communication between peers mutually, communication between teachers and students is more frequently reported. In addition, one of the central issues of tablets for students' learning is the blurring of the boundary between school and recreation. Participants claim that the traditional context of learning between the school walls has now extended to a digital learning environment, which allows children and teenagers to access content anywhere and at any time.

## **VI. New Methods of passion for Teaching**

Pedagogy as a science has existed in ancient Greece yet, so teachers have been refining teaching methods for not one century already.

- **Contextual Learning:** Only a dozen years ago most of the schools were committed to factual learning.
- **Various Approaches:** Modern lessons differ much as the variety of approaches used impresses even adults who finished school not so long ago.
- **New Technological Devices:** Students have acquired various new tasks that are available on the web, can learn through video conferences or live chats receive notifications from teachers etc.
- **Active Learning:** It makes the students think, talk and share information
- **A Desire Method:** A typical teacher uses a students procedure to start the lessons.
- **VAK Teaching:** Learners are divided into three main types – visual, audio and kinesthetic. Each Student will percept his amount of new information, while the others will have a chance to repeat what they have already learned.
- **Student Centered Teaching and Learning:** Students should be given the opportunity to be involved in the design of courses, curricula and their evaluation. Students should be seen as active partners who have a stake in the way that higher education functions. The best way to ensure that learning focuses more on students is by engaging students themselves in how their learning should be shapped
- **ICT Teaching And Learning:** It offer special opportunities to stimulate growth and increase innovation in every local setting, there by enabling individuals and institutions to interact more productively with the goal



economy and the wider world. The use of ICT not only can support the cognitive development of the students but also increase their motivation to learn and their interaction in learning. A well formulated and implemented national strategy and policy to avail this type of necessary resources.

- **Flipped Learning:** With the utilization of this type of learning class becomes a place to work through problems, advance concepts and engage in collaborative learning. Teacher and students can maximize one of the most significant learning resource time. In essence flipped learning is considered a belonging a direct instruction with constructive learning

These are only some of the innovative methods used to passion for teaching. Many of them are unique for each field of study. Now a days, teaching has gained many new features and continuous to develop. The only key personality that manages all these processes remain the same.

## **VII. Professional Satisfaction:**

Maslow's Theory lays the basis or foundation of the phenomena of motivation and job satisfaction. However , the most controversial question that arises is whether it is true to argue that people from all cultures on the globe have the same needs and that those needs are hierarchical.

It is "the pleasurable emotional state from the appraisal of one's job as achieving or facilitating one's job values"(Locke,1969,p.316)

Trust of the administration, students, parents, and colleagues within the school impact a teacher's perception of the school, which relate to both job satisfaction and the level of support that a teacher will seek from the principal. When a teacher's perceptions of trust worthiness in the school's stakeholders improve, his or her job satisfaction increases(Van MAele&Van Houtte,2012; Wolfe,2010).

## **VIII. Discussion**

- 7.1 How to teachers and students experience the role of the teacher following the instruction of tablet devices in the classroom setting?
- 7.2 What are the perceptions of both teachers towards this change in learning practices
- 7.3. What are the impacts of passionate teaching

## **IX. Conclusion**

The teachers have high level of organizational citizenship behavior, suggesting that they exhibit behaviors of discretionary nature that are not part of their formal role requirements, but which promote the effective functioning of the higher education.

The results of the focus group interviews revealed that further support is needed for teaching and learning practices. This need is categorized by the researchers into two preconditions, namely material conditions and the need for professionalization, and should be taken into account when integrating tablet devices in higher education.

The results showed that 95% of the sampled online faculty self identified as passionate for their online instruction. In the between groups analysis there were no significant differences in the variables of passion orientation, harmonious passion and obsessive passion by modality

This research provides a basis for future research of passion in online instruction. However the initial criterion of the replication of the factorial structure based on item factor leadings was not fulfilled. Criterion related validity was tested by correlations with passion and job satisfaction.

In addition increases in both harmonious and obsessive passion predicted increase in teacher – provided adaptive student behavior overtime. Over all the results of the present study suggests that passion for teaching is an important concept to consider in education.

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## National Education Policy-2019: A Step towards Enhancement of Quality in Higher Education



○ Shobha .K.R

*Education* is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. *Educational* methods include teaching, training, storytelling, discussion and directed research. A *policy* is a deliberate system of principles to guide decisions and achieve rational outcomes. A *policy* is a statement of intent, and is implemented as a procedure or protocol. *Policies* are generally adopted by a governance body within an organization.

In ancient India, both formal and informal ways of education system existed. Indigenous education was imparted at home, in temples, pathshalas, chatuspadis and gurukulas. There were people in homes, villages and temples who guided young children in imbibing pious ways of life.

### The Teacher's and Student's

The success and the achievements of an educational system depend to a large extent on the ideas that animate the teacher and the student. The nature of the relationship that exists between the two and the type of life they lead. In ancient time the teacher and their student's relation were mutual. Perhaps nowhere else in the world has greater importance been attached to the teacher than in India? Such has been the case since the earliest time. no person the earth deserves greatest reverence than the teacher. not even the father or the mother. To our parents we no clout owe our physical birth. But to our teacher our spiritual one, the idea that the guru or the teacher, is the spiritual father, which is quite common in the smite literature, and the boudhayana dharma sutra declares that a srotriya or scholar, who

teacher. Pupils cannot be deemed to be issueless. It was the function of the teacher to lead the scholar from the darkness of ignorance to the light of knowledge, the lamp of learning is concealed under a cover, and the teacher removes it and lets out the light.

India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 15 autonomous institutions established by the University Grants Commission (UGC).

Education policy has made for the betterment of education system from childhood education to higher education, which the draft of N E P -2019 gives.

The Draft National Education Policy, 2019 is out in the public domain. Drawing inputs from the T.S.R. Subramanian Committee report and the Ministry of Human Resource Development (MHRD), the K. Kasturirangan Committee has produced the policy document.

**“The main aim of aim of N E P-1019 is equitable & inclusive education for every child in the country, with a special focus on under-represented groups (URGs)”.**

### **Key features of NEP- 2019**

- The policy aims to universalize the pre-primary education by 2025 and provide foundational literacy/numeracy for all by 2025
- It proposes new Curricular and Pedagogical Structure, with 5+3+3+4 design covering the children in the age group 3-18 years. Under this,
  - ✓ Pre-Primary & Grades 1-2 is considered as foundational Stage;
  - ✓ Grades 3-5 as Preparatory Stage;
  - ✓ Grades 6-8 as Middle Stage and Grades 9-12 as Secondary Stage.

This is an academic restructuring only; there will be no physical restructuring of schools Universal Access & Retention with 100% Gross Enrolment Ratio for all school education by 2030.

- A three-language formula has been proposed, Children learn languages, most quickly between 2-8 years, and multilingualism has great cognitive benefits for students.
- It proposes the teaching of other classical languages and literature, including Tamil, Telugu, Kannada, Malayalam, Odia, Pali, Persian, and Prakrit in schools.
- A new independent State School Regulatory Authority (SSRA) to be created
- It aims to consolidate 800 universities & 40,000 colleges into around 15,000 large, multidisciplinary institutions
- The policy proposes three types of Higher Educational Institutions (HEIs):
  - ✓ Research Universities,
  - ✓ Teaching Universities and
  - ✓ Autonomous degree-granting colleges.
- It aims to provide autonomy to all higher education institutions. Higher education institutions to be governed by Independent Boards with complete academic and administrative autonomy
- An autonomous body called the National Research Foundation (NRF) to be set up through an Act of Parliament
- RashtriyaShikshaAayog or the National Education Commission - apex body - to be constituted. It will be chaired by the Prime Minister and will comprise eminent educationists, researchers, Union Ministers, representation of Chief Ministers of States, eminent professionals from various fields.
- MHRD to be re-designated as the Ministry of Education (MOE)
- Increase in public investment by the Central and State Governments to 20% of overall public expenditure over a 10-year period.

### **Positive aspects of the Draft National Education Policy - 2019**

- The school education will cover children of 3-18 years, instead of the present 6-14 years under the RTE Act. It covers three years under early childhood care and education (ECCE) and four years under secondary education. ECCE would facilitate play and discovery-based learning for children of that age group.

- Its emphasis on mother tongue-based education and oral language development are critical
- The policy focuses on online learning as an alternative to regular classroom interaction between teachers and students. It helps in achieving the twin objectives of cutting costs and increasing enrolment.
- It aims to protect and promote our culture through the study of classical languages, mother tongues, and regional languages
- The teacher education system will be transformed, with rigorous preparation through a four-year integrated stage and subject-specific programs offered in multi-disciplinary institutions
- The draft talks about the better engagement of the private sector and provisioning for government funding for R&D work through a proposed national research fund
- Professional education will become an integral part of the higher education system.

### **Major points, which have needs to be concentrate in the Draft National Education Policy -2019**

- The draft policy is silent on the Institutions of Eminence and agencies like the Higher Education Funding Agency
- The policy does not address with sufficient clarity curricular, pedagogical and teacher education-related issues that plague the teaching and learning of early literacy in many Indian classrooms
- The policy proposes largely oral activities for the pre-primary grades, reading hours for Grades 1-3, with an additional hour for writing starting only in Grades 4 and 5. It contradicts evidence suggesting that young children be taught listening, speaking, reading and writing simultaneously and not sequentially
- It lacks discussion about what it takes to prepare teachers to successfully teach foundational literacy in a multilingual country. Instead, the document recommends recruiting volunteers and community members to support the acquisition of early literacy. Volunteers can be used, but cannot be a primary mechanism to deliver foundational literacy to students

- It misdiagnoses the causes behind the severe learning crisis - namely poor school and teacher accountability. There is no fundamental reform proposed for revamping the accountability structures for schools. Instead, the NEP provides school management committees (SMCs). SMCs already mandated under the RTE Act are ineffectual
- With the democratization of knowledge and availability of technology for easy access to information, the draft should have focused more on how to teach and not only on what to teach
- The National Research Foundation (NRF) is tasked with “permeating the culture of research and innovation” and addressing societal challenges. But, there is no mechanism, such as innovative curricula or extension units, for tier II or tier III institutions to work on local problems. It has no access or accountability to people or their representatives
- The Constitution puts education in the Concurrent List, giving authority and responsibility to both the States and the Centre. However, the draft had robbed the States by creating an excessively centralized structure of authority and vesting overarching powers with the PM-led RashtriyaShikshaAayog (RSA).
- In promoting the study of regional languages, the importance of English is neglected. Those who are fluent in the English language live in households with three times higher income than those without any knowledge of English. By ignoring this, the Draft NEP-19 has laid out a “language trap”, which will create social inequality and impede economic growth due to loss of the demographic dividend
- The report does not emphasize enough the role and importance of state governments in imparting education to the masses

Culturally, India has been, and continues to be, a cradle of great diversity in all walks of life, with its myriad languages and dialects, with as many as seven classical dance forms and two classical music forms, many well-developed traditions of folk arts and music, pottery, sculptures and bronzes, exquisite architecture, incredible cuisines, fabulous textiles of all kinds, and so much more. These rich legacies to world heritage must not only be nurtured and preserved for posterity, but also enhanced and put to new uses through our education system. For instance, they can be integrated into a Liberal Arts education to help develop the creativity and



originality of students, and to encourage them to innovate. As Einstein said to a group of children, **“Bearing minds that the wonderful things you learn in your schools are the work of many generations.** *National health policy-2019: A Step Towards Enhancement Of Quality in Higher Education. Adjusting for the current scenario of education and bringing innovations in the system to draw the best of pupils as well as educational system this policy with modification can be the best step towards enhancement of quality in Higher education.*



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## **Improving Quality in Higher Education : highlights of National Education Policy-2019**



○ **Radha Singh**

Education is very essential for each and everyone as it develops our knowledge, skills, personality and attitude. It increases our confidence level and makes us a self-dependent person. It also plays a vital role in our career growth level all through the life. In the words of Malcolm X “Education is the passport to the future, for tomorrow belongs to those who prepare for it today. “ An educated person led a happy and healthy life. It provides us to think properly and to differentiate between good and bad. Today’s investment in education must be profitable in tomorrow. It reduces unemployment’s and plays an important role in human, social, and economic development of country. Keeping the value of educations, the committee for Draft National Education Policy submitted Dr. K. Kasturirangam chairs its report on 31 May 2019 This committee. The committee NDP was initiated by the ministry of human Resources Developments in June 2017 .The report suggests the policy of education in the field of access , equity , quality , affordability and accountability in education process.

The draft Policy aims on special education system from primary school to higher education. Its mains purpose and perspective is to increase the focus on primary and early childhood care. Its objective is to reform the present exam system. It enhances and strengthens the teacher’s faculty and brings the educations methodology in a regular framework. Earlier, the National Education Policy was framed in 1986 and is modified in 1992. But for well-applied policy, it needs time-to-time revisions method. For the purpose of quality education, innovation and research the Government of India calls for a revision scheme. It also follows and explores National Education Commissions, increase public investments in the

fields of educations, modified the use of technology and seeks to increase focus on vocational and adult education. Here is the key plan for the development of India through her future education schemes.

## **School Education**

In formal education, the minimum age of admission for child is six years, which has been reduced by three years. In early childhood care and education, the committee observed several lackness in learning programmes. These curriculum fails in developmental need of children, does not found trained and qualified teacher and substandard pedagogy. Presently, in early or primary childhood education is followed through private and anganwadi's center. The NEP has proposed to integrate existing 'play schools' to bring it in a formal education system. This will consist of guidelines for up to 3-year-old child and it are for parents and teacher and for 3-8 year old students.

## **The Right to Education Act, 2009 (RTE Act)**

The RTE Act will be amended to bring play school under the Ministry of Human Resource Development of Education, which provides free as well as compulsory education to all children from the age of 6-14 years. The draft Policy recommends at the current amendment to the RTE Act extends to all children between the ages of 3-18 years for continuous and comprehensive studies. According to this Act the Children must learns with appropiciate age learning levels.

## **Curriculum Frame Works**

A new education structure of 5+3+3+4 has been restructured based on the development needs of students. The design consists of new category of foundation stage which includes play school and class 1 and 2 the second stage of education has been named us 'Preparatory stage ' which includes class 3-5 , and there is a Middle and Higher upper stage' which pursue class 6-8 and 9-12 respectively. Under this policy, the school will have complete freedom in the terms and condition. They apply their curriculum, textbooks, pedagogy and examination. Under this policy, Private schools have freedom in the respect of their fee and profiteering. But the committee noted that the current education system only focuses on facts and producers.

## **School Infrastructure**

The committee noted and plans to establish primary school across the states and their capitals. The establishment of schools in every habitation helps to increase access to education. The small and complex classrooms hurdle for teachers and critical physical resources. Hence, the draft Policy recommends bringing multiple school together to form a complex school. This complex infrastructure consist of one Higher school , class 9-12 and all nearby Private school that offer education from Primary to Middle(i.e.-3-8) such type of complexes will also followed by anganwadis, vocational educational facilities and an adult education system. Resources like infrastructure and trained teacher might be shared across all stages of school complex to provide integrated and valuable education.

## **Teacher Management**

Large number of primary as well as secondary schools was followed by single teachers. The committee observed that there has been teacher shortage in many school. And the required teachers were not very professional and well qualified. They employed only for non-educational purposes. The draft policy seeks for the requirement of teachers must be at least five to seven years. The policy also recommends that teachers will not be permitted and allowed to participate in any non-teaching activities during school period. Keeping the view of teachers training, the present B.Ed., programme system will be preceded by a four –year integrated B.Ed., programme .It involves teacher in practical training, high quality contest and pedagogy. For continuous professional development of teachers, they must attained minimum of 50 hours training every year.

## **Higher Education**

The committee noted that the current higher education system is lacking in country due to decrease of higher educational institutions. The current level of higher education is 25.8%, which aims to increase up to 50% by 2035. In this context, several institution of higher studies, named, Higher Education Regulatory Authority (NHERA) have implemented across the world. It includes Arts, humanities, Mathematics, sciences, technology, engineering and many more .It focuses on professional and vocational education system. It involves the role of all professional councils such as AICTE and the Bar council of India

These councils have limitations to set their standards for professional practices.

Infect the role of UGC will be also limited to provide grants to higher educational institutions. Further, the NAAC is an authorization body under the UGC. But now the committee recommends and separate NAAC from the UGC into parted and individual autonomous body. Under the new role, NAAC performs well and reached at the top level of delegation. It also issue licenses for many commissions to increase access of higher education.

These councils have limitations to set their standards for professional practices. Infact, the role of UGC will be also limited to provide grants to higher educational institutions. Furthermore; the NAAC is an authorization body under the UGC. But, now the committee recommends and separate NAAC from the UGC into a parted and individual autonomous body. Under the new role, NAAC performs well and reached at the top level of delegations. Are also issue licenses for many commissions to increase access of higher education?

### **Restructuring of Higher Education's Institutions:-**

In the present time this system can only formulated by their parliaments or state legislations. The committee proposes to set up these institutions through a Higher Education Institution charter from NHERA. These higher studies centre will be restructured under three categories :- (1) research Universities that focuses only on research and teaching (2) teaching Universities focusing mainly on teaching undergraduate levels. These assessment well done under certain specified criteria and it promotes institutions towards the developments of academic, administrative and financial area.

### **Establishing of National Research Foundations**

The committee recommends to emphasis on energizing and innovative research across the country. The draft policy is establishing a National Research Foundations for funding, monitoring and formation of buildings for quality research across the country. This research Process is a peer – review based process, which analyze and create a link between research, government and industry. It is followed by seminars and prize distributions among the researchers. This foundations is lead by four major categories: - Science, Technology, social Sciences, arts and humanities. Moreover, the Foundations will be provided by annual grant of Rs. 20,000 crore (0.1 of GDP) over the next decade.

## **Towards High quality liberal Education**

The draft Policy recommends an imaginative and liberal undergraduate education with specialization in chosen field. This is a flexible policy in which students can choose an area of specialization as ‘major’, and optional area as ‘minor’. Four-year programme is lead to a honors degree with research work and multiple exit options with opportunities certificate. For the multidisciplinary model of liberal arts and institutions five Indian institute of liberal arts must be set up for next five years.

## **Integrating Professionals Education into Higher Education**

The committee noted the poor service of higher education this policy visualize an approach to holistic, professional, and understanding of the social – human context. In the field of higher education, Professionals education is an integral part. An education must be ethical and public purpose. In this, field the desirable student’s teacher ratio of no more than 30: 1 for continuous Professional developments programme.

## **Optimal learning Environments and students support**

The draft policy finds it as an archaic and narrow curriculum. The faculty fails to perform as a design curricula that negatively impacts on pedagogy. Hence, Committee involves in an effective and valuable pedagogy to support optimizes learning. Under this policy open and distance learning will be expanded across the country and the students were not assessed on the basics of academic session but they judged on the broad sense and capacities.

## **Higher Education Governance and Regulation**

The Committee sees to revisit the self- governed higher education institution to bring synchronization and co-ordination among the different Universities, ministries and agencies. In this context, it recommends creation of national education commission or RashtriyaShikshaAayog. It is headed by the prime Minister. This Aayog is responsible for revising, evaluating, developing and implementing of many fields of education. It encourages excellence in higher education.

The draft Policy presents many proposals in the field of financing, technology, vocational and Indian language education system. It plays a critical and important

role in the reshuffling of the Indian education system, which is vague and unclear in the present time. An unexpected changes may occur after the implementation of national Education policy. But the policy has certain issues between the connection of teacher and students. However, it solves the problems of mental and financial burden on students and their parents



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## **As Per New Education Policy 2019 - Role and Responsibilities of Teacher in Value Based Education**



○ **Dr.N.T. Somashekaraiah**

### **Introduction**

The National Education Policy 2019 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

As per new education policy 2019, teachers truly shape the futures of our children - and, therefore, the future of our nation. It is through teachers that our children are imparted with values, knowledge, empathy, creativity, ethics, life skills, and social responsibility. Teachers thus form the very heart of the education process, and represent an indispensable vehicle towards a progressive, just, educated, and prosperous society. It is because of this noble role that the teacher in ancient India was the most respected member of society. Only the very best and most learned became teachers. Society gave teachers, or gurus, what they needed in order to pass on their knowledge, skills, and ethics optimally to students; in particular, gurus were given full autonomy to decide how best to carry out this creative process, and as a consequence, they did their very best to develop personalized learning plans for every student in order to help each student achieve her/ his life's potential.

Today, however, the status of the teacher has undoubtedly and unfortunately dropped. The quality of training, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the standards where it could be. The high respect for teachers and the high status of the teaching profession must be revived and restored for the very best to be inspired to enter the profession, for teachers to



be well motivated and empowered to innovate, and for education to therefore reach the heights and levels that are truly required to ensure the best possible future for our children and our nation. Now this paper will be focus on role

## **Concept of Value Based Education**

In simple term value based education part of the education which imparts certain essential moral, an ethical, cultural, social, spiritual value in child necessary for their all round development and prepares them as a complete man. It built the character and is necessary for development of personality of an individual. It includes physical health, mental health, etiquettes and social behaviour, civic rights and duties etc. Every one of us is well aware about importance of these values in life of an individual yet we are unable to develop it in our children resulting in a number of behavioural and developmental problem. Next question that comes to our mind is that how these values can be developed in children?

Some educationalist has suggested that moral values are developed in an individual automatically during school time and after coming in contact with the society. They try to make adjustment as per the need of the group and set of standards and norms developed and accepted by the group to which they belong. It is a continuous process during which he keeps on changing himself but this concept fails to explain why the adjustments made by two individual are different in similar situation. Adjustments can be positive as well as negative, if changes are positive these can be called as values and if changes are negative or opportunity based then they can be termed as only adjustment. So we can say that social adjustment made or experiences gained during school time are not enough to inculcate values in child because two individuals never react similarly to same situation it means that values are the thoughts which are to be introduced in moral development includes both thinking morally and behaving morally, Moral person is not only the person who does the right things but also one who does the right thing for right reasons.

## **Need of Value Based Education**

- **Preparing Our Children for Future Roles in Society:** Knowledge gained in school is only one goal of education. The primary goals of education should be enabling students to gain knowledge and moral values. Our kids will need both in preparing themselves to be good parents and citizens in society.

- **Many parents Aren't Teaching Moral values:** If all parents were teaching their children moral values in the home, it would not be necessary for the schools to do this work. The sad fact is that many kids are not learning from their parents the difference between right and wrong. This is because most mothers and fathers in their busy workdays spend only a few hours with their children. In many families there is only one parent and no other role models for kids to follow:
- **There is Too Much Violence and Dishonesty in Society:** Every day student is exposed to violence, dishonesty, and other social problems in the media and the real world. How many times have we heard about school shootings? What about other times when students are caught cheating on exam? Then, too, we read about bullying in school and fights between gangs. If moral values were taught in schools. We would have fewer of these problems.
- **To Counter Bad Influences in Society:** Unfortunately, many of the role models of young people are setting bad examples. These bad examples range from sexual promiscuity, degrading of women, advocacy of violence, and the condoning of dishonesty in order to succeed.
- **Moral Values Will Stick with You for Life:** The significant of moral values in our life is every important. Moral values teach us what is right or wrong. Thus, we can conduct our life in a right direction. We can conduct our life in a right direction. We can understand what is good or evil. This type of learning helps us to conduct our life morally in this world.

### **Some Important Moral Values and School Curriculum**

According to Swami Vivekananda, if we want to make our students as a moral human being, school curriculum is one of the best ways to serve this purpose. Because he think that moral values can be inculcated among our students through a value based school curriculum. Therefore, Swami Vivekananda suggested some important moral values, which should be included in our school curriculum.

- **Unconditional Love and Kindness:** In most cases, if you love someone, he or she will love you back in return. This, however, is not the real meaning of love. Love should be unconditional. With more love in the world, kindness will follow and replace cruelty.
- **Honesty:** Students must be taught that dishonesty and cheating is wrong, and

will get you nowhere in the future. As a student, one is only hurting himself or herself by cheating, because this action will eventually catch up to you in the end with bad consequences.

- **Hard Work:** Nowadays, so many students want to cheat and cut corners in their studies, because they are lazy and don't place any value on hard work. This thinking must change.
- **Respect for Others:** Unfortunately, in our highly competitive dog eat dog society; many people will tread on others to get ahead in life. Respect for others should include respecting different religions, races, sexes, ideas, and life styles.
- **Co-operation:** To achieve a common goal, it is necessary for all people to work together. If this is not done, a few people may profit, but the end result for everyone will be a failure. I still believe in the motto, "united we stand and divided we fall,"
- **Compassion:** Compassion is defined as being sensitive to the needs of people. If there were more compassion in the world. There would be less homeless, hunger, wars, and unhappiness.
- **Forgiveness:** Anger in most cases is caused by unwillingness to forgive. There would be less violence and fighting in school if students could learn this moral virtue.

## **Role of Teachers in Imparting Value Based Education**

Ordinary Teachers can bring about extraordinary transformation in the society. A teacher should practice what he preaches. Teachers are a role model for the students. Their actions convey more than their words. Students learn values from what the teachers are rather than from what they say. Teacher makes a maximum impact on the personality of a student in the formative years. Students imbibe virtues and vices knowingly and unknowingly from these role models. Teacher demonstrates the appropriate behaviour of their students by their actions. Teachers must have healthy attitude and should possess rich values. Teaching is all about attitude-positive/negative towards their job of imparting quality education. Teacher should act as a friend, philosopher and guide. A teacher is not only a source of information but is also a mentor and guardian. For this teacher must respect the teaching profession, love her subjects and students, students will seek

inspiration from teachers who have high self-esteem. A decade back or so the role of a teacher was limited to being a source of information. But today this place is shared by books, coaching classes, multimedia technology etc. So the role of a teacher is marginalized. Role of a teacher has increased manifold. In modern times, we are experiencing transition. A teacher can maintain values and nurture them. A teacher has an immense potential of bringing about a sea change in the society by demonstrating essential values of head and heart. Teacher can impart values in students by giving them instructions through discussion, experimentation and lectures and by the following mentioned ways:

- Teachers can maintain a case-study register to closely observe the students and note down the positive and negative traits of their personality.
- By organizing cultural and sports events values like team spirit, sharing, spirit of cooperation, patience, courtesy etc. can be imparted.
- National and religious festivals must be celebrated to foster a feeling of homogeneity.
- “Thought for Day” should be employed in assemblies. Moral thoughts trigger in them moral thinking.
- Teachers should give importance to cooperative learning.
- Skits, role-plays propagating moral values can be performed by students under the guidance of teacher.
- Teacher must tell the students to go to the libraries-the treasure house of knowledge. Classics available in the library are morally rich and inspiring.
- Teacher must explain the students the importance of meditations & yoga practices for realization or the attainment of oneness with God.
- Every day a Teacher must spent at least 5 minutes on moral lecturing.
- Impart knowledge of foreign languages to make them know different cultures.
- Organize games, excursions, visits to places of historical importance. Club activities like nature club, literary club, wildlife prevention club, social service camps, blood donation etc.
- Suicidal tendencies in students should be curbed. They must be prepared by the teacher to face the challenges of life fearlessly and with courage.

## **Responsibilities of Teacher in Moral Values of Students**

Most people think that a teacher's sole responsibility is to impart knowledge in the classroom. Yes, but imparting knowledge or facilitating learning is only one responsibility of teachers. In an age where parents are increasingly shirking their responsibilities in bringing up children, it is also the teacher's responsibility to assist in developing the desirable characteristics or moral values of students.

A Kannada teacher in Karnataka once remarked to me that there are no bad students, only bad teachers. I have thought long and hard about this statement and have concluded that it is true. When children are born, they have no manners and a general sense of what is right and wrong. Good, loving parents will teach a child the difference between right and wrong and develop other desirable characteristics such as good manners and honesty. But what if parents don't teach their children? Can we say, therefore, that kids are bad because they have no desirable characteristics? No, we can't. It is the responsibility of the teacher to inculcate desirable characteristics into the education of students. If the teacher fails to even try to do this, he or she is a bad teacher.

## **What Are the Responsibilities of a Teacher?**

The characteristics of good teaching include the responsibilities of a teacher. Besides being a source of knowledge and truth and facilitator of learning, a good teacher works endlessly to foster the desirable characteristics of students. The duties and responsibilities of a teacher are to ensure that all students develop the following desirable characteristics or moral values:

### **1. Honesty**

Honesty and integrity are so very important in life. In the classroom, students must be taught not to cheat on tests, not to copy classmates' homework, and not to tell lies to the teacher and others. A teacher can guide kids to be honest by setting a good example in class. The teacher should always be honest in his dealings with the class. A wise teacher will also read and tell his class stories about honesty and dishonesty, and how dishonesty is never really rewarded.

### **2. Enthusiasm or Avidity for Learning**

Every teacher wants his pupils to love school and be eager to learn. Nothing is worse than having an unhappy kid who doesn't want to learn and come into the

classroom. In generating enthusiasm or avidity for learning, a teacher must be a good motivator. The teacher can do this by creating a very interesting classroom environment, and by using textbooks and other audiovisual materials, which are fun to hear, read, and study. The teacher can also be dynamic in class in his or her relationship with students.

### **3. Ambition and Hard Work**

Thomas Edison once said that genius is 10% inspiration and 90% perspiration. Anyone who really wants to achieve a goal has to set his or her mind to it and work at it. Ambition and hard work must begin in schools and classrooms. Students must not be allowed to be lazy, and they should be required to complete all assignments on time. Pupils should also work up to their abilities. A good teacher will get his students ambitiously working hard by offering them rewards. These rewards would include comments such as “excellent” or “nicely done” on tests and assignments. They also would include recognition for being number one in the class or getting the highest grade on a test. A teacher can do this by announcing the highest achieving student in class or by posting their names on the classroom bulletin board, for example, as being the student of the month.

### **4. Curiosity and Asking Questions**

Curiosity is a desirable characteristic that is missing from many students. There are just too many pupils who accept everything they hear or read and don't question its veracity. Many students have never learned how to ask questions to find out more about a topic they are studying. A good wise teacher will run a student-centered classroom and teach inductively. A Socratic method should be used to lead students to ask questions to get their answers.

### **5. Being Responsible**

Student responsibility is one of the most important desirable characteristics. Being responsible and held accountable for one's actions is a necessary behavior for all members of society. There is no better place than the classroom to learn to be responsible. Students must be responsible and held accountable for bringing their books and school supplies to class, turning in assignments on time, making up missed assignments, and being punctual to class. As for all desirable characteristics, the teacher sets a good example by being punctual to class and having all of his

lessons prepared. There should be both rewards and punishments for ensuring the responsibility of students. The punishments could include staying after class or doing extra assignments.

## **6. Etiquette and Manners**

Every teacher welcomes a good student who is well mannered and well behaved. In Thailand, all students are taught from kindergarten to respect their teachers with a “wai.” All students should be polite to their teachers and classmates in school. There should also be no disturbances such as talking aloud in class or students getting out of their seats without the teacher’s permission. Once again, teachers set an example by being polite to students and other teachers. If a student’s manners are bad, a teacher must take the student aside and rectify the deficiency in his or her manners.

## **7. Self-Esteem**

If a student is going to care about others and display good manners, he or she should have self-esteem. Students must learn to love themselves and take pride in their appearance and clothing. They must feel good about themselves and have self-confidence. Here the teacher can play a big part in developing a student’s self-esteem. The teacher can do this by showing concern and love for the student, and by giving the student attention and every opportunity to succeed.

## **8. Co-operation with Others**

Working with others is a necessary part of classroom life. In fostering a good learning environment, it is worthwhile for pupils to join in discussion groups and work together on projects. A teacher sets an example by showing kids how to work together on a class project. Students could also observe a teacher working closely with another teacher in team teaching.

## **9. Being Kind and Helpful**

There isn’t one teacher who doesn’t like a student who is kind and helpful to the teacher and other classmates. Students can exhibit this by doing classroom tasks such as erasing the board for the teacher or helping him or her pass out books and papers. A kind and helpful student will also tutor weaker students in the class. A teacher sets an example by being kind and helpful to his students.

## **10. Being Public-Minded**

Public-mindedness is a desirable characteristic for everyone in society. There is no better place than the school to develop this civic responsibility. Students should be expected not to litter, and to volunteer to carry benches and chairs to be set up for a school assembly. Teachers can develop this desirable behavior by setting a good example by not littering and picking up trash in public areas. A good teacher could also show his students films about pollution and global warming and discuss these topics.

In preparing students for their roles in society, the development of desirable characteristics or moral values of students cannot be overlooked. If teachers avoid this responsibility, in the future there will be more deviant behavior problems in society. The most important agent for building the character of the student is a teacher. Swami Vivekananda says the “character building can change the nation. As strong foundation is required for a strong building, strong character is required for nation building.

## **Conclusion**

From above discussion we can come to conclusion that providing value based education to our children from early childhood especially during adolescence age group, can help us in overcoming the problem of deteriorating moral values in our youth. Curriculum reform is urgently needed; especially curriculum of languages can be used for promoting value along with the learning of subject matter. Beside the subject matter, teachers should try to figure out the value-based message hidden in text and communicate it to students. Parents should try to invest more time with the child rather than in vesting their time in earning money. Half the work is done if parents decide to teach one story every day to their child giving essential message. Teacher should understand their duty to impart value education to the child from very first day along with the formal education. Different type of extracurricular activities and other such programmes must be organized in school from time to time to promote values in students. Swami Vivekananda words should not be forgotten by the teachers- “Arise, Awake and Stop not till the goal are achieved.”

None of this will be possible without passionate and committed schoolteachers who will take charge of transforming the education system as envisioned in New Education Policy 2019(NEP). For this, they also need to be adequately prepared.



Teacher preparation, orientation and training will, therefore, move into the education sector, into multidisciplinary environments available at schools. The contributions of teachers to all aspects of improving the education system, through teaching, research, institution building, student empowerment and such other aspects will be recognized.

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# **Attributes of Teachers in Enhancement of quality: A way forward**



○ **Dr. Shobhalatha .N**

## **Introduction**

Quality in Education is to learn the right things and to learn them well. It is not good enough to learn the right things only half well and it may be even worse to learn the wrong things well. Quality has become the key word in the higher education. Today, improving the quality is the biggest challenge before the higher education system. Access to the Global Economy will depend more on the quality and productivity. This problem can be solved by making available more and more professional skills. Higher education requires special emphasis and has major role to play in determining the quality of life and the pace of development of a nation and the world as a whole. It is the responsibility of the Higher Education system to ensure that the skills, understanding and output of the students are equal to the best in the world.

Quality Education is the education that best fits the present and future needs of the learners. It is the education that provides students with the tools, to deal with and find solutions to challenges confronting mankind. In a changing world of rapid technological advances, this means that what was considered quality education yesterday might not meet the standard of what will be understood as quality tomorrow. It should not be regarded as a process of consumption, but as a process of interaction between teachers and students.

Quality Education can never be a neutral process, it will always be value based. It must aim at giving the students opportunities for personal development and confidence to adapt to new situations as well as change these situations, when they find that necessary.

The success of any education system depends on the quality of teachers, which, in turn, depends on the effective teaching / learning process. Teachers' role is of vital significance for the development of society and appropriate changes in the society. Thus, the quality of Higher education depends upon quality of those who impart it. Teachers are the most important components of any educational system. Teachers play most crucial role in the development of the education system as a whole and also in imparting and maintaining the standards of higher education.

In the present scenario, the 'personality' of the teachers has deteriorated. Teaching is considered as one of the noblest professions but unfortunately, this profession is losing its status in the society because of modernization, political influence, Casteism, corruption and other unfair means. For many teachers, especially in medical and dental sciences, teaching profession has become easy source of earning money. Making many money by unfair means like malpractices in examination resulted in decline of the quality of teaching values. Changing social attitude, no responsiveness and poor level of accountability, emphasis on western system of education, impact of modernization, absence of the traditional Indian education system, etc. are the factors responsible for the degradation of teaching values in the society.

**Teachers play crucial role in improving the quality of higher education in following ways:**

### **Dedication and Commitment**

Dedication and commitment of teachers plays a crucial role in improving the quality of education and shaping the future of nation.

### **Motivation**

A teacher should act as a motivational force and should be able to create a learning environment in which students are encouraged to think carefully, rationally and express their thoughts and decide on the situations and difficulties. It is the responsibility of teacher to create a context in which the students' desire and ability to learn can work most effectively. A teacher should act as the role model for the students.

### **Skill Development**

Skill development is crucial to the success of students in the job market. Skill development of students, on par with their counterparts elsewhere is an important

aspect of enhancement of quality of higher education. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, preparing the students to achieve core competencies, to face the global requirements successfully is very important. This requires that the teachers should be innovative, creative and entrepreneurial in their approach, to ensure skill development amongst the students. By various means such as establishment of collaborations with industries, social organizations, networking with the neighborhood agencies/bodies and fostering a closer relationship between the “world of skilled work” and the “world of competent-learning”, it is possible to develop required skills.

### **Imparting Value Based Education**

It is said that skills are of less importance in the absence of appropriate value systems. Hence, teachers should shoulder the responsibility of inculcating the desirable value systems amongst the students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is ample scope for inculcating the core universal values like truth and righteousness. The seeds of values sown in the early stages of education, mostly aimed at cooperation and mutual understanding, have to be reiterated and re-emphasized at the higher educational institutions, through appropriate learning experiences and opportunities.

Values are the guiding principles of life, which are conducive to all round development. They give direction to life and bring joy, satisfaction and peace to life. In ancient India, more importance was given to morality, honesty, duty, truth, friendship, brotherhood, etc and these were considered to be the themes of Indian culture and society. Imparting value-based education was the only aim of the teachers of ancient age. But in the present scenario, due to large number of changes, there is a considerable decrease in the quality of value based education.

Wisdom knows what to do next, skill knows how to do it and virtue is doing it. Teachers must try to impart knowledge, which leads to wisdom and not merely to training or skill. He should have capability to impart value based education to

the students. The purpose is not to produce outstanding students but to produce outstanding citizens of the country.

## **Lateral Thinking**

Later thinking is solving problems through an indirect and creative approach, using reasoning that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step-by-step logic. Teacher should take initiative to nurture and nourish the students to develop lateral thinking.

## **Use of Resources**

Efficient use of resources helps to produce uniquely educated, highly satisfied and employable graduates. Motivated teachers can enrich their teaching with resources and co-curricular activities. Use of ICTs in teaching learning process makes the lecture effective and improves the quality of teaching. Continuous updating of teaching methods and use of innovative teaching methods help to improve the quality of teaching.

## **Curriculum Design**

The quality of higher education can be enhanced by designing need based curriculum, keeping in view the demands in the employment sector at national and international level.

## **Special Attention to Research**

Promotion of research is crucial for improving the quality of higher education system. It is one of the factors, which influences the quality of teaching. Educational research must be strengthened as an instrument for improving educational quality and results of such research must be communicated to teachers in a better way. The link between classroom teaching and research is extremely important. It must be a link operating in two directions:

- i) Information to the teachers about latest findings.
- ii) Information to the researchers about the problems.

## **Academic Development**

As to teach is the life-long process of learning, the teachers are the most

important components of the higher education system. Academic development of teachers is crucial and necessary for the success of the Higher Education system because teachers are the prime movers and catalysts for all round development of students. Teachers play a significant role in not only improving the quality of Higher Education but also maintaining it; the professional competency of teachers has to be of such a high level so as to impart quality knowledge to the students. This would call the continuous upgrading of the professional development of the teachers, which is key guarantee of quality education.

High quality in service training and professional development within the profession in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching. Teachers need continuous self-development to generate, knowledge that goes to contribute towards, inculcating high professional competency, among students. Development of teachers depends on many factors. It is closely linked with

- The quality of research.
- Participation in National and International Seminars.
- Faculty exchange programs.
- Up gradation of qualifications.
- Exposure to recent developments.
- Writing of books and papers.
- Collaborating with fellow researchers in other Higher Education Institute.
- These activities help to impart quality education to students.

## **Quality Awareness and Self Evaluation**

Ability to improve the quality of education is the ability to reflect on their own teaching, critically examine the methods used and looking for alternative ways of teaching. To create increased quality awareness and help teachers to improve their teaching methodology and skills may be of crucial importance to improve quality in education. One major way of doing this is to systematically evaluate the own teaching and its results. Evaluation helps to improve their own work. This also helps to discuss about newer effective methods to use in the teaching and to discuss about the choice of the best teaching methods.

## **Professional Freedom**

Professional freedom of the teacher is of crucial importance in developing quality in education. Professional freedom does not mean that the teacher can do whatever he likes, but that the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal learning situation. There has to be a general thrust in the creativity of the teacher. Authorities can give suggestions to teachers regarding the use of newer teaching methods through service training, professional development programs and other means. But authority should not dictate about method to be used by teacher. The teacher should enjoy academic freedom in the discharge of professional duties.

A teacher plays a crucial and demanding role in the process of students learning by creating a context in which the students' desire and ability to learn can work most effectively. The task of the teacher in the higher education system involve the creation of a learning environment in which students are encouraged to think carefully, rationally and to express their thoughts and to decide on the situations and difficulties they wish to confront and resolve. The teacher helps students to achieve their own aims and adopt notion that underlines the higher education. Therefore, the quality of performance of the teachers is of paramount importance.

## **Professional Ethics**

Professional ethics of teachers is an important issue. The complex task of teaching and many other responsibilities shouldered by teachers underline the questions related to the responsibilities and duties of teachers. This has also been reflected in a growing discussion on professional ethics among teachers. Promotion of professional ethics also helps to fight against corruption.

## **Conclusion**

Education without vision is fruitless and education without value is meaningless. The Inculcation of values and promotion of values in educational system is a need of the hour to make all the possible attempts to inculcate value – oriented education in the centres of learning. The teachers' participation with vision to make education meaningful and valuable will contribute to the overall development of the system of higher education of the country as a whole.

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# The Qualities of Good Teachers



○ Timee Ronra Shimray

## Introduction

The role of the teacher is to facilitate his own students. Teacher, according to Oxford Dictionary (2011), is “person who teaches in a school”, and “teach” as

1. Give information about a particular subject to a class or pupil.
2. Show someone how to do something”.

A renowned philosopher Vivekananda stated: “The true teacher is he who can immediately come down to the level of the students, transfer his soul to the student’s soul and see-through and understand through his mind. Such a teacher can really teach and non-else” (as cited in Haider and Jalal 2018). As teachers, are we doing justice to the students? What is the aim of teaching? Do we really fulfill the tasks we are called for?

## Then and Now Schooling

Earlier the students were passive and it was more of a teacher’s talk. The teacher was the knowledge and students considered him as the only source of knowledge and whatever the teacher had said was the ultimate truth. Today, the system of education is changing. The demand of students has changed. In the same way, the approaches and techniques need to be changed too. There are schools where students are given importance, their voices are heard and considered. Nevertheless, even today, many schools still follow this traditional way of teaching. It was said as the “banking concept of education” (Friere, 2017, p.45). The teacher dumps information in the mind of students and thinks her work is fulfilled. Like Friere has

pointed out, “the more meekly the receptacles permit themselves to be filled, the better students they are” (p.45). John Dewey states: “If we teach today as we taught yesterday, we rob our children of tomorrow” (as cited in Haider and Jalal 2018). As teachers, what solution shall we bring to bring a better education in our state/ country?

### **What is the main aim of teaching?**

The main aim of teaching is giving importance to children i.e. “child-centered pedagogy” (NCF 2005, p.13), to listen to students’ voices, experiences and appreciate their participation in the classroom activities. Teachers should give an opportunity to raise their voices not just answering what the teacher asks. Students can learn naturally where they feel comfortable; therefore teacher should create an environment where they can feel like at home and where their cultures, languages are valued (NCF2005). In order to create the right environment for all the students in the classroom, the teachers should know the students, their emotional needs, and their background.

Teachers should give students learning activities to find out knowledge apart from their syllabus (NCF 2005, p.20). Knowledge is not only written in the textbook. It can also be found through interaction with friends or listening to their peers, or by doing. For instance, the teacher can help students to enact the drama of the story in their own words, or pair work or group of four can sit down together and change the ending of the stories by giving “what if”.

Teachers should have knowledge and understanding of his or her own subject. A teacher must able to guide his or her students in the subject s/he is handling. Hudson (2008) stressed that teachers need to be good and competent in their areas of teaching. Students’ minds are like an unending depth; their imagination, their doubts are sometimes inexpressible; sometimes the questions are very different from how the teacher thought; as the guide, he/she needs to have the answers to every question. This is why the responsibility and tasks of teachers are not easy. A lot of research after research would help students to find answers to their questions.

Teacher should be teachable. No one is perfect even the teacher whom children think the teacher knows everything. There might be a time where the mistake of the teacher was corrected by his or her own colleagues or by his or her own students. He should know his mistake and be corrected.

According to Dewey, Socrates and Plato emphasized that the main aim of education to impart knowledge. It is the duty of a teacher to help students grow not only in academic but also even in the real life activities; and knowledge is beyond the textbook and school. Students should able to use the things they have learned in the class to apply in their real-life activities as well, like the electric circuit they have learned in their physics class, they should able to apply at home when needed, the lesson they have learned in their Language class, to show love to others, they should be able to show it every day.

Teacher should be well prepared for the class to have the systematic flow of the lesson. Sometimes it fails to carry out according to how he or she has planned, nevertheless, when the teacher is well prepared, it is productive. Classroom teaching is not only teaching about the lesson; it is also the opportunity to shape the students' personalities in the school and outside the school. It accepted both socially and academically; "Socially, teachers' discipline strategies have been suggested to be a potent force to promote students' sense of responsibility in the classroom (Lewis, Romi, Qui, & Katz, 2005) and to produce more responsible citizens at a grand vision (Lewis, 2001). Effective teaching research also shows that a sufficient degree of classroom discipline is needed to create an atmosphere conducive to student learning as students' misbehavior distracts the process of learning and teaching and ruins the effectiveness of even the most carefully planned lessons (Barton, Coley & Wenglinsky, 1998). (As in Rahimi and Karkami, 2015)

### **Teacher's relationship with students**

Teacher-students' relationship is vital in the process of learning. There are numerous factors (personal or from the outside) that help students to learn; one of the main factors is the relationship between the teacher and the students. The teacher is the one who spends time seven to eight hours with the students in the school; the teacher like a god in human form sees the mistakes and where the students need to be encouraged. There are many stories that we have heard that because of the teacher his or her students started speaking up, become a better person, started liking the subjects, started liking schools and the surrounding. Yet there are also many instances because of the behaviors of the teacher towards the particular student, he or she became the criminal, dropped out, left school, cheater and most importantly could never learn anything even if the student was in the classroom.

Students' minds are fragile and delicate; if not given proper attention or not handled correctly, they may break emotionally, break academically and socially. Sometimes, some teachers expect a lot from the students and when they cannot meet the expectation, teachers began to scold those, using harsh words. A teacher needs to put down the high expectation from the students. Knowing their areas of difficulties, the teacher should guide them and help them to reach their goals. "The student-teacher relationship is like a bridge that connects the knowledge, experience, and efficiency of a teacher to bring out the potentiality of a student with his/her aspirations (Mercinah and Nirmala).

In a study conducted in Finland, Hirvonen (2010), studied on internal and external demotivation in which the teacher's behaviour is one of the factors. In Vietnam, Trang and Baldauf (2007), 64% of students were demotivated because of the teacher's behaviour. In the studies conducted by Sahragard and Ansaripour (2014) to Iranian MA students of TEFL and the third demotivating factor was the professor's characteristics, which include competence, behaviour and availability.

In the studies of Haider and Jalal (2018), with 11<sup>th</sup> grade students, nine personalities of a good teacher are reported and five traits of the teaching of a good teacher. Nine personalities of a good teacher are:

1. A good teacher is a good motivator
2. A good teacher is a good listener
3. A good teacher has student-centered or democratic attitude
4. A good teacher is hardworking and talented
5. A good teacher has a friendly nature
6. A good teacher is good looking
7. A good teacher is unbiased
8. A good teacher is a man/lady of principles
9. A good teacher has a light hearted personality

### **Teaching of a good teacher includes**

1. Clear explanation
2. Fun and humor in teaching
3. Sound content knowledge

4. Share and discussion
5. Relate the concept with the natural world

Similar studies were done by Ali Shah (2009) and Rashid (2018) found that teachers' behaviour has a direct effect on students' academic performance. Teachers should show no favoritism to any students but should see equally.

## **Relationship with parents**

Students enroll in from different regions, cultures and background. Many schools make time to have teachers-parents meeting every year (eg. Vellammal Schools in Chennai and other schools as well). The main objective of the meeting is not to inform the parents about the marks and performances of the students rather understand each other and help students to grow.

## **Beyond four walls**

One of the aims of the teacher is to let his students go beyond four walls. The education or the skills he or she is teaching in the classroom should not end in the classroom but encourage and let the students know to apply it and to utilize it outside the classroom whenever the relevant situation arises.

## **Conclusion**

Teachers aim of teaching is not only teaching the students how to read, write, speak and listen. It is beyond these four skills. Every student is unique; they have their own styles of learning. Giving students important in the process of teaching learning, there will be real learning and real teaching. Teachers' behaviors play a vital role, as it is one of the factors in bringing students in the real path of education.

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# A Study on Role of Teachers in Quality Enhancement in Higher Education



- Dr.Harish .N.
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## Introduction

Present Scenario of Higher Education in India It has been found that only 10 % of Indian youth go to college. This percentage is 40-50% in developed countries. As per the available reports, two third of the Indian universities are providing sub-standard education while 90 % colleges in India are below average. Today, most of the institutions have become factory of degrees only. Students / teachers are running after attaining or providing degrees and not towards the gaining knowledge and wisdom. Attendance in the institution has dropped drastically and classroom teaching is becoming only a ritual, to be followed mechanically. Though, it is said that the destiny of nation is shaped only in the classrooms, very little importance is being given to class room teaching. The overall scenario of higher education in India does not match with the global quality standards. It does not foster the global competencies and even does not make significant contribution to the national development. The present education system does not match with the needs and expectations of the employment sector. The role of the teacher assumes greater significance in this deteriorating scenario of higher education. It is a daunting task for the teachers to improve the quantity, quality and equality in higher education. It is said that a good teacher can bring the entire world to the classroom. The teacher being a sculptor has to play multidimensional role to inculcate the nuances of subjects to the heterogeneous cult of students. He has to inspire to students to show interest in their subjects, even if he confronts students who are completely demotivated and dispirited. Quality education is the solution to all the problems and teachers are the main ingredients in giving quality education.

## **Quality Education**

It is said that quality is not destination, it is a continuous journey. Quality means doing the right things right. Doing things right - is efficiency and doing right things is effectiveness. Quality in education is to learn the right things and to learn them well. It is not good enough to learn the right things only half well and it may be even worse to learn the wrong things well. Quality has become the key word in the higher education. Today, improving the quality is the biggest challenge before the higher education system. Access to the global economy will depend more on the quality and productivity. This problem can be solved by making available more and more professional skills. Higher education requires special emphasis and has major role to play in determining the quality of life and the pace of development of a nation and the world as a whole. It is the responsibility of the higher education system to ensure that the skills, understanding and output of the students are equal to the best in the world.

Quality education is the education that best fits the present and future needs of the learners. It is the education that provides students with the tools to deal with and find solutions to challenges confronting mankind. In a changing world of rapid technological advances, this means that what was considered quality education yesterday might not meet the standard of what will be understood as quality tomorrow. It should not be regarded as a process of consumption, but as a process of interaction between teachers and students.

Quality education can never be a neutral process, it will always be value based. It must aim at giving the students opportunities for personal development and confidence to adapt to new situations as well as change these situations, when they find that necessary.

## **Teachers**

The success of any education system depends on the quality of teachers, which, in turn, depends on the effective teaching / learning process. Teachers' role is of vital significance for the development of society and appropriate changes in the society. Thus, the quality of higher education depends upon quality of those who impart it. Teachers are the most important components of any educational system. Teachers play most crucial role in the development of the education system as a whole and also in imparting and maintaining the standards of higher education.



In the present scenario, the ‘personality’ of the teachers has deteriorated. Teaching is considered as one of the noblest professions but unfortunately, this profession is losing its status in the society because of modernization, political influence, Castism, corruption and other unfair means. For many teachers, especially in medical and dental sciences, teaching profession has become easy source of earning money. Making many money by unfair means like malpractices in examination resulted in decline of the quality of teaching values. Changing social attitude, non-responsiveness and poor level of accountability, emphasis on western system of education, impact of modernization, absence of the traditional Indian education system, etc. are the factors responsible for the degradation of teaching values in the society.

Thus, teachers play critical role in taking quality education and in shaping the future and destiny of a nation. Teachers teach the ways of life, channelize youth power and mold their character. In a real sense, the teachers are the backbone of the nation.

## **Role of Teachers in Quality Enhancement**

Teachers play crucial role in improving the quality of higher education in following ways:

### **Dedication and Commitment**

Dedication and commitment of teachers plays a crucial role in improving the quality of education and shaping the future of nation.

### **Motivation**

A teacher should act as a motivational force and should be able to create a learning environment in which students are encouraged to think carefully, rationally and express their thoughts and decide on the situations and difficulties. It is the responsibility of teacher to create a context in which the students’ desire and ability to learn can work most effectively. A teacher should act as the role model for the students.

### **Skill Development**

Skill development is crucial to the success of students in the job market. Skill development of students, on par with their counterparts elsewhere is an important

aspect of enhancement of quality of higher education. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative.

Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, preparing the students to achieve core competencies, to face the global requirements successfully is very important. This requires that the teachers should be innovative, creative and entrepreneurial in their approach, to ensure skill development amongst the students. By various means such as establishment of collaborations with industries, social organizations, networking with the neighborhood agencies/bodies and fostering a closer relationship between the “world of skilled work” and the “world of competent-learning”, it is possible to develop required skills.

### **Imparting Value Based Education**

It is said that skills are of less importance in the absence of appropriate value systems. Hence, teachers should shoulder the responsibility of inculcating the desirable value systems amongst the students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is ample scope for inculcating the core universal values like truth and righteousness. The seeds of values sown in the early stages of education, mostly aimed at cooperation and mutual understanding, have to be reiterated and re-emphasized at the higher educational institutions, through appropriate learning experiences and opportunities.

Values are the guiding principles of life, which are conducive to all round development. They give direction to life and bring joy, satisfaction and peace to life. In ancient India, more importance was given to morality, honesty, duty, truth, friendship, brotherhood, etc and these were considered to be the themes of Indian culture and society. Imparting value-based education was the only aim of the teachers of ancient age. But in the present scenario, due to large number of changes, there is a considerable decrease in the quality of value-based education.

Wisdom knows what to do next, skill knows how to do it and virtue is doing it. Teachers must try to impart knowledge, which leads to wisdom and not merely

to training or skill. He should have capability to impart value-based education to the students. The purpose is not to produce outstanding students but to produce outstanding citizens of the country.

## **Impact of Caliber**

It has been revealed by many research studies that the caliber of teachers has tremendous impact on the caliber of the students. Hence, a teacher, who is a permanent learner has to update the subject knowledge continuously and should be aware of latest development in their subject.

## **Lateral Thinking**

Lateral thinking is solving problems through an indirect and creative approach, using reasoning that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step-by-step logic. Teacher should take initiative to nurture and nourish the students to develop lateral thinking.

## **Use of Resources**

Efficient use of resources helps to produce uniquely educated, highly satisfied and employable graduates. Motivated teachers can enrich their teaching with resources and co-curricular activities. Use of ICTs in teaching learning process makes the lecture effective and improves the quality of teaching. Continuous updating of teaching methods and use of innovative teaching methods help to improve the quality of teaching.

## **Curriculum Design**

The quality of higher education can be enhanced by designing need-based curriculum, keeping in view the demands in the employment sector at national and international level.

## **Special Attention to Research**

Promotion of research is crucial for improving the quality of higher education system. It is one of the factors, which influences the quality of teaching. Educational research must be strengthened as an instrument for improving educational quality and results of such research must be communicated to teachers in a better way. The link between classroom teaching and research is extremely important. It must be a

link operating in two directions:

- Information to the teachers about latest findings.
- Information to the researchers about the problems.

## **Academic Development**

Teachers are the most important components of the higher education system. Academic development of teachers is crucial and necessary for the success of the higher education system because teachers are the prime movers and catalysts for all round development of students. Teachers play a significant role in not only improving the quality of higher education but also maintaining it; the professional competency of teachers has to be of such a high level so as to impart quality knowledge to the students. This would call the continuous upgrading of the professional development of the teachers, which is key guarantee of quality education. High quality in service training and professional development within the profession in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching. Teachers need continuous self-development to generate knowledge that goes to contribute towards inculcating high professional competency among students.

Development of teachers depends on many factors. It is closely linked with

- The quality of research.
- Participation in national and international seminars.
- Faculty exchange programs - Upgradation of qualifications.
- Exposure to recent developments.
- Writing of books and papers.
- Collaborating with fellow researchers in other higher education institute.
- These activities help to impart quality education to students.

## **Quality Awareness and Self Evaluation**

Ability to improve the quality of education is the ability to reflect on their own teaching, critically examine the methods used and looking for alternative ways of teaching. To create increased quality awareness and help teachers to improve their teaching methodology and skills may be of crucial importance to improve

quality in education. One major way of doing this is to systematically evaluate the own teaching and its results. Evaluation helps to improve their own work. This also helps to discuss about newer effective methods to use in the teaching and to discuss about the choice of the best teaching methods.

## **Professional Freedom**

Professional freedom of the teacher is of crucial importance in developing quality in education. Professional freedom does not mean that the teacher can do whatever he likes, but that the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal learning situation. There has to be a general thrust in the creativity of the teacher. Authorities can give suggestions to teachers regarding the use of newer teaching methods through service training, professional development programs and other means. But authority should not dictate about method to be used by teacher. The teacher should enjoy academic freedom in the discharge of professional duties.

A teacher plays a crucial and demanding role in the process of students learning by creating a context in which the students' desire and ability to learn can work most effectively. The task of the teacher in the higher education system involve the creation of a learning environment in which students are encouraged to think carefully, rationally and to express their thoughts and to decide on the situations and difficulties they wish to confront and resolve. The teacher helps students to achieve their own aims and adopt notion that underlines the higher education. Therefore, the quality of performance of the teachers is of paramount importance.

## **Professional Ethics:**

Professional ethics of teachers is an important issue. The complex task of teaching and many other responsibilities shouldered by teachers underline the questions related to the responsibilities and duties of teachers. This has also been reflected in a growing discussion on professional ethics among teachers. Promotion of professional ethics also helps to fight against corruption.

## **Conclusion:**

Education without vision is fruitless and education without value is meaningless. The inculcation of values and promotion of values in educational system is a need of the hour to make all the possible attempts to inculcate value

- oriented education in the centers of learning. The teachers' participation with vision to make education meaningful and valuable will contribute to the overall development of the system of higher education of the country as a whole.

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# NEP-2019 and Trans Disciplinary Education System



○ Chethana D.S.

## **Introduction:**

The committee for draft National Education Policy submitted its report on May 30, 2019. The committee constituted by the ministry of Human Resource Development proposes an Education Policy , which seeks to address challenges of i) access ii) equality iii) quality iv) affordability and v) accountability faced by the current education system .

The Draft policy provides for reforms at all levels of education from school to higher education it seeks to increase the focus on early childhood care , reform the current exam system ,strengthen teacher training and restructure the education regulatory framework.

It also seeks to set up a National Education Commission, increase public investment in education.

This article throws light upon the some major principles of National Education Policy.some of the principles are

- 1)School Education
- 2)Universalization of elementary education
- 3)Higher education
- 4)Adult and continuing education
- 5)Education governance
- 6)Secondary education
- 7)Financing education, among others.

## **1) School Education:**

### **Early childhood care and education**

In addition to problems of access, the committee observed several equality – related deficiencies in the existing early childhood learning programmes. They include

- The curriculum that doesn't meet the developmental needs of children
- Lack of qualified and trained teachers
- Substandard pedagogy
- Four years of secondary stage (9 to 12)

### **Teacher management:**

For teacher training the existing B, Ed., programme will be replaced by a four year integrated B, Ed, Programme. That combines high quality content, pedagogy, and practical training. An integrated continuous professional development will also be developed for all subjects; teacher will be required to complete a minimum of 50 hours of continuous professional development training every year.

### **Regulation of school:**

Its suggests creating an independent state school regulatory authority for each state that will prescribe basic uniform standards for public and private school.

## **2) Universalization of Elementary Education**

The proposed national educational policy has laid great emphasis Universalization of elementary education. To provide elementary education to all children between 6-14 is our education constitutional obligation, which was to be fulfilled by 1960. But the goal has not yet been achieved largely due to general apathy towards education, mass scale poverty, irrelevance of educational content, lack of suitable teacher. Equipment and methodology, faulty system of examination, administrative lacuna allocation of inadequate resources, regional imbalance in respect of educational opportunities etc.

According to the census of 1981 only 36% of the population is literate .no nation can prosper with such a vast mass of illiterate people. The vitality of a nation



is gauged by the strength of educated people. Hence, universalization of elementary education is necessary for the nation. This is a national objective to be achieved not only for her sheer existence but also for an honorable peace in the comity of Nation. But this is a very hard and stupendous task to be achieved every year the volume of population increases by more than a crore. The problem of population growth is intimately connected with the problem of universalization of elementary education.

“The age specific population in the age group 6-4 in the years 1981 is calculated to be approximately 15 crores. In 1981, 9.1 crore pupils were enrolled in elementary education. The growth rate of population in the 6-4 age group is calculated around 1.5 percent annum. It is estimated that by 1990-91, the population in this age- group would be 17.4 crores”

“Assuming that the universal elementary education is achieved by 1990, out of the total age – specific population of 17.4 crores, 11 crores rupees should be in the primary stage and the remaining 6.4 crores in the middle stage. It may be noted that this achievement implies that the primary education will be 1.5 times and the middle 3.2 times of its present size. Such an expansion will have a significant impact on the education expenditure as well. The budgetary requirements for the year 1990-1991 will be doubled to RS 3200 crores (the 1980-81 expenditure being RS 1537crores)”.

Its 1981 the number of teachers engaged in elementary of teachers engaged in elementary education was 21.7 lakhs. At the existing pattern of educational development, their number will be 29 lakhs by 1990. However if universalization of elementary education is achieved by 1990. The total requirement of teachers for elementary education would increase to nearly 44 lakhs.

Apart from this quantitative expansion, qualitative improvement will also demand more expenditure what are the sources of revenue to meet this huge estimated expenditure. The suggested measure are the development sectors to allocate a percentage of their budget for education levels of less on imports, encouraging private entrepreneurs to educational development a surcharge on land revenue and municipal house –tax.

If this source is not available, the dream of universalization of elementary education by 1990 cannot be realized. This should have been realized by 1960. Not it is proposed to reach the target by 1999. It seems to me that it may not be achieved due to the grim reality prevalent in our socio-economic system.

### **3) Higher Education**

One of the cardinal principles proposed in the National education policy is that unhealthy growth of higher education should be restricted, as it has produced undesirable results. In respect of elementary education, the questions of access and quantity are paramount. But in the field of higher education, quality has to be stressed. Because the single most important indicator of a country's future may well be the state of its higher education.

The committee noted that the current higher education system has multiple regulators with overlapping mandates. I propose setting up the National Higher Education Regulatory Authority (NHERA).

#### **Restructuring of higher educational institutions:**

Higher education institutions will be restructured in to three types

- Research universities focusing equally an research and teaching
- Universities focusing primarily on teaching
- Colleges focusing only on teaching at undergraduate levels.

All such institutions will gradually move towards full autonomy, academic, administrative, and financial.

#### **Establishing a national research foundation**

Autonomous body, for funding mentoring building the capacity for quality research in India. The foundation will consist of four major divisions, sciences, technology, social sciences, and arts and humanities.

#### **Moving towards a liberal approach:**

Making undergraduate programmes interdisciplinary by redesigning their curriculum to include.

- a) A common core curriculum
- b) One/two areas of specialization.

Student will be required to choose an area of specialization as 'major' and an optional areas as 'minor'

## **Professional development of faculty**

The draft policy recommends the development of a continuous professional development programme and introduction of permanent employment (tenure) track system for faculty in all higher education institutions by 2030.

## **4) Education Governance:**

Creation of a National Education Commission or RashtriyaShikshanaAayoga. As an apex body for education to be headed by the Prime Minister. This body will be responsible for developing, implementing, evaluating, and revising the vision of education in the country and a continuous and sustained basis.

## **5) Adult and continuing Education**

Other important principles of the increased emphasis on adult and continuing education. In most of the progressive countries of the world, there is no such thing as adult education because in those countries problem of adult illiteracy is negligible. Unfortunately, the problem is grave and menacing in our country. Half of the total illiterate population of the world lives in India.

At the time of independence, the number of illiterates in India was 30 crores. In 1981 it was 43 crores and 70 lakhs. Now it is about 45 crores. In 2000 AD, it will be 50 crores. Thus, the number of illiterates is increasing instead of decreasing though some laudable measure was taken in the past.

The first education commission in India (1881-82) pointed out this grave problem. In pre-independence days, our national leaders laid great emphasis on the urgent solution of this problem but without palpable results. After independence though some major and effective steps have been taken in this direction the results are far from impressive or satisfactory due to various bottlenecks. Very sincere efforts are needed in this regard. Government efforts alone cannot solve this problem effectively.

All private and voluntary agencies like libraries clubs, industrial and commercial undertaking, educational institutions including universities and every educated individual should join hand with the Govt., in successful taking of this national problem, 60 percent of the total work force of 244 million is illiterate.

Hence, industrial and commercial concerns have an obligation to provide education to their illiterate workers, services of college and university students should be utilized in education of illiteracy. There is a positive nexus between poverty and illiteracy. Hence, pro-grammas for eradication of poverty should also be taken along with drive against illiteracy. Universalization of elementary education is necessary to ban illiteracy from the country.

“Adult education can only be sustained on the strength of a positive conviction that there is a correlation between literacy and social economic and political development.”

Establishing an autonomous central institute of adult education as a constituent unit of NCERT, which will develop a National Curriculum Framework for adult education. The Framework will cover five broad areas. Foundation literacy and numeracy, critical life skills vocational skills development, basic education, and continuing education. Adult education centres will be included within the proposed school complexes.

## **6) Financing Education:**

Six% of GDP as public investment in education. Double the public investment in education from the current 10% of total public expenditure to 20% in the next 10 years.

## **7) Technology in Education:**

National mission on education through information and communication technology. A national education technology forum will also be set up under the mission as an autonomous body, to facilitate decision making on the induction, deployment and technology.

**National Repository on Educational data:** to maintain all the records related to teachers students and the institution in digital format.

## **8) Vocational education:**

All school students must receive vocational education in at least one vocation in grades Nine to 12. National committee for the Integration of Vocational education. A separate fund will be set up for the integration of vocational education in to educational institutions.

## **9) Establishment of model schools or centers of excellence:**

To raise the standard of school education and to raise the competence of boys and girls in life situations it is proposed in the national education policy to set up pace-setting or model schools to demonstrate the effectiveness of good instruction and goods curriculum. These schools and would be centers of excellence and serve as pacesetters or somewhat like seed farms. Every district in the country will be provided with a model school centrally sponsored, managed and financed. Enrolment in these schools will be highly selective and competitive.

The proposal for establishing district model schools has become subject of severe criticism by the public at large and the academicians in particular. Perhaps this is the most objection part of the proposed national educational policy. The reasons are not for to seek. The establishment of such schools may lead to the creation of two classes of citizens one having good education and the other sub-standard education.

## **10) Education and Indian Languages:**

The committee recommended that the medium instruction must either be the same language/mother-tongue/local language until grade five and preferable until grade eight, wherever possible.

The draft policy recommended that this three-language formula be continued and flexibility in the implementation of the formula should be provided.

### **Increased Governmental Interference:**

The draft says that the appointments to all the statutory bodies in the higher education sector will have to be made by the RashtriyaShikshanaAyoga headed by the Prime Minister.

Concerns about the language formula .poor level of consultations and deliberation in the preparatory stage. The act does not suggest any remedy to the contentious section 12(1) (c) of the right to Education Act. The policy draft is silent about the caste, class, gender, and religious discrimination within the higher education institutions.

## **Conclusion**

Yearly joint reviews of the progress of implementation of the policy, in accordance with the targets set for each action, will be conducted by the designated team constituted by RSA and the corresponding state body. There will be provision for rescheduling certain state targets, after due identification of the reason leading to non-adherence with set timelines remedial measures will be taken immediately to resolve issue.

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## Strategies of Enhancing Teachers' quality: a review



- Vidyalakshmi M.V.
- Dr. Praveena K.B.

### Introduction

“A lamp cannot light another lamp unless it continues its own flame burning” - Rabindranath Tagore. “The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires”.

It means that a great teacher is a leader on the teaching level and personal level. He is a leader on the teaching level when he deals with student's intellectual growth, which he can do if he possesses or acquires the knowledge and skills required for planning, implementing and evaluating a classroom-teaching programme. He is a leader on the personal level when he deals with emotional, social and spiritual growth of students, which he can do if he possesses or acquires the understanding and insight for reading every student successfully. Teachers are the sculptors of tomorrow's future of the nation. They must be perfected like gold in a furnace or like polishing a diamond, which leads to more worthiness.

### Qualities of a Teacher:

The qualities of head, heart and hand mainly constitute the teacher's personality. His intellect, knowledge and thoughts are the qualities of head, sympathy, understanding, fellow feeling, love and affection are the qualities of heart and handwriting, drawing, painting and other muscular activities are the qualities of hand. Thus, his personality traits, academic achievement and professional efficiency determine his image as a teacher. The secret of his success lies in his love for his work and love for the student. Sacrifice and dedication to his service enables character and humanitarian qualities of love, sympathy compassions, and affection and so on are more important than his intellectual achievement.

Teachers should be the living incarnation of the great trinity of Truth, Goodness and Beauty. He must have a deep sense of reasoning right and wrong, he must cultivate non-violence and objective outlook towards everything and he must appreciate beauty orderliness. Teacher must have robust optimism and be free from frustration and pessimism. If he lacks in idealism and compassion, his personality will be a dead wood without any tender feelings for anybody. His vision of life must be based on love, sympathy and affection for all in general and for the needy and deprived classes of the society in particular.

### **Professional growth of successful Teacher**

- Educational qualification
- Knowledge of subject
- Good health
- Pleasing personality of a teacher
- Student and Scientific attitude
- Knowledge of different teaching aids
- Interest in the research work
- Humorous temperament
- Dedication commitment
- Motivation and Entrepreneurship
- Skill Development and Leadership quality
- Imparting value based education
- Professional ethics
- Quality awareness and self evaluation

### **Strategy for Quality Improvement:**

1. **Syllabus Modification:** The syllabus need not be a totally fixed and but it may adapt to changes that occur. Change is alone unchangeable some modifications recommended are there.
2. **Updating:** The entire syllabus must be scrutinized from time to time. All possible ways and means may be adopted to improve our teacher education standards to international standards. The syllabus may include all possible and must get used to the trendsetters that emerge in future.



3. **Library based study:** The syllabus must also focus on providing weekly assignments and seminar on a regular basis, which will allow the future teachers to visit the library regularly and go through the newspaper, magazines, books etc. to gather details for their knowledge enrichment.
4. **Internet based study:** We are in a period of information revolution. Knowledge is increasing in leaps and bounds. Information is very vast and is ever increasing and never ending. This will enable them to browse many website or link sites and will provide them with an opportunity to quench their knowledge thirst and more over convert them into a better knowledge person.
5. **Project work:** In each semester, a project may be added. This may be an elaborate study about a government school and a private school and the future teacher may be asked to compare and contrast the similarities and differences between them.
6. **Syllabus formation:** All experts may be consulted in framing the syllabus, which must be an activity-oriented practice than just mere theory leading to memorizing and inking knowledge.
7. **Course Duration:** The present course may be converted from two year to four year integrated package with a project work along with the existing papers in each semester.
8. **Grading Reforms:** The commission at present is living up to unbiased and strict assessment of the teaching practice, lesson plan, record and teaching aids utilized by the future teacher. This is commendable.

### Quality control:

- Understanding the current trends.
  1. Trend to use of planning techniques
  2. Trend to consider education as an investment sector
  3. Trend to ensure the equal distribution of educational facilities.
- Mass media and computer technology
- Use of diversified structure to meet the needs of the changing needs of skills.
- International co-operation
- Non formal strategies
- New education model

**9. Relevance:** It is congruence between teaching learning and evaluation.

## **Conclusion**

The teacher who is the key player in the quality game. Maclean had aptly averred: Corner-stone of educational development and that good schools require good teachers are at the forefront of the process of educational reforms, since the quality effectiveness of any educational system ultimately depends on the quality and nature of the interaction that occurs between learners and their teachers. To enable the quantitative expansion and qualitative improvement of education to occur, there is a demand for greater number of high quality recruits to the teaching profession.

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# Empirical study of e-Learning and e-Content development with Collaborative Tech Boost



- Dr. M. Umadevi
- M. Bobby

## I. Introduction

The massive production of Information and Communication Technologies (ICT) make every individual of education professional have to face situations in development e-content with new technology. Advanced technologies made it possible to accomplish the e-content by providing new methods to teachers. Recently, teachers in higher educational institutions have to handle the large sized classes with mixed ability of students. By applying innovative technologies in classroom, traditional teaching will provide the solutions to this situation.

The two method of learning named as blended learning and flipped learning which provides numerous advantages for all the ability of students. Easy internet access on subject matters will increase the awareness and motivation in adopting various e-learning policies, which always creates the strong creativity skills. In this digital era, Students can acquire the knowledge on practical skill, analytical skill, creativity skill, dynamic independent skill. These skills promote the standard of the student who are engaged in surfing relevance of content. This paper will helpful to educators to develop effective e-content with knowledge of technology usage.

## II. Related works

Rao, Pramila [4] proposed a theoretical e-learning model identifying the impact of national cultural dimensions on e-learning practices. This research also provides practitioners a strategic implications model that could be implemented for e-learning initiatives in multinationals.

Chopra, Gaurav [5] proposed a second-order model of e-learning system and a second-order model e-learning effectiveness. E-learning system has been defined by three first-order constructs: a system quality, service quality and information quality. E-learning effectiveness has been defined by two first-order constructs: a user satisfaction and net benefits.

Naveed, Quadri Noorulhasan, and Naim Ahmad [6] illustrated upon the phenomenon of Cloud Based e-Learning in universities and institutes of higher education and found it to be in the growth stage. has identified twelve Critical Success Factors (CSFs) and clustered them into four sub-domains such as cloud service resilience, university technological maturity, university organizational readiness and Cloud Based e-Learning imperatives. The CSFs will be very helpful for the implementation of Cloud Based e-Learning Platforms.

Khan, M. L. H., and A. Setiawan [7] indicated that the e-learning courses can be conducted in an interesting and understandable way and that the level of assimilation of knowledge can be regularly checked by short online tests which are the additional motivation to participants to learn. The use of e-learning in education improves the quality of practical education and better understands the course. A lecture can teach more students in a broader geographical area by responding to e-learning technology. This review offered important information to increase the knowledge based on the effectiveness of different educational methods.

Mathai, K. James [8] discussed the emerging views of Constructivist and Connectivist Learner-centered theories of learning, design framework, the impact of the MOOC on 'ICT in Teaching and Learning' offered for aspiring and in-service teachers of India. Theories such as behaviorism, constructivism, connectivism or social learning and cognitivism help to shape and define the outcome of instructional materials too. In MOOCs; theories of Constructivism and Connectivism plays an important role.

Paul, Ceena, and Sujit R. Chandak [9] proposed the study thus reiterate the conclusions of the earlier studies according to which an appropriate use of ICT in higher education can have significant positive effects on students' achievements. ICT may have an impact on these determinants and consequently the outcome of education. The differences observed in students' performance can thus also be related to the differentiated impact of ICT on standard explanatory factors.

Benedek, Andras, and Gyorgy Molnar [10] proposed that an alternative to the curriculum design paradigm drafted may be increasing the ratio of visual elements in order to increase the volume of information. Also mentioned that the use of mobile phones and tablet computers for educational purposes were stated by respondents. 40% of them would certainly, while 26% would mostly likely use their mobile device in university lectures, and in connection with solving a variety of tasks. This is actually allowing the active involvement of mobile devices in the teaching-learning process.

Mehrabi, Manoosh [11] proposed that the lesson developer can produce the multimedia lesson using the appropriate software and then the evaluation of the lesson continues until the scenario writer finally approves it. Once the lesson is evaluated, the assets are ready for storage and metadata preparation. The multimedia lessons are also available in a variety of formats such as HTML, exe, and SCORM. Also, they stated that, it is important that authors cite the exact design and development process in the articles that introduce a form of e-content development in their methodology.

Dey, Antara, and Nil Ratan Roy [12] illustrated that ICT facilitates a student-teacher to adopt the new innovative knowledge, skills through digital tools, techniques and resources. Proper implementation of ICT enabled knowledge; student-teacher will become effective teachers. ICT can help to change society as well as next generation. ICT can change the nature of teaching learning process in any institution and role of student teachers. Teachers in India have taken initiatives to use technology oriented smart classroom. Laptops, projector, Desktop, whiteboard, Smart classes, Memory sticks are becoming an important inputs for teaching learning process in teacher education institutions.

Moglie, Matteo [13] presented an investigation on the impact that e-tivities can have on students' performance. A cloud service has been developed to get the data about students' performances in terms of examination's participation, rate of success and marks. The results show that the e-tivities provided a slight increase of students' performances in terms of percentage of success. However, the study revealed also a slight decrease of the average mark obtained in the same sessions. The findings suggest that the e-tivities could provide the basic knowledge to pass an exam, but not enough to provide a full comprehension of the subject matter.

Thus the related works have been analyzed on e-learning and e-content development process.

### **III. Reasons for Encouraging an e-content development in NEP**

By keeping above mentioned advantages to students, educators need to develop the e-content using online resources. The teaching method should incorporate digital technologies to make them flexible and ease of understanding to subjects. Hence, most of the educators have started to take class by incorporate multimedia presentations in an effective way to reach their students. Thereby, the reason for encouraging an e-content development is to make them a simplified learning in different ways like game-based learning, applying multimedia tool in education, working in Google applications environment.

#### **3.1 Game-based learning method**

Game based learning is a unique feature of learning with play, which produce the effective outcome of students. It is an innovative approach, which derives from computer games. It has the ability to retain the subject matter and apply to the real time process. The small competition among students make individual to come out next level of knowledge. This kind of method definitely makes the students to involve in related subjects. It is a best replacement learning process of our traditional chalk and talk method since it induces student boredom [1].

The number of game based tools available in the market. Eg. Kahoot. It is student responsive tool to conduct quiz, survey and discussion in a class room [2]. In real time process, an educators prepare the questions with multiple choices after completion of particular subjects. The teacher can create quiz with images and videos also. The teacher displays the questions on the screen while students can response through their connected laptop or smart phones. This tool is based on timely responsive by students. Based on their answering time, the score is displayed on screen with points, which creates joy and fun to students to answering to the right. Kahoot also create the problem solving ability of students with ease.

#### **3.2 Applying multimedia tools for education in classroom**

Multimedia is a combination of text, graphic, animation, audio and video [3]. Recently the education system incorporates the multimedia tools to develop e-content in education. It is easy to use by the students and teacher. It depends on the students' preferences since they have different category of level to understand the subjects. To make them easier, there are numerous multimedia tools for education is available to facilitate students-teacher communication and progress of students

such as Edmodo, Socrative, TED-Ed. The outcome of using multimedia tool based education deliver students in a progressive way.

**Edmodo:** It is a learning management tool that which creates blackboard platform online and connects teacher and student. Parent can track the communication between student and teacher. The teacher can create an individual group of classes. Based on student planner, they can submit assignment, post materials and discussion. Then Edmodo do the grading process for each assignment, which saves time of the teacher. The intention is paperless work by collecting, grading and returning to the student in scheduled time.

**Socrative:** It is a tool to learn with ease and effective for both teacher and student. The teacher can built quiz and import from other resources, which is already available related content. The students can track their progress and feedback from the tool lively.

**TED-Ed:** It is digital educational tool to create a spark of ideas and sharing the knowledge. It is an international platform, which helps to spark the creativity of curious students to the world. It has collection of video libraries to inspire so that the outcome of students in TED-Ed offers innovative ideas to the next invention.

### **3.3 Working in Google applications for active participation**

The educators find many advantages on Google applications in education such as Google Sheets, Google Forms and Google classroom.

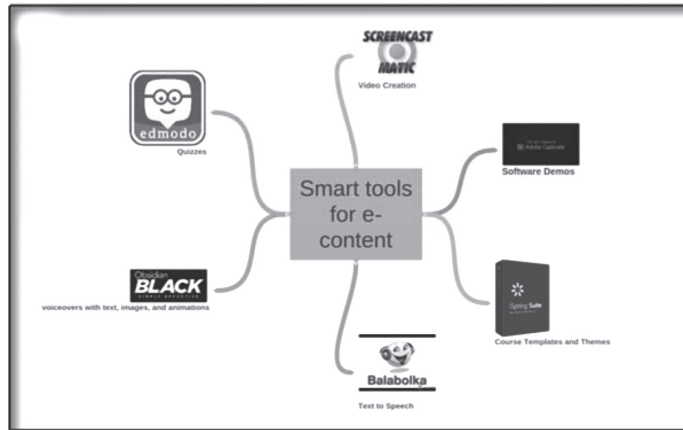
#### **Google classroom:**

It is a virtual classroom, which connects teacher and students. The teacher creates a class for each subject and students can join the class by giving the class code for that subject. Now the teacher posts the material and schedule the assignment. The grade of marks is given to students based on scheduled submission and late submission. Co-teachers can also join to that same group by giving the class code.

## **IV. Smart tools to create e-content**

A technology is essential to deliver e-learning content. There are number of tools are suitable to education by incorporating multimedia elements Adaptable communication tools in NEP. The e-content may be synchronous based or a synchronous based. Content development is a process, which depends on someone,'s

their interest and enough knowledge, it may vary to develop but we have number of e-content development tools available.



**Fig.1. Smart tools to create e-content**

The figure 1 shows some of the tools used to create e-content material in a effective way which sync voiceovers with text, images, and animation. These tools make the creation of video content a breeze.

### **iSpring Suite**

It is used to create PowerPoint presentations with ready to play the e-learning content. It also provides adequate templates, themes and backgrounds. Moodle uses the **iSpring** platform efficiently.

### **Adobe Captivate**

Many e-learning authors use Adobe’s **Captivate** to storyboard the required content quickly. It offers plenty of interaction libraries with user-friendly interfaces.

### **Obsidian Black**

With Obsidian Black, the educator can create content with synchronization of human voice or available voice, images, and animation. It has the collection of video content as library. Comments and review are accepted as feedback.

### **Balabolka**

It is a text-to-speech engine that claims quality and flexibility of usage. The human voice is synchronized with given text and it finally produces the video content. It is very useful to poor students also to get a correct pronunciation of words.



### **Screencast-o-matic:**

It is highly affordable screencasting software for video creation. Anyone can easily create and recording the screen what we are doing currently. It supports the import facility from other source of video. The direct publishing method facilitates the video to YouTube also. The output of video content can be used for students.

## **V. Conclusion**

The comprehensive understanding of e-Learning and e-content development processes always make all the students towards the progressive way. This paper shows the process of e-Learning to enhance the quality of learning by integrating above mentioned reasons in NEP and development of an effective e-content is to give some of ideas for the development of educational e-contents. The outcome of the empirical study reveals that educators must integrate upcoming technology to make the students with simplified learning methods on subject matters.

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## Teachers role in fostering Quality Enhancement



○ Dr. Shankar .H.P

### Introduction:

In the study by chambers (1973), chemists and psychologists, identified as creative based on expert nominations and evaluations of their published work, completed questionnaires about teachers who had a significant or inhibiting effect on their creative work. The facilitating teachers were usually well prepared for class and taught informally. They accepted disagreement from the students and were likely to use it to stimulate discussion. Their students saw them as hard-driving, dynamic, and intellectually demanding, with a personal interest in teaching and a high level of commitment to their field. They gave extensive encouragement and guidance to students outside of their class. The inhibiting teachers, on the other hand, were more concerned with the memorization of materials, and they discouraged independent study. They were unenthusiastic and rarely showed originality or creativity in the classroom. They had difficulty accepting disagreement from students. Surprisingly, direct reinforcement for student's creative behaviour was not characteristics of either group of teacher's behaviors were the encouragement they provided to students outside the classroom.

The most striking characteristics of the facilitating teachers, as found in the chamber's study, are freedom and flexibility they demonstrated in their classroom behaviour, and the encouragement and guidance by according to the students.

### Scope:

1. Shifting from traditional educational practice to progressive educational practice to enhance quality.
2. Giving accentuates to life experienced-based curriculum.
3. It completely involves the need for the pupil in the learning process.

## **Objectives:**

1. To know about content knowledge.
2. To enhance the teacher's role in the classroom situation.
3. To develop the skills for the effective learning process
4. To develop an effective teacher in improving quality.

Quality enhancement chiefly involves the following creative teaching techniques:

### **1. The teachers the personal meaning of the subject matter he teaches.**

Quality cannot be promoted in the classroom unless the teacher himself is a creative person who values creativity, other than presenting the factual information given in the text or objectively analyzing the text, a relative teacher finds personal meaning in the subject matter. He gets involved, he approaches the 'text' from his vantage point seeking "what does the text mean to me?" Leading to the subjective interpretation of the subject matter. Whereas, the 'conformist' teacher who applies prefixed "notes" is a transmitter of predigested knowledge, and tends to emphasize repetitive teaching.

### **2. Movement from known to unknown:**

Teaching involves the production of new ideas, moving from the known to the unknown. Progress depends upon new solutions: that is upon the creative thinking that children can do. A teacher is a creator of new knowledge and can move toward the unknown.

### **3. Divergent thinking:**

One of the major areas which divergence rather than convergence is encouraged as creative writing. The teacher starts a story and asks them to write an end; teacher shows them a picture and asks them to tell a story, and stresses not to stick to the facts, but rather to be imaginative. When finished, the class read their writings and enjoys them. Similarly, other subject areas such as music, dance and artwork offer ample opportunities for divergent thinking.

An important factor contributing to the emphasis on the 'correct' response and discouraging divergent thinking is the achievement test. The testing and

measurement practice, with its preoccupation-almost obsession-with recall and correctness of the results, discourages the development of intuitiveness, divergence and originality present testing philosophy teach the learner to rely heavily on his memory and to be over conscious of specific facts. Imagination and guessing are discouraged of the objectives; not what students have learnt in terms of ‘realization of meaning’, Realization of meaning’ means discovering personal meaning or relevance in the subject matter that one encounters.

Giving Yes/No, Right/Wrong type of answers is encouraged in the conformist model. Whereas, in a liberal and open set up, it is the very process of searching for an answer, an attempt at seeing several options, and eliminating the alternatives. If divergency and creativity are valued, the test constructor should move from the present overemphasis on multiple-choice in the direction of holistic methods such as projective materials, rating techniques and interviews.

#### **4. Democratic teaching:**

A basic attribute of democratic teaching is the encouragement of task involvement, that is, participatory learning. The pupil learns the subject matter because the knowledge is intrinsically meaningful to him. A basic attribute of teachers-centered teaching is the use of extrinsic motivation such as marks, ranks, praise and rewards, even coercion or manipulation. The use of rewards may be a manipulative technique; to make the learners do what the teacher wants them to do. The excessive use of praise is, at least in some cases, the major tool of a benevolent autocracy.

Democratic teaching means primarily cooperative planning, task involvement, and respect for the worth of the individual student. These three are interrelated. Movement from ‘repetitive’ toward ‘creative’ teaching, and ‘repressive’ toward ‘democratic’ teaching, cannot be realized without an appreciation of the deeper dynamics of democratic teaching.

**In conclusion,** it is important to note that the principles of freedom and flexibility apply not only to the learners but also to teachers. They need the freedom to be creative, to teach differently, to experiment with new methods and approaches even at the risk of the inevitable occasional failure. The encouragement of creativity among teachers is as crucial to our welfare as its promotion among children.

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# SWOC Analysis of National Education Policy



○ Dr. S. SUSILA

## Introduction

Systematic education policy is crucial for the contribution of school and college education as education leads to growth in society. The education system varies from country to country. The new Education policy was introduced by the Government of India recently in the year 2019. It was expected that the new education policy will create a drastic and incremental change in the country by 2030. This paper consists of the summary of salient features of the new education policy and the methodology consists of extraction of summary of national educational policy proposal, studying the importance of proposal with historic background, analysis of the various sections of the draft, and listing strengths, weaknesses, opportunities and threats of the proposal using focus group discussion method.

## Objectives of the Study

- To provide a summary of new education policy
- To identify and analyse the strengths and weaknesses of the new policies on various stakeholders.
- To find out the opportunities and threats of the policies

## Methodology

This study was descriptive and qualitative in nature. It is both conceptual and empirical as well. The arguments have been discussed in light of inclusive and sustainable development of the nation. The paper highlights on various policies proposed in the draft with the special emphasis on higher education. SWOT analysis was used for the analysis and interpretation of the information

## Over View of National Educational Policy

### The vision

The National Education Policy 2019 envisions an India-centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

### School Education

- a. *Early childhood education:*** The Policy provides more importance to develop the quality of early childhood care with new initiatives by 2025 for children between 3-6.
- b. *Foundational literacy and numeracy:*** Special attention made to foundational literacy and numeracy for Grade 5 by 2025.
- c. *Curriculum and pedagogy:*** Appropriate curriculum and pedagogical structure was framed with brain development and learning has been developed based on a 5 + 3 + 3 + 4 design. Equal emphasis on all subjects - science, social sciences, art, languages, sports, mathematics - with integration of vocational and academic streams in school was given
- d. *Universal access:*** 100% Gross Enrolment Ratio for all school education by 2030 through various measures was the main objective of the policy
- e. *Equitable and inclusive education:*** The Policy concentrates more on making every child to utilise the opportunity to learn Special education zones will also be set up to focus on this.
- f. *Teachers:*** Teachers recruitment and promotions are based on transparent and merit basis in order to provide progression paths to become educational administrators.
- g. *School Governance:*** Schools will be organized into school complexes to ensure effective governance and administration with availability of all resources and infrastructure, with a strong professional teacher community.
- h. *Regulation of Schools:*** School regulation and functions will be carried out by separate bodies to prevent conflicts of interest. A separate system for policy making, regulation, operations and academic matters was clearly mentioned.



## Higher Education

- a. *New architecture:*** 800 universities and 40,000 colleges will be consolidated into about 15,000 excellent institutions with vision and architecture for higher education
- b. *Liberal education:*** A broad-based liberal under graduate education in all disciplines will be put in place.
- c. *Governance:*** Governance of Institutions are based on autonomy in academic, administrative and financial. Every higher education institution will be governed by an Independent Board.
- d. *Regulation:*** ‘Light but tight’ regulation will be enforced to ensure financial probity and in setting standard, funding, accreditation.

## Teacher Education

Teacher preparation programmes will be thorough and will take place in energetic, multidisciplinary higher education institutions. The 4-year integrated course of Bachelor of Education offered at multidisciplinary institutions would be the major way of becoming a teacher. Unsatisfactory and non operating teacher education institutes will be shut down.

## Professional Education

All professional education will be an integral part of the higher education system. Separate technical universities, legal and agricultural universities, health science universities, or other related fields, will be discontinued.

## Vocational education

As an integral part of all education, National Education Policy aims to provide admission to vocational education to at least 50% of all learners by 2025.

## National Research Foundation

A new body will be set up to catalyze and expand research and innovation across the country.

## Technology in Education

This Policy aims at appropriately integrating technology into all levels

of education to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management.

## **Adult Education**

This Policy moves towards the achievement of 100% youth and adult literacy by 2030.

## **Promotion of Indian languages**

The Policy will guarantee safeguarding, growth, and vibrancy of all Indian languages.

## **Financing Education**

There will be considerable public investment to expand and encourage public education.

## **Rashtriya Shiksha Aayog**

National Education Commission will be formed, headed by the Prime Minister as a custodian of the vision of education in India.

## **Strength and Weakness**

- Enable India to achieve its statutory vision and future aspirations.
- NEP identifies the impact of higher education when it provides a societal public purpose to higher education, beyond simply jobs and careers. It specifies the key to more exciting, socially engaged, and cooperative communities and a more happy, cohesive, cultured, productive, innovative, and prosperous nation.
- The draft NEP has many important recommendations regarding improvement in the quality of learning and relevance of research.
- In light of the broad societal purposes and contributions of higher education to nation building, Curriculum and pedagogy has been largely inward looking, and research is rarely framed in response to core societal challenges.
- The students in higher education institutions then find themselves somewhat cut-off from the society they live in, and lack skills and orientations that make

their knowledge relevant. As first-generation students from hitherto excluded communities enter higher education institutions, they feel further alienated from the system of education in these institutions.

- It tends to follow the global directions of North American and European models in many of its recommendations improving the quality of learning and relevance of research
- In order to provide this dynamic new thrust to higher education institutions, the NEP has to provide special attention to critical emerging trends in higher education worldwide, including North America and Europe.
- Assessment of each higher education institution aimed at improving its systems and capacities for more relevant teaching and research. In such assessments, student's feedback, alumni and key societal actors should also be included.
- The draft NEP has many significant suggestions to make higher education more purposive towards enabling India to achieve its vision and future aspirations. Greater clarity about relevance to different regions, segments and markets of Indian society needs to be systematically assessed before prescribing a singular remedy for all.

## **Opportunities and Challenges**

- The new Education Policy focuses on the advancing future scenarios and aligns itself with the developing changes. It should redirect the students towards sustainable knowledge acquisition and builds in them the capacity to rightly manage the cognitive content.
- It is time that the Indian education system focuses more on lifelong learning structure. Restructuring of the system bring possible changes to the substance of today's education system. The need is to bring in educational reforms to build a progressive education system that allows students with intellect and practical knowledge with the theoretical, thus unleashing and unifying the real meaning of education in human life.
- The real education reform and the significant progress in improving the quality of education impartation at Indian schools depend largely on how well the

government tackles the deepest and most stubborn challenges posed in the education arena.

- The education system of India will make tremendous changes in all aspects. It is important that we restructure the school curriculum to prepare the younger generation for life and work in the 21<sup>st</sup>-century era with technological advancement and globalization environment.
- Many features of schooling and curriculum have remained unchanged for decades. A considerable redesigning of the school curriculum is a must for overcoming this challenge so to revamp and redesign the curriculum such that it makes students' experiences of school subjects much applicable to the practical life environment.
- One of the most important issues that the policy has mentioned but not covered properly is the quality of education taught in schools. Appointing new teachers under Continuous Development Program (CDP), the older teachers and their capacity building are not given adequate attention.
- Existing teachers are unable to adapt the new technology and changes in the policy. Digitalization of classrooms has to be explained clearly and no discussions on extra-curricular, co-curricular, skill development, personality development activities for the children and resolving complex real-world problems.
- More emphasis was not given in the policy to protect the students from sexual abuse. Neither the awareness was about good touch and bad touch among children nor created redressal mechanism in schools. Thus, the curriculum should include understanding the ideas of consent, physical boundaries, and sexual abuse. Prominent effort has to be made to meet the goals of true education and can be only accomplished when we instil the young intellects with the ability to think cognitively and act confidently.

## **Conclusion**

A sporadic development in the education system is important for sustainable advancement and human development in society. India, being a rapid developing country with 130 crores human resources can flourish and overhaul other developing

countries by planning and adopting an appropriate education model. In this aspect, the present National Education Policy proposal 2019 is a complete model with many improvements to provide advancement both in school and college education by integrating research components both at school and college levels. Apart from highlighting the features of the National Education Policy, this paper, pointed out its strengths, weaknesses, opportunities and challenges.

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# **A critical analysis of New Education Policy-2019 in enhancing quality in higher education**



○ Boregowda .S

## **Introduction**

The educational system is invested with the responsibility of absorbing, assimilating and delivering the new knowledge to its incumbents. Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life for subject domains. It is about knowing more and more about less and less. It develops the student's ability to question and seek truth and makes him/her competent to critique on contemporary issues. It broadens the intellectual powers of the individual within a narrow specialization, but also gives him/her a wider perspective of the world around. Higher education therefore has become competitive. It not only matters how much in terms of quantity but how good in terms of quality that it delivers the knowledge.

### **There are four predominant concepts of higher education:(According to Ronald Barnett -1992)**

- (i) Higher education as the production of qualified human resources. In this view, higher education is seen as a process in which the students are counted as “products” absorbed in the labour market. Thus, higher education becomes input to the growth and development of business and industry.
- (ii) Higher education as training for a research career. In this view, higher education is preparation for qualified scientists and researchers who would continuously develop the frontiers of knowledge. Quality within this viewpoint is more about research publications and transmission of the academic rigour to do quality research.

- (iii) Higher education as the efficient management of teaching provision. Many strongly believe that teaching is the core of educational institutions. Thus, higher education institutions focus on efficient management of teaching-learning provisions by improving the quality of teaching, enabling a higher completion rate among the students.
- (iv) Higher education as a matter of extending life chances. In this view, higher education is seen as an opportunity to participate in the development process of the individual through a flexible, continuing education mode.

**The four specific functions of higher education are:**

- (1) To prepare students for research and teaching.
- (2) To provide highly specialized training courses adapted to the needs of economic and social life.
- (3) To be open to all, so as to cater to the many aspects of lifelong education in the widest sense;
- (4) To promote international cooperation through internationalization of research, technology, networking, and free movement of persons and scientific ideas (UNESCO, 1996).

It has been found that only 10 % of Indian youth go to higher education. This percentage is 40-50% in developed countries. As per the available reports, two third of the Indian universities are providing sub-standard education while 90 % colleges in India are below average. Today, most of the institutions have become factory of degrees only. Students / teachers are running after attaining or providing degrees and not towards the gaining knowledge and wisdom.

Attendance in the institution has dropped drastically and classroom teaching is becoming only a ritual, to be followed mechanically. Though, it is said that the destiny of nation is shaped only in the classrooms, very little importance is being given to class room teaching. The overall scenario of higher education in India does not match with the global quality standards. It does not foster the global competencies and even does not make significant contribution to the national development. The present education system does not match with the needs and expectations of the employment sector. The role of the teacher assumes greater significance in this deteriorating scenario of higher education. It is a daunting task for the teachers to improve the quantity, quality and equality in higher education. It is said that

a good teacher can bring the entire world to the classroom. The teacher being a sculptor has to play multidimensional role to inculcate the nuances of subjects to the heterogeneous cult of students. He has to inspire to students to show interest in their subjects, even if he confronts students who are completely de motivated and dispirited. Quality education is the solution to all the problems and teachers are the main ingredients in giving quality education.

## **Quality Education**

There are various dimensions of quality in education, including content, mode of delivery, infrastructure and facilities, employability, etc. Ensuring quality in higher education is amongst the foremost challenges being faced in India today, with few institutes having achieved global recognition for excellence. Some of the challenges affecting quality of education are:

- **Curriculum and Pedagogy:** A key concern cited by higher education institutes is the lack of autonomy with respect to framing course curriculum resulting in a course structure that is often outdated. The curriculum is often not oriented to encourage entrepreneurship and innovation among students. Additionally, the adoption of new modes of delivery, such as technology-enabled learning, has not yet become widespread.
- **Infrastructure:** Higher education institutes run by the public sector suffer from poor physical facilities and infrastructure. The higher education system also suffers from misalignment of supply in the sense that while there are courses in which the demand is in excess of the available number of seats, there is excess capacity in others
- **Faculty:** Faculty shortages and the inability of the state educational system to attract and retain well-qualified teachers have been posing challenges to quality education for many years. The quality of teaching is also often poor and there are constraints faced in training the faculty
- **Accreditation:** As per the data provided by the NAAC, as of June 2010, “not even 25% of the total higher education institutions in the country were accredited. And among those accredited, only 30% of the universities and 45% of the colleges were found to be of quality to be ranked at ‘A’ level”(Compilation Based on the Deliberations of the Working Group for Higher Education in the 12th Five-Year Plan (2012-17) University Grants Commission, Inclusive and Qualitative Expansion of Higher Education )



- **Industry Linkages:** There are insufficient levels of meaningful industry participation in aspects like curriculum development, research and faculty exchange programmes. Placement services in many universities are very limited resulting in a lack of co-ordination between employment seeking graduates and prospective employers who are looking for suitably qualified candidates
- **Employability:** The Indian education system on the whole is not aligned to the skill and manpower needs of the market. Skills shortage across sectors is accompanied by high levels of graduate unemployment, highlighting the need to include employment-linked modules in courses. In addition to job-related skills, graduates are often reported to be lacking adequate soft-skills such as communication and inter-personal skills.

Improving educational performance ranks high on the national agenda, with educators and policymakers focusing on testing, accountability, curriculum reform, teacher quality, college choice, and related concerns. Though extensive literature exists that links school facilities to the quality of education and to teacher morale and teacher, an examination of how school conditions affect teaching and learning has been clearly absent. To gain a milestone for a successful education system, one needs a high quality teaching staff. Attracting and retaining high quality teachers is thus a primary requirement for an educational institution. For the development of teachers & students, there are some points to improve higher education conditions. A higher education institution with education courses in Management, Social work, and Science/Information Technology.

### **The various quality factors considered are:**

- (1) Curricular Aspects.
- (2) Teaching - Learning, Evaluation.
- (3) Research, Consultancy & Extension.
- (4) Infrastructure & learning Resource.
- (5) Governance, Leadership and Management.

### **Indian Scenario of Higher Education Industry**

India has over 890 universities and approximately 40,000 higher education colleges, reflecting the overall severe fragmentation and small size of HEIs currently in the country. Remarkably, over 40% of all colleges in the country run only a single

programme, far from the multidisciplinary style of higher education that will be required in the 21st century. In fact, over 20% of colleges have enrolment below 100, while only 4% of colleges have enrolment over 3000.

### **Some of the reasons for fragmentation of the higher education system in India are:**

1. Early streaming of students into different disciplines.
2. Lack of access, especially in socio-economically disadvantaged areas - present the gross enrolment ratio (GER) 25% only.
3. Lack of teacher and institutional autonomy.
4. Inadequate mechanisms for career management and progression of faculty and institutional leaders.
5. The lack of research at most universities and colleges.
6. Suboptimal governance and leadership of higher education institutions.
7. A corrupted regulatory system allowing fake colleges to thrive while constraining excellent, innovative institutions.

By 2030-2032, India is expected to be the third largest economy at over ten trillion. Our ten trillion economy will not be driven by natural resources, but by knowledge resources. In this context, the Prime Minister's recent call on leveraging the Fourth Industrial Revolution to take India to new heights. The proposed National Education Policy 2019 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all.

### **Objectives of the Study**

The draft of National Education policy has many innovative suggestions to improve quality and the broadness of education system in India. The aspirations and the challenges of implementation of such proposal is a research agenda.

### **The objective of the study is to:**

- (1) To know the necessity of new National Education policy in the country by knowing the failure of previous National Education Policy.
- (2) To know the major proposals and the framework of newly proposed National Educational Policy.

- (3) To study the essence of the educational life cycle of student from Foundation to Post-graduation stages.
- (4) To highlights on various policies proposed in the higher education system and compares them with the existing system using content analysis.
- (5) To identify and analyses the strengths and weaknesses of the new policies on various stakeholders.
- (6) To compare National Education Policy Proposal 2019 with its previous policies of India.
- (7) To compare private and public HEIs in terms of facilities & restrictions proposed.
- (8) Comments and suggestions for improvements required further to make it more effective.

### **Highlights of Proposed Indian National Education Policy - 2019**

The National Education Policy 2019 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. It draws inputs and disciplines from vast amount of India's heritage. The countries education system contributed many scholars including Charaka and Susruta, Aryabhata, Bhaskaracharya, Chanakya, Patanjali, and Panini, and many others. Through such eminent people, the country made seminal contributions to world knowledge in varied fields such as mathematics, astronomy, metallurgy, civil engineering and architecture, shipbuilding and navigation, medical science and surgery, yoga, fine arts, chess, etc. The entire Indian education system is founded and built with such background, support, and inspiration. As per the draft, the Goal of Indian Higher Education is to develop good, well-rounded and creative individuals, with intellectual curiosity, spirit of service and a strong ethical compass [58]. The objective of the draft proposal is to provide multidisciplinary and interdisciplinary liberal education to everybody based on a proposed system.

#### **01. Under-graduation Education Stage:**

Liberal education based undergraduate degrees regardless of the subject will be of either three- or four-year duration. Three years of undergraduate degree programmes without research components and four years of undergraduate degree

programmes with research projects may be offered in liberal education. Bachelor of Liberal Arts (BLA) or Bachelor of Liberal Education (BLE) degree (or BLA / BLE with Research) will be offered by those institutions, which are ready to run such programmes consisting of a broad-based liberal education together with rigorous specialization in a field or fields. The three-year traditional B.A., B.Sc., B.Com., as well as B.Ed. degrees will continue as well for those institutions that wish to continue such programmes, but all Bachelor's degrees will move towards taking a more comprehensive liberal education approach.

## **02. Post-graduation Education Stage:**

Focus on high quality research. The Master's and Doctoral levels are being strengthened with the provision of at least three routes into the Masters' degree – a one-year degree, a two-year degree, and the integrated five-year degree. The Masters' degree will also have a strong research component to strengthen the appropriate professional competence in the domain area and to prepare students for a research degree.

## **03. Research Stage:**

Even though research is an integral part of final year undergraduate and postgraduate stages, graduates can pursue high quality research leading to Ph.D. in any core, multidisciplinary, or interdisciplinary areas for a minimum period of 3 and 4 years for full-time and part-time respectively. During Ph.D., they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The M Phil programme will lose its importance and shall be discontinued

## **04. Lifelong Learning:**

The draft of NEP 2019 proposes lifelong learning to avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. Further education at any stage of life will give further maturity for a happy life.

## **Salient Features and Their Focuses of National Education Policy 2019 for Higher Education**

The draft National Education policy 2019 pertaining to higher education including under-graduation, post graduation, research, teacher education, and

professional education. This also includes the process of empowerment of governance, and effective leadership in HEIs.

**To understand the proposed policy, in a nutshell, it is customary to identify the salient features are given below:**

1. Quality Universities and Colleges: A New and Forward Looking Vision for India's Higher Education System.
2. Institutional Restructuring and Consolidation.
3. Towards a More Liberal Education.
4. Optimal Learning Environments and Support for Students.
5. Energized, Engaged and Capable Faculty.
6. National Research Foundation.
7. Teacher Education.
8. Professional Education.
9. Empowered Governance and Effective Leadership for Higher Education Institutions.
10. Transforming the Regulatory System.

## **Implementation & Monitoring**

The planned transformations in higher education and research is implemented and monitored through three major institutions named Mission Nalanda, Mission Takshashila, and National Research Foundation will oversee and manage the development and research funding of the new institutional architecture with a clearly articulated plan, milestones, and commitments towards funding from both the Central and State governments.

**The missions will also enable and support private HEIs aspiring to develop into Type 1 or 2 HEIs.**

- 1) **Mission Nalanda** will ensure that there are at least 100 Type 1 and 500 Type 2 HEIs functioning vibrantly by 2030, with the equitable regional distribution.
- 2) **Mission Takshashila** will strive to establish at least one high quality HEI in or close to every district of India, with 2 or 3 such HEIs in districts with larger populations, each with residential facilities for students.
- 3) **National Research Foundation** will fund innovative research projects of all types of institutions of both public and private sector.

## **Techniques for liberalizing higher education:**

NEP has suggested many techniques to be implemented to realize liberal education like STEAM (Science, Technology, Education, Arts & Design, and Mathematics), multi-disciplinary, and cross-disciplinary education. A liberal arts education enables students to develop both sides of the brain –both the creative/artistic side and the analytic side. Aesthetic, social, and moral capabilities can greatly enhance one’s scientific capabilities, and vice versa; and education across all such fields can improve the capacity and desire for creativity and innovation, and enhance the students skills in communication, ethics, service, critical thinking, cooperation, and collaboration. Similarly, research on STEAM model is consistently showed positive learning outcomes, including increased creativity and innovation, critical thinking and higher order thinking capacities, problem solving abilities, teamwork, communication skills, deeper learning and mastery of curricula across fields, an increase in social and moral awareness, besides general engagement and enjoyment of learning.

### **Steps suggested in NEP for liberalization of higher education (Steps and Details)**

#### **1 .Multidisciplinary Environments and Institutions**

Student choice and competency based STEAM model of multidisciplinary subjects across the different disciplines offered in multidisciplinary HEIs. All universities and autonomous colleges must aim to become composite multidisciplinary HEIs.

#### **2. Breaking silos within universities**

In the present system, students are streamed into narrow areas such as science, or engineering, or art, or professional or vocational subjects, and allowed to study within their stream. This is a harmful practice and if allowed flexible to develop cross-disciplinary capabilities they will develop both the creative and analytic sides of their brains. This also supports cross-disciplinary collaborative study and research among faculties.

#### **3. Imaginative curriculum and pedagogy**

Offering flexibility in curriculum, and choice based course options to students in STEAM subjects is possible by increasing faculty and institutional autonomy in setting curricula. Accordingly, pedagogy will emphasize on communication, discussion, and opportunities for cross-disciplinary and interdisciplinary thinking.

#### **4. Establishment and strengthening of departments needed for multidisciplinary and cross disciplinary**

Departments related to all areas of society are truly needed for a multidisciplinary and stimulating Indian education and environment will be established and strengthened at HEIs across the country.

#### **5. Liberal education to be accompanied by rigorous specialization**

Liberal education will consist of great flexibility in choosing courses to satisfy core subject distribution requirements, together with a selection of courses to establish expertise in a chosen field or fields (called majors, dual majors, or minors). This will ensure well-rounded individuals to become experts in given disciplines or fields.

#### **6. Inclusion of lessons in service as part of liberal education**

Wherever possible, courses will include relevant an educational local community services as part of their curricula to help develop socially conscious individuals, and to help connect the subjects that students study to life.

#### **7. Internships and research opportunities**

In liberal education, students will be provided with opportunities for internships with local industry as well as research internships with faculty and researchers at their own or other HEIs or research institutions. This component earns fixed credits and is considered as the part of the liberal arts degrees.

#### **8. Flexible Bachelor's degree options**

Liberal education based undergraduate degrees regardless of the subject will be of either three- or four-year duration. Three years of undergraduate degree programmes without research components and four years undergraduate degree programmes with research projects may be offered in liberal education.

#### **9. Implementing STEAM model**

Implementing STEAM (Science, Technology, Education, Arts & Design, and Mathematics), multi-disciplinary, and cross-disciplinary education in all universities and autonomous Colleges to make true liberal education.

#### **10. Focus on language, literature, arts, sports, and music**

All undergraduate programmes shall emphasis on Indian and foreign language, music, visual arts, performing arts, yoga, and sports. This shall include India's deep

traditions in the arts, music, yoga, and sports, including the numerous remarkable local regional traditions. Institutions will be encouraged and funded to offer full-fledged programmes and courses in these areas. Every student in under graduation should be able to present a project in Indian language other than English.

### **Comparison of private and public HEIs based on NEP proposal 2019:**

Private universities and private colleges are contributing to the education system of the country since many years. Such HEIs contributing to the quality education and research comparatively better than public funded HEIs without any financial support due to the fact that they have better autonomy in making quick decisions to provide quality and contemporary education. In the last few years, private HEIs in India are playing an important role in the process of providing quality education in the college education sector. Presently there are 500 private universities (both State private universities and deemed universities) functioning in India out of total 892 universities. Private universities are also facing many challenges in the process of offering quality education and contributing to the new knowledge through research.

### **Strength & weakness analysis of the NEP proposal 2019 for higher education:**

#### **Strengths of the Proposal for higher education:**

1. The draft is prepared by a team of highly educated & vastly experienced authorities in varied fields.
2. The draft contains a comprehensive proposal on all aspects of education for all levels of the people.
3. Emphasis is on manpower development and employability.
4. The entire proposal is based on the concept of education for equality.
5. Private HEIs will prosper due to full autonomy for admission, choosing the curriculum, freedom in teacher's appointment without following reservation policy, research funds support, and ability to retain only performers through accountability models.
6. All types of HEIs will be multidisciplinary, accredited, and autonomous degree grant in institutions at undergraduate and postgraduate levels.
7. Private HEIs will get the freedom of admission whereas Public HEIs admit students through NEA ranking & counseling



8. The policy of 20% free education and 30% subsidized education in private HEIs will give opportunities for availing free education lifelong for brilliant students.
9. Multiple entries and multiple exits in the under-graduate system allow students to redefine their career path based on interest and external opportunities.
10. Intensive research in every subject is supported at undergraduate, post-graduate, and research level through extensive funding support to all HEIs by National Research Foundation.
11. The objective of providing education to all and higher education GER to at least 50% from the current 25% by 2030.
12. The proposed student faculty ratio in the schools and colleges is increased from 20:1 to 30:1 and this liberalization allows HEIs to use more industry experts (field practitioners) for part time experience sharing.
13. Encouragement for HEIs to involve in foreign university collaboration for twinning programmes, dual degree programmes, student exchange programmes, faculty exchange programmes, international research collaborations, starting off-shore campuses by Indian universities, etc.
14. All private HEIs will be treated equally with public institutions for research funding so that researchers will get equal importance and encouragement for their research contributions irrespective of the type of the institution they work.

### **Weakness of the Proposal for higher education:**

1. The subject identification and specialization into science, commerce, arts in order to choose the type of professional education are not clear.
2. Implementation details at school levels and college levels are also not clear.
3. The three years exit with a degree and four years exit with a research project based degree is also confusing to get a government job under a similar degree qualification.
4. One year and two years Mastersdegreeprogrammes are also suggested and it is not clear that under what circumstances these different duration Master degree programmes have to be offered.
5. Online Distance Learning (ODL) permission should be restricted to only universities instead of autonomous colleges too.

6. Less importance and information is given for diploma programmes under higher education.
7. No substantial support to improve the quality for contributing global ranking.
8. Accumulating required land and infrastructure for affiliated colleges to be transformed into multidisciplinary autonomous colleges is a major constraint.
9. Since top class foreign universities are allowed to enter and offer educational services in India with huge investments, sustainability for Indian organizations becomes a challenge.
10. Encouragement & motivation for lifelong research by suggesting Post doctoral degrees is not visible.
11. No strong & effective suggestion on faculty performance measurement is included for determining accountability.
12. Autonomy should be earned by the HEIs based on their quality and not to be given forcefully by the government.
13. Removing affiliated colleges leads to chaos and confusion.
14. Proposed compulsory one semester equivalent social engagement in the form of the internship is difficult for certain professional programmes.
15. Specific procedures to increase patent filing and scholarly publications in the country is not suggested apart from encouragement for research based on enhanced funding.

## **Suggestions**

**The following suggestions may be appropriate to realize the policy and make it effective and defect free from a public point of reference:**

1. Technology should be used extensively in the student evaluation process.
2. Annual accountability should be set to the faculty members and based on faculty Annual Performance Indicator scores, annual increments should be decided and for every four years, faculty continuation/termination should be decided.
3. The individual colleges and single departmental colleges, which fails to acquire autonomy based on attaining accreditation, can merge with any other HEIs instead of only merging with affiliating universities.
4. National Research Foundation while funding for research, certain minimum funds should be given to all types of HEIs irrespective of public and private organizations to provide minimum research facilities as a central facility.

5. National Research Foundation should fund for developing Common Central facilities in each State to help researchers and to avoid repetition and underutilization of repeated facilities in every HEIs.
6. In five years integrated degree programmes, multiple exits after 3rd and 4th years should be possible.
7. At least one-year Masters degree should be compulsory as a minimum educational qualification to join Ph.D. research degree to maintain uniformity. But the present proposal allows students who completed four years under-graduation with substantial research components are eligible to join Ph.D. programme. Also one year Masters Degree in the subject and one year Masters Degree in Teaching (M.Ed.) should be compulsory for Lecturer/Assistant professor for teaching under-graduation degree programmes.
8. The NEP 2019 consequently eliminates the examination and evaluation section of the universities due to the incorporation of continuous evaluation system at departmental level itself.

## **Conclusion:**

A periodic improvement in the Higher education system is essential for human development and sustainable progress in our society. Reforms in the Higher education system by considering various success models in developed countries and customizing such things with local needs is the present requirement for a country to prosper. India, being a fast developing country with 130 crores human capital can prosper and overtake other developing countries by planning and adopting an appropriate higher education model. In this aspect, the present National Education Policy proposal 2019 is an inclusive model with many innovations to provide liberal but specialized and customized higher education by incorporating research components at quality of higher education. Apart from highlighting forward step taken the features of the proposal for higher education system in India, in this paper, we have analyzed the strengths and weaknesses of the proposal and offered some suggestion to further improve the model as an optimum model by considering the local conditions of the country.

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# **New Education Policy- 2019 and Medical Education in India**



○ **Namrita Shankar**

## **Introduction**

India houses the largest number of medical colleges in the world. However, the medical education system in India is at a crossroads. The old structuring of the course and medical education in general leave no room for training students to rise up to the increasing challenges. The number of medical colleges have been exploding in the past few years, especially in a few selected states like Karnataka, Maharashtra, Kerala, Tamil Nadu, etc (Ananthakrishnan, 2010). The distribution of these institutions is skewed, admission processes biased including students that have very little motivation. In addition to these, there is a shortage of qualified teachers, poor internship experiences and a lack of technical know-how, etc. which hamper the quality of medical education in India and by extension, the quality of doctors as well. A report published by India Today stated that almost half the doctors in India are not properly qualified. This refers to doctors who have not taken up a specialization or even lack proper clinical skills to treat a patient that has approached them. The doctor patient ratio in India is at 1 for every 10189 people whereas the WHO suggests 1 for every 600 people. So, in the current situation, it is high time to introspect whether the medical education provided is good enough to train the future doctors of the country (Kumar); particularly in the light of proposed New Education Policy 2019 (NEP 2019). This paper attempts to explore the implications of NEP 2019 on medical education in specific.

## **Current Scenario**

In 1965, there were 86 medical colleges in India, which increased to 112 by 1980, which was an increase of 30%. This increased to 143 colleges by the next

decade, which was an increase of 28%. Since 1990, till present day the number of colleges increased to 260, which was an increase of 82%, highest growth rate till date.

The skewness in the cropping up of medical colleges, as mentioned earlier, is found to be mainly because of the ease in obtaining a No Objection Certificate, meeting MCI regulations, the ease obtaining land, etc. With more than 34,000 seats in medical colleges, there seems to be very little benefits to the surge in the seats in the field. Though there are a greater number of doctors working in such hospitals, they are usually located in an urban space, forcing the less fortunate to travel a lot more to avail these facilities. Admissions to these colleges to are highly flawed. Even with the introduction of a single national level exam, NEET, there seems to be a lot of loopholes that favour those who can influence and get into a medical college (Ananthakrishnan, 2010).

Out of the total 260 colleges that have been established in India, 181 are recognized by the MCI and 79 MCI permitted. Out of the colleges that were approved by the MCI, before it got dissolved, more than 53% of them were private colleges. However, considering the limited number of seats in the specializing and super specializing departments in India, a question arises whether there are enough teachers to train medical students about the job that they will have to undertake (Ananthakrishnan, 2006).

Insufficient teachers lead to unhealthy and unethical practices during examinations and inspections. Institutions below par try to cover their deficiencies by the use of ‘ingenious street-smart methods’ (Krishnan, 2017). The same happens in case of inflated seats for undergraduate and postgraduate courses. There seems to be the correct number of students and faculty during inspections that do not hamper the suspension of the licenses of colleges. It is not due to the lack of awareness by the MCI, but it has failed to implement policies that were on the lookout for fake seats and signatories. However, the MCI did bar 32 colleges across the country for such fraudulent activities. This was in response to hospitals that got doctors on hire, fake patients and life saving equipment on rent, all ready to be shown on the day of inspection to cover up their deficiencies (Krishnan, 2017).

The first batch of students graduating from a branch of AIIMS which was newly set up graduated without sufficient practical skills due to several deficiencies including the absence of functioning operation theatres. These are institutions of

national importance and their violations instead of being taken seriously will just be condoned or even unchecked (Raman, 2018) (Krishnan, 2017).

### **Shortage of Teachers: Minimum Requirement and Availability**

The number of teachers that are required in a department in a medical college depends on the number of student that the college admits to the college. Accordingly, it varies from 2 to 7 in a department with colleges taking in 50 students and 2 to 18 in colleges with 150 students. This is the requirement in place just for the MBBS course. There are additional rules in place for the specializing and super specializing and diploma courses.

Keeping this in mind, nearly 26000 medical teachers are required to successfully train and manage medical students that have been currently admitted. This is the case considering the availability of qualified teachers who can teach the various specializations offered. Non-clinical subjects can be taught by teachers who do not have a MBBS and MD but also by someone with a M.Sc and a P.Hd. However, they cannot comprise more than 30% in Anatomy, Physiology, Microbiology and Pharmacology and not more than 50% in Biochemistry (Ananthakrishnan, 2006).

Globalization of medical education has led to an increase in demand for medical professors who speak English in China, Russia, the Middle East and Eastern Europe. Thus, several hundreds of qualified and experienced professors have left India and migrated to these nations for better jobs with higher pay, resulting in a subsequent and considerable shortage in many departments of health sciences (Raman, 2018).

### **Disparity in Pay**

Unlike professors of other discipline, medical professors do not have an apex body looking into the welfare and income of medical professors. The result of this absence is that professors of central institutions are paid higher than those who are teaching in colleges of state governments. The MCI had suggested that universities follow the pay scale of the UGC to ensure uniform and fair wages for medical professors.

However, most states have not decided whether they follow the same allowance allotment as followed by Central institutes. Some universities only give a conveyance allowance of INR 1600, which is much lower than the level at the central level of INR 5000.

These comparisons are being made taking into consideration that medical professors in all medical institutions put in the same number of hours, effort and dedication to train their students, treat patients and put their own health at risk in the process. Thus, they all deserve equal pay (Sukhlecha, 2014).

## **Problems in Curriculum**

The issue in curriculum has been one of the most pressing issues with regard to medical education for a few decades now. In the mid-1970s, the Srivatsav Committee, commissioned by the Indian government, advised that the medical education and curriculum be reoriented to meet national needs and priorities and also recommended a medical education commission to implement reforms.

In 1986, another committee by the Indian Government, the Bajaj Committee repeated the suggestion made by the preceding committee, but also highlighted the problem of the shortage of eloquent and promising teachers. In 1993, Kacker and Adkoli stressed the importance of bridging the gap between the curriculum and curricular goals, by suggesting updated course content, assessment patterns and teaching methods. The same was reiterated by Majumder in a government commissioned report in which he emphasized the need for political commitment and leadership to steer towards relevant and evidence based medical education. (Avinash Supe, 2007)

## **Dissolving the MCI and Structural Changes**

The government in 2018 dissolved the Medical Council of India and replaced it with a Board of Governors. The BoG was initially appointed for a period of one year with the powers of the MCI vested on it till the National Medical Commission Bill, 2017, which was meant to replace the Medical council of India, is cleared in Parliament. The Bill, however, is still pending in Parliament.

Though the BoG is currently overseeing the requirements that has to be met, there still needs to be a structural change to help steer the medical education to extents that will help India meet its larger and long-term goals in providing quality and accessible healthcare (EPW Engage, 2018).

## **Migration of Medical Students from India**

Due to the problems mentioned earlier, there seems to be a positive trend



of students migrating abroad. India is the world's largest exporter of doctors and healthcare workforce to other nations with more than 70000 medical graduates from India working in the USA, UK and other nations (Raman, 2018). There are different types of migration that have been observed in India. The first is that of students migrating to pursue a course of MBBS or an equivalent qualification abroad. These students either come back to India or remain abroad in search of higher education.

The other type of migration observed and is more prevalent is that of qualified medical students moving abroad for the purpose of employment. The current employment opportunities and career prospects in India is unappealing for the majority in the country, forcing them to move out and seek employment elsewhere.

The current structure of the Medical Council and the opportunities for employment and research is very dim with little or no scope for further study and benefit. This seems to be the primary reason for migration among Indian students (Jeffrey, 1976).

### **The Place of Medical Education in the New Education Policy, 2019**

The New National Education Policy, 2019 is the new policy that will frame the state of the Indian education system. Claiming to be ambitious, it is a time-bound policy that aims at universalizing pre primary education, provide literacy for all. It even proposed a new curricular and Pedagogical Structure with 5+3+3+4 design covering the age groups 3-18. It aims to consolidate 800 universities and 40000 colleges into 15000 large multidisciplinary institutions. The policy proposes three types of Higher Educational Institutions: Research Universities, Teaching Universities and Autonomous degree granting colleges (New Education Policy, 2019).

These are some of the salient features of the New NEP 2019. These however do not suggest any groundbreaking changes made in the curriculum. Alterations have been suggested for the structuring of the educational framework. The status of the college or university remains unchanged for the greater extent. The content of the course remains unchanged, composition of faculty and the push for better-qualified teachers is lacking from the policy.

Though the policy is time-bound, it doesn't seem to address the core problem with the Indian education system. Thus, the medical education system will not face any benefit from the new policy. It can't ensure a higher quality of doctors

graduating nor does it address the core issues that have been raised by various committees.

The greater autonomy provided to universities could lead to more problems. The existing institutes that claim to be research institutions already produce very little research work. The research output during 2005-2014 reported that only 25 medical institutions in India produced more than 100 papers a year, contributing to 40% of India's research output in medical sciences. Around 330 academic medical institutions recognized by the MCI and Diplomatic in National Board streams did not publish a single paper during the same time period. Two states with the greatest number of private academic medical institutions, i.e. Karnataka and Kerala fared the lowest with zero publications (Raman, 2018). Some of them don't even house a research wing but claim to be a research institute for administrative and funding purposes. Thus, it could be possible that a renaming or rather a re-branding of the university or college could lead to little or no changes in practice.

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# Role of Teacher in quality enhancement



○ H. R. Thriveni

## Introduction

*“Education is the manifestation of perfection already in man” - Swami Vivekananda*

*“The primary task of a society is to find a real teacher one who performs his duty with perfection and dedication and is a perfect moral example for the society”*

**- Rabindranath Tagore**

Role of teachers in quality enhancement requires multidisciplinary inputs and high-quality content with pedagogy that can only be truly attained if teacher preparation is conducted within composite institutions offering multidisciplinary academic programs and environments.

## Quality Education

It is said that quality is not destination, it is a continuous journey. Quality means doing the right things right. Doing things right- is efficiency and doing right things is effectiveness. Higher education requires special emphasis and has major role to play in determining the quality of life and the pace of development of a nation and the world as a whole. It is the responsibility of the higher education system to ensure that the skills, understanding and output of the students are equal to the best in the world.

In a changing world of rapid technological advances, this means that what was considered quality education yesterday might not meet the standard of what will be understood as quality tomorrow. It should not be regarded as a process of interaction between teachers and students.

## Teachers

The success of any education system depends on the quality of teachers, which in turn, depends on the effective teaching, learning process. Teacher's role is of vital significance for the development of society and appropriate changes in the society. Thus, the quality of higher education depends upon quality of those impart it. Teachers are the most important components of any educational system. Teachers play most crucial role in the development of the education system as a whole and also in imparting and maintaining the standard of higher education.

Quality of nation depends up on – Quality of citizen, quality of education. Ultimately depends up on – Quality of teachers.

## Role of teachers in quality Enhancement

Teachers play crucial role in improving the quality of higher education in following ways.

- 1. Dedication and commitment:** Dedication of teachers will helps to build personality of students and commitment helps to improve their talents.
- 2. Motivation:** A teacher is great motivator .a teacher should act as the role model for the students. IT is the responsibility of teacher to create a context in which the student's desire and ability to learn can work most effectively.
- 3. Skill Development:** Skill development is crucial to the success of students in the job market. Skill development of Students, on par with their counterparts elsewhere are an important aspect of enhancement of quality of higher education. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative. Consequently, the demand for Internationally acceptable standards in higher education are evident. Therefore, preparing the students to achieve core competencies, to face the global requirements successfully is very important. This requires that the teachers should be innovative, creative and entrepreneurial in their approach, to ensure skill development amongst the students. By various means such as establishment of collaborations with industries, social organizations, networking with the neighborhood agencies/bodies and fostering a closer relationship between the “world of skilled work” and the “world of competent-learning”, it is possible to develop required skills.

- 4. Imparting Value Based Education :** It is said that skills are of less importance in the absence of appropriate value systems. Hence, teachers should shoulder the responsibility of inculcating the desirable value systems amongst The students. In a country like India, with cultural pluralities and diversities, it is essential that Students imbibe the appropriate values commensurate with social, cultural, economic and Environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is ample scope for inculcating the core universal values like truth and righteousness. The seeds of values sown in the early stages of education, mostly aimed at cooperation and mutual understanding, have to be reiterated and re-emphasized at the higher educational institutions, through appropriate learning experiences and opportunities.
- 5. Impact of Caliber :** It has been revealed by many research studies that the caliber of teachers has tremendous impact on the caliber of the students. Hence, a teacher, who is a permanent learner has to update the subject knowledge continuously and should be aware of latest development in their subject.
- 6. Lateral Thinking :** Lateral thinking is solving problem an indirect and creative logic. Teacher should take initiative to nurture and nourish the students to develop lateral thinking.
- 7. Use of Resources :** Efficient use of resources helps to produce uniquely educated, highly satisfied and employable graduates. Motivated teachers can enrich their teaching with resources and co-curricular activities. Use of ICTs in teaching learning process makes the lecture effective and improves the quality of teaching. Continuous updating of teaching methods and use of innovative teaching methods help to improve the quality of teaching.
- 8. Curriculum Design :** The quality of higher education can be enhanced by designing need based curriculum, keeping in View the demands in the employment sector at national and international level.
- 9. Special Attention to Research :** Promotion of research is crucial for improving the quality of higher education system. It is one of the factors, which influences the quality of teaching. Educational research must be strengthened as an instrument for improving educational quality and results of such research must be communicated to teachers in a better way.

The link between classroom teaching and research is extremely important. It must be a link operating in two directions:

- i. Information to the teachers about latest findings.
- ii. Information to the researchers about the problems.

**10. Academic Development :** Teaching is the life-long process of learning. Teachers are the most important components of the higher education system. Academic Development of teachers is crucial and necessary for the success of the higher education system. Because teachers are the prime movers and catalysts for all round development of students. Teachers play a significant role not only in improving the quality of higher education but also Maintaining it; the professional competency of teachers has to be of such a high level so as to Impart quality knowledge to the students. This would call the continuous upgrading of the Professional development of the teachers, which is key guarantee of quality education. High-quality in service training and professional development within the profession in order to Keep in touch with new findings in their subjects and to obtain continuous support for the Improvement of their teaching. Teachers need continuous self-development to generate knowledge that goes to contribute towards inculcating high professional competency among Students. Development of teachers depends on many factors. It is closely linked with the quality of research

- a) Participation in national and international seminars
- b) Faculty exchange programs
- c) Up gradation of qualifications
- d) Exposure to recent developments
- e) Writing of books and papers
- f) Collaborating with fellow researchers in other higher education institute
- g) These activities help to impart quality education to students.

**11. Quality Awareness and Self Evaluation :** Ability to improve the quality of education is the ability to reflect on their own teaching, critically examine the methods used and looking for alternative ways of teaching. To create increased quality awareness and help teachers to improve their teaching methodology and skills may be of crucial importance to improve quality in education. One major way of doing this is to Systematically evaluate the own teaching and its results. Evaluation helps to improve their own Work. This also helps to discuss about newer effective methods to use in the teaching and to discuss about the choice of the best teaching methods.

**12. Professional Freedom :** Professional freedom of the teacher is of crucial importance in developing quality in education. Professional freedom does not mean that the teacher can do whatever he likes, but that the Teacher who knows the students, is the person best equipped to decide which methods to use in order to create an optimal leaning situation. There has to be a general thrust in the creativity of the teacher. Authorities can give suggestions to teachers regarding the use of newer teaching methods through service training, professional development programs and other means. But authority should not dictate about method to be used by teacher. The teacher should enjoy academic freedom in the discharge of professional duties.

A teacher plays a crucial and demanding role in the process of students learning by creating a context in which the students' desire and ability to learn can work most effectively. The task of the teacher in the higher education system involve the creation of a learning environment in which students are encouraged to think carefully, rationally and to express their thoughts and to decide on the situations and difficulties they wish to confront and resolve. The teacher helps students to achieve their own aims and adopt notion that underlines the higher education. Therefore, the quality of performance of the teachers is of paramount importance.

**13. Professional Ethics :** Professional ethics of teachers is an important issue. The complex task of teaching and many other responsibilities shouldered by teachers underline the questions related to the responsibilities and duties of teachers. This has also been reflected in a growing discussion on professional ethics among teachers. Promotion of professional ethics also helps to fight against corruption.

## **Duties and Responsibilities of Teacher:**

### **1. Knowledge of the Subject**

- To have expert knowledge of the subject area
- To pursue relevant opportunities to grow professionally and keep up-to-date about the current knowledge and research in the subject area

### **2. Teaching**

- To plan and prepare appropriately the assigned courses and lectures
- To conduct assigned classes at the scheduled times
- To demonstrate competence in classroom instruction
- To implement the designated curriculum completely and in due time



- To plan and implement effective classroom management practices
- To design and implement effective strategies to develop self-responsible/independent learners
- To promote students' intrinsic motivation by providing meaningful and progressively challenging learning experiences which include, but are not limited to: self-exploration, questioning, making choices, setting goals, planning and organizing, implementing, self-evaluating and demonstrating initiative in tasks and projects
- To engage students in active, hands-on, creative problem-based learning
- To provide opportunities for students to access and use current technology, resources and information to solve problems
- To provides opportunities for students to apply and practice what is learned
- To engage students in creative thinking and integrated or interdisciplinary learning experiences
- To build students' ability to work collaboratively with others
- To adapt instruction/support to students' differences in development, learning styles, strengths and needs
- To vary instructional roles (e.g. instructor, coach, facilitator, co-learner, audience) in relation to content and purpose of instruction and students' needs
- To maintain a safe, orderly environment conducive to learning
- To comply with requirements for the safety and supervision of students inside and outside the classroom

### **3. Assessment**

- To define and communicate learning expectations to students
- To apply appropriate multiple assessment tools and strategies to evaluate and promote the continuous intellectual development of the students
- To assign reasonable assignments and homework to students as per university rules
- To evaluate students' performances in an objective, fair and timely manner
- To record and report timely the results of quizzes, assignments, mid- and final semester exams
- To use student assessment data to guide changes in instruction and practice, and to improve student learning

#### **4. Professionalism**

- To be punctual and be available in the university during official working hours
- To comply with policies, standards, rules, regulations and procedures of the university
- To prepare and maintain course files
- To take precautions to protect university records, equipment, materials, and facilities
- To participate responsibly in university improvement initiatives
- To attend and participate in faculty meetings and other assigned meetings and activities according to university policy
- To demonstrate timeliness and attendance for assigned responsibilities
- To work collaboratively with other professionals and staff
- To participate in partnerships with other members of the university's community to support student learning and university-related activities
- To demonstrate the ability to perform teaching or other responsibilities, including good work habits, reliability, punctuality and follow-through on commitments
- To provide and accept evaluative feedback in a professional manner
- To create and maintain a positive and safe learning environment
- To carry out any other related duties assigned by the department chairman

#### **5. Good Behavior**

- To model honesty, fairness and ethical conduct
- To model a caring attitude and promote positive inter-personal relationships
- To model correct use of language, oral and written
- To foster student self-control, self-discipline and responsibility to others
- To model and promote empathy, compassion and respect for the gender, ethnic, religious, cultural and learning diversity of students
- To demonstrate skill when managing student behavior, intervening and resolving discipline problems
- To model good social skills, leadership and civic responsibility.

## **Approach To Teacher Education :**

- 1) Teacher education for all level will take place within the university /Higher education system as stage-specific, 4 Year integrated Bachelor of Education (B.Ed.) programme that combine high quality content , pedagogy and practical training.
- 2) Special Education Zones will be set up in disadvantaged regions across the country.
- 3) Inclusive education will be an integral part of both pre-service and in-service teacher education
- 4) Higher education faculty must be valued and supported with excellent preparation and conducive working environments
- 5) Faculty recruitment will be on the basis of academic expertise and depth, on teaching capacities and dispositions for public service.
- 6) Moving teacher education into multidisciplinary colleges and universities.
- 7) Good teachers are prepared and developed by good teacher educators - faculty of teacher education must be experts in diverse fields, both theoretical and practical.

## **What Government can do to support Teachers ?**

Quality education is not only a responsibility of the teachers. There must be a public responsibility to ensure all citizens the right to receive quality education. Such an important matter cannot be left to individuals, private companies or to the market. To create quality education it is necessary to establish a good practice and to meet demands at all levels (the classroom, the school/institution and the educational system in which classrooms and schools/institutions exist). It is not possible in the long run to establish good teaching in the classroom if schools and the educational system as a whole are functioning badly. Even if individual teachers are able to establish good classroom practice in spite of badly functioning schools/institutions and non-supportive educational authorities, this can only last for short periods. There are many examples of teachers trying to do their best in spite of lack of support from local and national authorities. Such situations too often end with stress and the burn-out of the teachers. There are also bound to be problems in a system with an excellent curriculum, but where teachers are not provided with the necessary moral and financial support needed to implement it.

In order to support teachers in their efforts to improve the quality of education governments and relevant education authorities must:

- provide education and professional development of high quality to the teachers;
- provide teachers and colleges with the resources necessary to offer quality education;
- see that teachers have a salary comparable with other professions requiring the same level of qualifications and responsibility and
- ensure that teachers receive the moral recognition appropriate to their level of qualifications and responsibilities.

### **A quality alliance between governments and unions**

In recent years many unions have actively discussed how to improve the quality of education. In some cases have these discussions lead to ideas about creating a kind of quality alliance between government and unions. In a report on education and structural adjustment in Ghana it was suggested that it could be important for unions to reflect on how they can improve the situation for their members and develop the education system in the long run. The report suggested that to do this it would be necessary to adopt a long-term programme. Such an approach includes formulating a vision of the desired development of the education system.

Essential elements in such a vision are likely to be:

- Education for all
- Equal opportunities
- Improve the quality of education.
- An education system that improves the economic and democratic development in society.

To begin realizing this vision, it is important to analyse where unions and employers might have common interests. An example could be the improvement of the quality of education. From a union point of view where the government can act to improve quality are:

- Salaries
- Teacher education
- The working environment in schools.

- Promote an interest among teachers and education sector employees in improving their work.
- Teacher presence in the classroom
- Attract projects that will improve quality

## **Conclusion :**

The role of Higher education in our country should develop the spirit which may protect society from unrighteousness and barriers of religious dogmas and fundamentalism. The spirit of violence which perhaps lay dormant in the psychology of west has at last roused itself desecrated the spirit of man. Education must keep abreast of time and education policies must according be transformed to meet the new challenges of time and changing aspiration of the society. The changed process around the global problem is getting accelerated day by day and in the days to come, it will gain further momentum.

The world has become global villages. Our innovation may be fulfilled if the devotion of both the teachers and the students are observed. Dr. SarvapallyRadhakrishnan was highly impressed with the atmosphere of higher learning of Oxford created by the devotion of both teachers and students to it. He dreamed of a University like Cambridge and Oxford in India and saw “no reason why we in India cannot set up such institutions?” But before finding out this matter the questions we should ask ourselves are

1. Are we ,the functionaries of Higher Education, on the right path to achieve the objective?
2. Is the money allotted in our country, our budgetary allocations for Higher Education, enough for achieving the objectives?
3. Is money the soul or constraint for achieving the desire objectives of Higher education?
4. Are we making best use of the money that we get for Higher Education?

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# Quality Enhancement and Teachers Role : A Study



○ Pooja.S.B

## Introduction

Teachers play a significant role in achieving social cohesion & national development. Castism, communalism & linguistic sensitivities are the problems of enormous magnitude. Teachers can make the students aware of social evils & social realities & give unbiased judgments on critical issues before society, community & nation. Education imparted by Teacher serves as a potent tool for eradication of social evils. Teachers can motivate the students & inculcate love for their own language, tradition & culture. The role of a Teacher is to shape the minds of younger generation. To strengthen our democracy, Teacher must instill into the students ancient cultural spirit of tolerance of different opinions and viewpoints.

The Teacher has to concern himself with the total development of the child and not only with one or two aspects, he must be a Philosopher illuminating the way of his intellectual and spiritual progress; He must be his guide in his moral and aesthetic advancement. A teacher has to use new methods to help in the holistic growth of students. The success of students depends essentially upon the competence of the Teachers, their sense of dedication & their identification with the interest of students.

## Meaning

- a) **Education:** Education is the process of facilitating learning or acquisition of knowledge, skills, values, beliefs and habits.
- b) **Quality Education:** Quality Education is the education that best fits the present and future needs of the learners. It is the education that provides students with the tools to deal with and find solutions to challenges confronting mankind.

- c) **Teacher:** A Teacher is a person who help students to acquire knowledge, competence or virtue.

### **Definitions of Education**

- Education is the manifestation of the perfection already in man.  
– **Swami Vivekananda.**
- Education is an instrument for the real working of the spirit in the mind and body of the individual and the nation –**Aurobindo.**
- Education possessed the power to alleviate all the problems affecting our society – **Sarvapalli Radhakrishnan.**

### **Qualities of a Teacher**

- I. **Good leader:** Teacher should be polite and courteous to his pupils. A Teacher must always be cheerful & optimistic. A Teacher should be a good leader.
- II. **Makers of Humans:** No one exercise a greater influence upon the mind of the young person's than a Teacher. Pupils learn in many ways the attitude of their teacher towards life's problems. The Teacher's Philosophy of life has an important bearing upon the life of the pupil. It does not matter what subject a teacher teaches; it is his general attitude, his ideas and ideals that impress his pupils.
- III. **Backbone of society:** As the National integrator the teacher is the backbone of the society, particularly in the remote villages. He stands as an outstanding figure among the illiterate and semi-illiterate families. He is their friend, Philosopher and guide.
- IV. **The Social Engineer:** The teacher actively shares the responsibility for reconstructing a social order, the values and traditional beliefs of which are being eroded by the surge of new ideals and practices.
- V. **A Superior Guide:** At the back of every great man and woman, is a good teacher who kindled enthusiasm, fostered confidence & guided them to the way of progress.
- VI. **The Nation Builder:** Tomorrow's nation will depend upon the type of citizens trained and educated today in the temples of learning.
- VII. **Teacher as a Mentor:** An effective mentoring relationships characterized by mutual respect, trust, understanding & empathy. Good mentors are able to



share life experiences & wisdom as well as technical expertise. They make an effort to know, accept & respect the goals & interests of the students. They establish an environment in which the student's accomplishment is limited only by the extent of his or her talent.

## **Role of Teacher in Quality Enhancement**

### **1) Teacher's role in relation to students includes**

- Managing effective teacher learning transactions.
- Catering to individual differences of students.
- Classroom management.
- Curriculum development and implementation.
- Guiding the students in the attainment of integrated personality through physical, social, intellectual, emotional, moral & spiritual development.

### **2) Teacher's role in relation to Profession includes**

- To reach an acceptable level of competence & skill in teaching.
- To continuously develop professional knowledge & professional judgment through experience, further learning, reflection & research.
- To be publicly accountable to his work, to the head, parents & inspectors.
- To set personal standards & conform to external standards for monitoring & improving his work.

### **3) Teacher's role in relation to ethical values**

The culture of any country is its soul. If the culture of a nation disappears, the nation also dies like a human body dies when its soul leaves it. Therefore, for having a wide variety of wholesome interests, the teacher should know fully about the national culture & should learn about all cultural activities. Then only the teacher can enculturate the pupils.

### **4) Teacher's role in relation to society & nation includes**

- To work actively to strengthen national integration and spirit of oneness.
- Participation in community affairs.
- To understand the social problems & take part in such activities as would be conducive to meet the challenges posed by the problems.

- Evincing a sympathetic, helpful & understanding attitude towards parents and their children's school problems.
- To refrain from taking part in activities which spread feeling of hatred or enmity among different communities, religious or linguistic groups?
- To respect Indian culture and develop positive attitude towards it among students.
- To respect and be loyal to the school, community, state and the nation.

## **5) Teacher's role in relation to pursuit of excellence**

Means constant endeavor on the part of a teacher to achieve a high level of balanced and sustained success in personal, social and professional life. It is a constant honing of skills and refinement of values in order to lead a productive, balanced and rewarding life.

The Teacher is hence responsible to bring about the moral, ethical and humanistic development of the child. A Teacher who lacks energy and enthusiasm, capacity and character and who simply marks time is a disgrace to the profession.

## **Conclusion**

The teacher should encourage self-inquiry and constructivist approach to generate self-learning activities. Let the students generate his ideas after a thorough understanding of the content when the child is given opportunities to express ideas and then there will be scope for creative development. Open-ended questions may be used in the classroom. Those questions will generate multiple thinking and students express their ideas freely.

Brainstorming sessions on school topics, creating own stories, framing questions on the content as per National Curriculum Framework will go a long way in the development of creativity among children. Developing learning material, activity banks, project execution on curricular and co-curricular activities, writing poetry are some of the steps the teacher should consider for quality education of the children.

According to educationists, curriculum is not only teaching & learning in classroom. It also includes work in library, laboratory and workshop, participation in sports activities, curricular and co-curricular activities organized by the school/college. A career is not the only part of a person's life. Through equal balancing of

academic and co-curriculum, the students have the chance to exercise their rights and opportunities to be multi-talented. These activities should be organized in the proper way. The teacher must be a good planner and organizer so that the different activities could be carried out systematically throughout the year. He should act as director, innovator, decision maker, advisor, motivator, communicator and coordinator so that the students could gain quality education that leads to desirable behavioral changes among the students.

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## Promotion of Research under the NEP



○ Mangalamma S.N.

### Introduction

The draft National Education policy of 2019(DNEP-19) is aimed at boosting quality research with restructuring of higher education institutions in India in light of research and innovation. It will result in consolidation of existing and new institutions into three types of higher education institutions as type 1 (exclusive research universities with teaching also), type two (exclusive teaching universities with research also), and type three (autonomous colleges with both teaching and research). Therefore, these institutions will function with equitable roles in multidisciplinary teaching, research and service. Demarcating universities as type I research and type II teaching centers and then making it imperative for them to run teaching and research respectively seems a good move in the DNEP-19 to benefit the teaching from research and vice versa.

Teaching and research are inseparable and must go side by side in any institution if we want to achieve quality education and research with meaningful creation of new knowledge. Hopefully the DNEP-19 emphasizes on creating the new research facilities and strengthening the existing research cells in colleges along with quality teaching. This will sensitize the college students about research, develop interest in it from a very beginning, and create opportunities for them for a career in research and industry. These endeavors will prove quite useful in creating research aptitude from a very beginning among the undergraduate science students and pay a way forward to nurture a quality research culture when they transit to a higher level in higher education sector. However, leadership and governance will ultimately influence to see the research and academia flourishing in the revived higher education institutions. The DNEP-19 also plans to have facility of block research grants and confer academic, administrative and financial autonomy

over a period to all higher education institutions, which will actually increase the accountability of the stakeholders and administrators in real sense of the term.

It is being considered that education and research have not been among the top priorities of Indian government so far, to receive top funding. Although research and innovation must receive keen attention of policy makers if nation has to prosper on modern lines. Pertinently the Indian government has decided in the DNEP-19 to increase the budgetary support to research by making 0.1% of GDP available to NRF (national research foundation), which is to be established as an autonomous body by merging all existing public funding bodies and agencies). It comes to be roughly Rs. 20,000 crores (Rs. 2 Kharab), however, this seems to be negligible when we compare it with proportion of GDP for research in some other countries. For example, 2.8% of the USA, 2.1% of China, 4.3% of Israel and 4.2% of South Korea. Therefore, it seems quite remote to see fostering research and innovation in the country in view of the small proportion of GDP investment in research.

Overall, the establishment of NRF looks promising for granting adequate and timely funding to societal relevant research proposals and building research capacity at all universities and colleges in the country. It is expected that NRF will expand research and innovation in new India to boost research culture across all subjects and fields. Under the new education policy, every HEI will be recognized and accredited by three major parameters including high quality research, teaching and service by the new and to be revived NAAC. The NRF will financially support the type 3 institutions to develop s type 2 and type 1 HEI's respectively under the Mission Nalanda and Takshashila. Under these missions, at least 100 type 1 and 500 type 2 HEI's are to be made functional from the existing reputed institutions by 2030 which again seems quite promising to happen.

## **National Research Foundation**

This Policy has a strong emphasis on catalyzing and energizing research and innovation across the country in all academic disciplines.

### **Scope of work of the Foundation will include**

- Funding research in all disciplines through a competitive, peer-review based process Building research capacity at academic institutions across the country creating beneficial linkages between researchers, government and industry

## **Recognizing outstanding research through special prizes and seminars**

- National Research Foundation will (significantly expand research and innovation in the country Autonomous body, set up through an Act of Parliament Annual grant of Rs. 20,000 crores - increased progressively over the next decade •
- The Foundation will have four major divisions to start with - Sciences, Technology, Social Sciences, Arts and Humanities

## **Types of proposals:**

Proposals of various types will be allowed, including

- a. Research projects to be conducted by a single principal investigator (PI)
- b. Collaborative grants for inter- and intra-institutional projects;
- c. Initial capacity building by a mentor researcher and mentee institution.
- d. Capacity building to push institutions that are already conducting research into a higher orbit;
- e. Well-envisioned consortia and conferences that is likely to move forward research in the country.
- f. Research facilities of national and international importance.
- g. Larger and longer duration projects/facilities of national importance or inspiration.

In addition to describing the research to be carried out, and detailed resource and funding requirements, proposals will also describe any societal impact expected and sought, e.g. the training of students and postdoctoral fellows, public outreach, cleaning of a river, elimination of a disease, increasing agricultural yields, taking strides towards gender equality, preservation of ancient manuscripts and artifacts, etc. Research proposals would generally be for projects of three-year duration; however, for truly outstanding proposals of high impact, proposals of five years or even longer in exceptional cases would be considered.

## **Assessing and funding quality research proposals through a system of rigorous peer review:**

All proposals received within each Division will be distributed appropriately by subject to the empowered Subject Committees. All funding decisions for proposals will be made by the empowered Subject Committees

- a.** The Subject Committees will make funding decisions based on detailed written reviews for each proposal, providing ample justification, comparisons, and rationale for funding. Such reviews will be carried out by members of the Subject Committees themselves, or in instances where there is insufficient expertise or capacity within the Subject Committee, through external peer reviews, national or international, as necessary. Funding decisions, together with the full record of written reviews, will be submitted to the Divisional Council. Peer reviews will also be made available to the writers of each proposal, without revealing the names of the specific referees, in order to provide proposers with valuable feedback.
- b.** A key aspect of this peer-review process will be the absence of conflicts of interest: committee members will refuse themselves and leave the room during discussions of proposals submitted by their colleagues from the same institution, by their collaborators or family members, or from institutions that have funded them in the recent past. Committee members will not participate in the writing of the reviews in such cases.
- c.** In cases of ‘mega-projects’, ‘moon shots’, or large-scale facilities (i.e. for projects demanding larger-than-usual amounts of funding or that must be carried out over longer periods of time) that have extremely high merit or a likely huge positive impact for knowledge or society, a special committee of expert peers dedicated to the study and evaluation of the megaproject - and if funded, to the financing, administrative, and other practical needs of the large project - will be set up by the relevant Divisional Council. The funding of such proposals would have to be approved by this special Committee, together with all relevant Divisional Councils and by the Governing Board.

National Research Foundation 275 Approach to funds disbursement: Sanctioned funds will be released annually, and in a timely manner, to the researchers’ institutions, subject to receipt of annual detailed reports describing progress and spending. Suitable overhead expenses will be provided to the recipient institutions for administration of the grant. Separate financial auditing procedures and norms will be instituted for research projects, and fair consideration will be given to the inherent uncertainties and risks involved in research.

Oversight and coordination by Subject Committee Chairpersons: Funded projects within each given subject will be overseen end-to-end, in terms of funding, advice, progress, and completion, by the Subject Committee Chairperson, who will

also serve as the point of contact for funded proposals and will annually report to the Council on the status of each funded proposal. Subject Committee Chairpersons will be given suitable support to carry out their duties, e.g. the provision for an administrative assistant at their home institution.

**Assessment and accountability:** The NRF will not only revamp the current funding and support mechanisms for research in the country, but will also change the culture of research into one of accountability and the responsible use of funds. Initial funding will be provided only if the proposals clear a specified, high, benchmark. Progress reports with transparent disclosure of the use of funds, and the results achieved, will be submitted by the writers and host institutions of funded proposals each year. The NRF will expect the host institutions to ensure fiduciary accountability for the research project, and will set up specific reporting mechanisms for the host institutions for this purpose; the NRF will also periodically conduct audits to ascertain appropriate responsible usage of funds. Assessment of outcomes of research will be carried out annually on quality metrics that will be pre-specified and agreed upon (suitably taking into account the risks inherent in research). NRF will attain further accountability by ensuring that only investigators who handle their initial funding well will receive new funds in the future.

**Intellectual property to belong to researchers:** In accordance with international best practice, all intellectual property rights, including publications and patents, of NRF-funded research will be retained solely by those carrying out the research, while giving the government (including any of its assigned agencies) the license to use, practice, or implement the research/invention (or any of its output) for the public good without payment of any royalty or charge. In cases where NRF funding is being provided by a public sector, private, or philanthropic entity for a particular research project (see Section 14.4), and this entity would receive, along with the government, the same royalty- and charge-free license to utilize the research and its output.

Other points made in the NEP's NRF proposal include the following: All intellectual property would belong to researchers but should be licensed royalty-free to the government. Established researchers, including retired researchers, would seed and mentor research at universities. There would be no age limit for such mentors. Doctoral and postdoctoral fellowships would be provided at universities to attract talent. Outstanding research would be recognized via awards and symposia.



And finally, international collaboration would be “encouraged and supported”, though the nature of the support has not been described.

### **Solving the Problems NRF**

The NRF as outlined in the NEP is thus meant to be a transformational body, for universities in particular, but it has been designed to complement – not replace – the existing funding mechanisms. Assuming good intentions behind the proposal and its implementation, the following details should be borne in mind.

First: what is typically funded by research grants? In the experimental sciences, the vast amount of research funding goes into equipment, reagents and other supplies. In the theoretical sciences, computational facilities can be very important. So presumably funding mechanisms for these will not change significantly, whether the funder is the DST, the CSIR or the new NRF.

Then, in all fields including humanities, there is the requirement of personnel. In the west, research grants often fund doctoral students and postdoctoral fellows, whereas this is generally not the case in India: they are funded institutionally or via national fellowships from funders like UGC and CSIR. Project assistants and research associates, however, are usually funded via grants.

The pay for all these positions is more or less uniform, depending on qualifications and years of experience. A project assistant without a PhD earns roughly the same as a PhD student, and so on. Currently, a researcher has very little flexibility to offer market-competitive salaries to, say, a very talented programmer who would otherwise be absorbed by industry, or to a brilliant student who is tempted by transfer options abroad. The NEP does not discuss such aspects, but if the NRF is actually being set up, flexible guidelines for, payment of personnel should be on top of the list.

Another very important aspect of research, in all fields, is travel, including foreign travel. This is where existing funding agencies are at their stingiest. The DST, the DBT, the SERB and others all require the researcher to not have availed an international travel award from the government in the last three years. (The DBT-Welcome India Alliance is a welcome exception, in this and many other respects.)

While in theory a good publication will get noticed by peers, in practice the volume of research is such that dissemination in conferences, visits to and seminars in top universities and personal interactions with leading international researchers

are essential to get one's research recognized. This is especially important for students and early-career researchers.

In practice, this is not a huge expense per head per year relative to the cost of running an experimental laboratory. The miserliness of the government in this respect stems from the socialist-era view of foreign travel as a “perk”, in the days when few ordinary citizens could possibly afford it. This must cease – in the NRF as well as in the other funding agencies. Similarly, funds must be available to invite international researchers to India, a near-impossibility today via government funding.

Finally: the open-access movement has become widespread in some fields, especially in the biomedical sciences. But while this means no more exorbitant fees for libraries, authors do need to pay for manuscripts, which cost upwards of US\$ 1,500 (Rs 1.02 lakh) each in good journals. There is an ongoing debate on whether this trend is beneficial to India. But despite the existence of many predatory journals, many of the most highly regarded journals also charge open-access fees, and these should be budgeted for in grant applications and awards.

## **In summary**

The research-funding situation in India can do with change. The draft NEP envisions an ambitious NRF whose role must be viewed in the context of other recommendations in the NEP, which seek to impact every aspect of education in India. The NRF as announced by the ministry is devoid of this context, its structure and funding allocation are unknown, and while in the long term such an organization would be welcome, in the short term most of the funding issues that researchers face can and should be addressed by existing bodies, which the NRF intends to supplement, not replace.

The proposed NRF is likely to play the same role in research and innovation that the University Grants Commission (UGC) plays in higher education — an umbrella regulatory body. Currently, there is no institution that looks after research and innovation in educational institutions across the country.

## **What NEP proposes**

According to the draft NEP proposal, the NRF will “enable a culture of research to permeate through all universities”.

It will be a body set up under an act of Parliament and will consist of four major divisions - sciences, technology, social sciences and arts and humanities - with the provision to add additional divisions like health, agriculture and environmental issues.

The NRF will competitively fund research in all disciplines across the academic landscape - in subjects such as medicine, physics, agriculture, artificial intelligence, nanoscience, education, sociology, archaeology, art history and literature, says the NEP proposal.

“The NEP is only at the draft stage so far and we are still studying the complete report. One of the suggestions that we are serious about implementing from the report is the National Research Foundation for promotion of research in the country,” said a senior HRD ministry official in the know of the developments.

“Currently, various research projects are being funded by Department of Science and Technology, Department of Atomic Energy, Indian Council of Medical Research, UGC and others. Once NRF is established it will be a single body to manage all the funding for research,” added the official.

## **Funding and mentors**

The NEP proposes an annual allocation of Rs 20,000 crore for the NRF’s management and spending. The proposal also says that research facilities at state universities will be improved under the NRF through the appointment of research mentors.

“Serving or retired/close to retirement faculty at research universities and institutions who are still active in research may choose to serve as Research Mentors at State Universities,” the draft proposes. These mentors would work not only on proposed research projects, but also teach at least one relevant course a year to connect to the university community, and advise the university and its departments on growing a culture of research to transform the institution, proposes the NEP: The draft National Education Policy (NEP) released last Friday has called for the M.Phil degree to be discontinued, a recommendation that is likely to affect thousands of researchers across the country.

The committee headed by eminent scientist K. Kasturirangan, which formulated the draft, wants to change the pattern of higher education by introducing a four-year Bachelor’s degree instead of a three-year programme. It wants the

Master's degree more research-oriented, thereby cutting down on the need for an M.Phil.

In budget, Rs 400 crore allocated for setting-up world-class education institutes. The Centre on Friday allocated Rs 400 crore for setting up world-class education institutes and announced 'Study in India' programme that will aim at attracting foreign students to the country.

Presenting the first Budget of the NDA government in its second term, Union Finance Minister Nirmala Sitharaman said the government will bring in a new national education policy to transform India's higher education system to one of the best in the world.

The policy proposes major changes in both school and higher education, improve governance and gives more focus on research and innovation, for which a National Research Foundation (NRF) would be set up to coordinate and promote research in the country, she said.

"NRF will ensure that the overall research ecosystem in the country is strengthened with focus on identified thrust areas relevant to our national priorities and towards basic science without duplication of effort and expenditure," the minister explained.

The funds available with all ministries will be integrated in NRF and would be adequately supplemented with additional funds, she said.

### **'Study in India' programme'**

Sitharaman said to build "world-class institutions" in the field of education, Rs 400 crore has been allocated for the 2019-20 fiscal, which is over three times the revised estimates for the previous year. The finance minister also announced the 'Study in India' programme that will focus on attracting foreign students to the country's higher education institutes.

A draft legislation for setting up Higher Education Commission of India (HECI) would be presented in the year ahead, she said, adding, "This will help to comprehensively reform the regulatory system of higher education to promote greater autonomy and focus on better academic outcomes." The minister also said the Khelo India Scheme, aimed at reviving sports culture in India at the grass-root level, will be expanded to provide all necessary financial support.

Also, a National Sports Education Board for Development of Sportspersons would be set up under the Khelo India Scheme to popularize sports at all levels. Sitharaman highlighted that three institutes -- two IITs and IISc Bangalore -- are in the top 2,000 institutions in world university rankings, which, she claimed, was not there five years back.

This has been achieved due to concerted efforts by the institutions to boost their standards and also project their credentials better, she said.

“NRF will ensure that the overall research ecosystem in the country is strengthened with focus on identified thrust areas relevant to our national priorities and towards basic science without duplication of effort and expenditure,” the minister explained.

The funds available with all ministries will be integrated in NRF and would be adequately supplemented with additional funds, she said.

## **Conclusion**

This new policy draft envisages on making quality and multidisciplinary universities and colleges with international standards the dream long cherished in old education policies too, but could not be achieved till date due to faulty public policies and political interference in the functioning of higher education institutions. The old educational policies have not been in a position to eliminate or lower the challenges faced by Indian higher education sector including the diminished enrolments, lack of access, lack of skill based education, negligible knowledge creation, lack of teacher and institutional autonomy, faulty recruitment procedures, inadequate measures for career advancement of faculty, lack of quality teaching and research, leadership problems and governance issues, and compromised regulatory systems, etc.

The positive aspect of DNEP-19 is that it has highlighted the reasons behind the absence of quality research at most universities and colleges, which has drastically affected the outcome, and expectations of Indian higher education system. This has mostly happened because of lack of research interest in the faculty, poor funding or sponsorship and separation of academic and research institutions. Secondly, because of separate academic and research institutions our student community does not get sensitized towards research although they get benefited from quality teaching in academic institutions. The DNEP-19 has, therefore, envisioned quality

and innovative research in new India through NRF and network of revamped higher education institutions by creating linkages among researchers, industries and governments for the ultimate benefit of society.

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# **New Education Policy of India - a Study with reference to Education System in Karnataka**



○ **Dr.M.R.Ranganatha**

## **Introduction**

The New Education Policy (NEP) has been one of the most significant proposals of the Hon'ble Prime Minister of India since 2014. The committee for Draft National Education Policy chaired by Dr. Kasturirangan has submitted its report proposing an education policy, which seeks to address the challenges of access, equity, quality, affordability, and accountability faced by the current education system. The draft policy provides for reforms at all levels of education from school to higher education. It seeks to increase the focus on early childhood care, reform the current exam system, strengthen teacher training and restructure the education regulatory framework. It also seeks to set up a National Education Commission; increase public investment in education, strengthen the use of technology and increase focus on vocational and adult education among others. The public schools and universities are mandated to provide quality education to all the students. They need to attune themselves with the growing demands of innovative need based learning. This subsidized education works as an enabler for many with marginalized backgrounds giving wings to their aspirations.

The need for the day is to supplement this model of education with public private partnership. Collaboration with global universities in terms of e-learning and exchange programmes will expose the students to the global scenario. India has been important seat of learning since ancient times with institutes like Nalanda and Takshila. Youth is defined as persons in the age group of 15-29 years. India accounted for substantial share of world population. By 2010, India accounted for 17.8% of the world population, recording an increase of 2.7% in its share since 1970.

This growth is projected to continue and by 2030, Indians would account for 17.97 of global population. India's share in the decennial addition to global population increased from 18.13 during 1970-1980 to 22.87 during 1990-2000 and is projected to decline to 18.69 by 2020-2030. Today, the country is fortunate to have a youth population like never before. This demographic dividend can be utilized with the right opportunities in education providing them the skill set and experience to aspire big. The NEP is scrutinized thoroughly before implementation.

The last NEP was released in 1986, with a revision in 1992. Since education needs periodic reforms, rapid implementation of this will be in line with the accelerated growth of India. While the details of the policy are still unclear, the focus is likely to be on improving the quality of education, curriculum and roping in new technology. There will be clarity as continued discussions take place across the nation and feedback obtained from students, teachers, educational administrators and intelligentsia. Education is a virtue, which stays with an individual throughout the life. Collectively educated masses are the think tank, growth drivers as well as the conscience keepers of any nation. It is the education in multiple streams, which brings together a multi faceted society with a vast spectrum of expertise among its people. Innovation brings novelty in learning methods and the way education is structured. Thus also brings better employability and future prospects.

Moving ahead from the conventional 'Chalk and Talk' model of learning to modern digital learning and from passive learning to hands-on experience is the way forward. The power of innovation lies in its simplicity, applicability and affordability. Innovative models in the field of education have to be sustainable, scalable and result oriented. They must create an environment of learning which encourages original thinking, creativity and most importantly, delivering education to the last mile. Technology is bringing this much needed innovation in Indian Education System. Innovative education fosters sustained at an early stage, which has the potential to shape the future generations. This can bring a paradigm shift in the way our students learn-from looking to seeking, from mugging up to learning from copy-pasting to exploring and inventing, from less participatory learning to experiencing and creating. The possibilities are immense when education is teamed up with innovation. From the right of education to SamagraShikshana, education has always been a priority area in devising schemes and initiatives. The Government has also launched several new schemes in higher education to boost research and innovation culture in the country.



## **Methodology**

A combination of qualitative and quantitative techniques was adopted to understand the education policy of India in general and Karnataka in particular. It became necessary to visit schools in varied places in Karnataka since different State Boards follow different systems. Also, there are varied educational patterns such as CBSE, ICSE, etc. In many places subjects are taught through the local languages such as Kannada and in the border area in the local language like Tamil, Telugu and Marathi. In addition, we also have International Schools which follow different syllabus. Such diversity required wide-spread visits to different schools across the country. Discussions were held with the students as well as teachers of the schools and colleges visited, and their opinions obtained. In addition, the published data available regarding education constitute secondary data. The data collected were analyzed and correlated to facilitate comparative study of Indian education systems. The New Education Policy guidelines available in the Prime Minister's Office (PMO) as well as the Ministry of Education, Government of India gave important input for this study. The data obtained from such primary and secondary sources gave important inputs in arriving at certain conclusions and recommendations.

## **New Education Policy: Salient Features**

The Government of India is currently investigating the feasibility of implementation of a revised education system called New Education Policy (NEP) in order to modernize and streamline education right from the early elementary or preliminary schooling system for children and adults. The NCERT will devise curricula from pre-primary to Class 12 to bring in some flexible approach and focus on numeracy, critical thinking, languages and knowledge of India, among other aspects. The idea is to replace the traditional 10 plus 2 system.

### **Some of the major recommendations of the NEP are:**

1. Replacing the 10+2 system, (replacing Class 10 and 12 exams) with subject wise modular assessments anytime between Classes 9 and 12.
2. "Census Examinations" for classes 3, 5 and 8 to track progress throughout the school experience.
3. Deregulating higher education to allow students to opt for courses, exit them mid-way and resume them at fully autonomous public and private institutes.

The NEP is driven by an emphasis on a "liberalized" and "flexible" education

system which allows for mobility as well as exposure to the liberal arts. It underlines the glory of ancient Indian universities of Nalanda and Takshashila and their “liberal” approach to education. It underlines the need to bring in the rich Indian culture, tradition and knowledge systems as well as “ethics”, constitutional values and contribution to community or “SEVA” in the education system. The salient features of School Level and Post-School Level Education as proposed in the NEP are described below.

## **School Level Education**

**For NEP- the salient features of school education are:**

- The policy recommends replacing the 10+2 format with a 5+3+3+4 structure. This implies five years of a “Foundational Stage” that will include three years of Pre-primary and Classes and two. It will be followed by three years of “Preparatory Stage”, three years of Middle School and four years of Secondary Stage.
- All students will take “State Census Examinations” in grades 3, 5 and 8 where they would be tested on core concepts, knowledge and higher order skills. The grade 3 census examination, for instance, would test basic literacy, numeracy, and other foundational skills.
- Each year of the Secondary Stage will be divided into two semesters. Each student would take five to six subjects in each semester.
- To counter “the harmful effects of board and entrance examinations”, the panel recommends restructuring them to a “modular” format allowing students to take the board examination in each subject at the end of the semester in which they take that subject.
- Students will be expected to take a total of at least 24 subject board examinations or on average 3 a semester instead of final examinations.
- Language is a key focus of the policy which strongly recommends making the mother tongue the mode of instruction at least until class five and preferably until at least class eight. It recommends Sanskrit be offered at all levels of school and higher education as one of the optional languages on par with all Schedule 8 languages.
- All students will be asked to take at least two years of a classical language of India in classes 6-8, with the option to continue through secondary education and University too.

## **Post School Higher Education**

### **The post-school level features for the NEP are as follows:**

1. The panel suggests that higher education system be brought under a single regulator -- National Higher Education Regulatory Authority (NHERA). While University Grants Commission (UGC) will become a purely grant providing body. Entities like All India Council for Technical Education, Medical Council of India and National Council for Teacher Education should evolve into professional standard setting bodies.
2. The policy suggests three types of universities: Research-focused universities, comprehensive teaching and research universities and teaching-focused universities.
3. Emphasizing on liberal arts and liberal education tradition of Takshashila and Nalanda, the committee has recommended a four-year bachelor of liberal arts or bachelor of liberal education degree.
4. The panel suggests that undergraduate courses may move to a three- or four-year duration with multiple exit options, allowing for say, an advanced diploma in a discipline after completing two years of study or a diploma after completing one year.
5. Different designs of Masters Programme are proposed from a two-year programme with the second year devoted entirely to research or an integrated five-year bachelor's /mastersprogramme besides a one-year master's programme for those who have completed a four year programme.
4. Institutes will be permitted to offer PhD with either a master's degree or a four-year bachelor's degree with research.
5. A 'Committee for Evolution of the New Education Policy' under the Chairmanship of Late TSR Subramanian, Former Cabinet Secretary, was constituted, which submitted its report in May, 2016.

Based on this report, the ministry prepared 'Some Inputs for the Draft National Education Policy, 2016'. Some of the changes proposed are:-

- a) The committee has proposed to rename MHRD as Ministry of Education (MoE).
- b) In school education, a major reconfiguration of curricular and pedagogical structure with Early Childhood Care and Education (ECCE) as an integral part of school education is proposed.

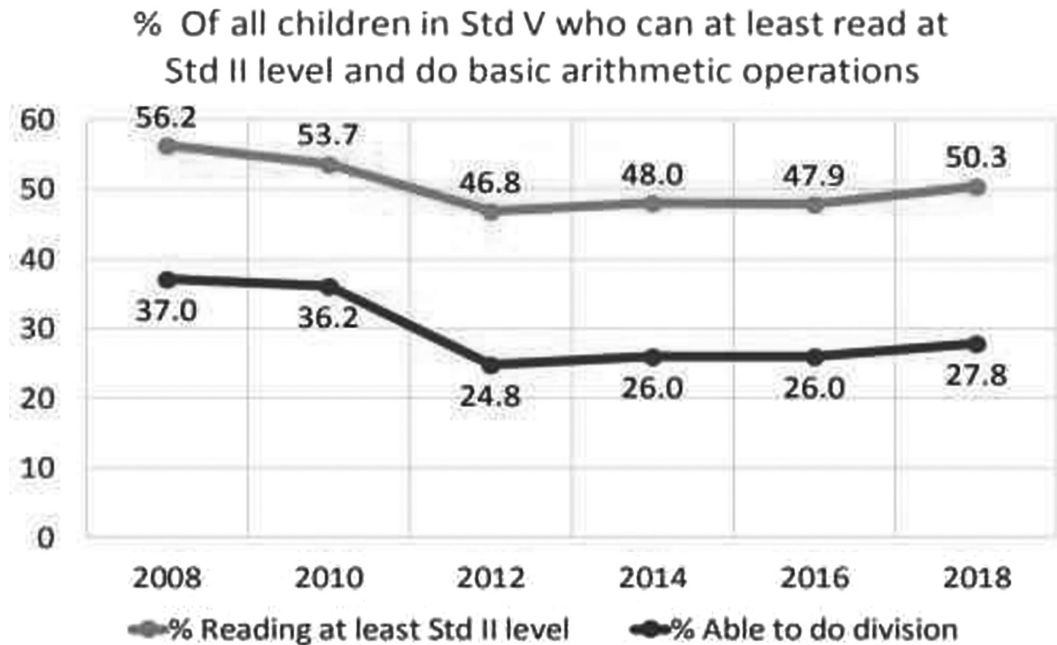
- c) The committee also recommends Extension of Right to Education Act 2009 to cover children of ages 3 to 18. A 5+3+3+4 curricular and pedagogical structure based on cognitive and socio-emotional developmental stages of children: Foundational Stage (age 3-8 yrs): 3 years of pre-primary plus Grades 1-2; Preparatory Stage (8-11 years): Grades 3-5; Middle Stage (11-14 years): Grades 6-8; and Secondary Stage (14-18 years): Grades 9-12.
- d) Schools will be re-organized into school complexes.
- e) It also seeks to reduce content load in school education curriculum.
- f) There will be no hard separation of learning areas in terms of curricular, co-curricular or extra-curricular areas and all subjects, including arts, music, crafts, sports, yoga, community service, etc will be curricular.
- g) It promotes active pedagogy that will focus on the development of core capacities: and life skills, including 21st century skills.
- h) The committee proposes for massive transformation in teacher education by shutting down sub-standard teacher education institutions and moving all teacher preparation/education programmes into large multidisciplinary universities/colleges.
- i) The 4-year integrated stage-specific B.Ed. programme will eventually be the minimum degree qualification for teachers.
- j) In higher education, a restructuring of higher education institutions with three types of higher education institutions is proposed-
- k) Type I: Focused on world-class research and high quality teaching
- l) Type II: Focused on high quality teaching across disciplines with significant contribution to research;
- m) Type III: High quality teaching focused on undergraduate education. This will be driven by two Missions - Mission Nalanda & Mission Takshashila.
- n) There will be re-structuring of Undergraduate programs (e.g. B.Sc, BA, B.Com, and B.Voc.,) of 3 or 4 years duration and having multiple exit and entry options.
- o) A new apex body Rashtriya Shiksha Ayog is proposed to enable a holistic and integrated implementation of all educational initiatives and programmatic interventions, and to coordinate efforts between the Centre and states.
- p) The National Research Foundation, an apex body is proposed for creating a strong research culture and building research capacity across higher education.

- q) The four functions of standard setting, Funding, Accreditation and Regulation to be separated and conducted by independent bodies: National Higher Education Regulatory Authority as the only regulator for all higher education including professional education.
- r) Creation of accreditation eco-system led by revamped NAAC.
- s) Professional Standard Setting Bodies for each area of professional education and UGC to transform to Higher Education Grants Commission (HEGC).
- t) The private and public institutions will be treated on par and education will remain a ‘not for profit’ activity.
- u) Several new policy initiatives for promoting internationalization of higher education, strengthening quality open and distance learning, technology integration at all levels of education, adult and lifelong learning and initiatives to enhance participation of under-represented groups, and eliminate gender, social category and regional gaps in education outcomes were also recommended.
- v) Promotion of Indian and classical languages and setting up three new National Institutes for Pali, Persian and Prakrit.
- w) Indian Institute of Translation and Interpretation (IITI) has been recommended. The path breaking reforms recommended will bring about a paradigm shift by equipping our students, teachers and educational institutions with the right competencies and capabilities and also create an enabling and reinvigorated educational eco-system for a vibrant new India.

## **Right to Education (RTE) Act of India**

On 3 January, 2019, parliament amended Section 16 of the Right to Education (RTE) Act, popularly known as the “No Detention Policy” (NDP). The policy guaranteed promotion through class 1-8 for all children, irrespective of their readiness. The newly amended policy allows states to frame rules that could re-introduce detention in class 5 or class 8. The rationale provided for the amendment is as follows: with guaranteed promotion, students and teachers feel no compulsion to learn or to teach which has an adverse impact on learning. The implication is: high stakes exams help drive learning. This notion was tackled by the original framers of RTE, who argued that examinations create unnecessary pressure, and detention

as a consequence of examinations, is unhealthy for children. Holding children back in classrooms where they have failed to learn, without changing anything about the teaching-learning process, doesn't improve learning. It leads to children dropping out. Additionally, detention in early class's labels children as failures "too soon"; and for that reason alone, detention in elementary school should be prohibited. National Achievement Survey (NAS) data shows that between 2003 and 2007, 19 out of 28 states with a no-detention policy showed improvements in learning. In other words, states improved their results in 2007 without detaining students. Positive trends in reading were reported in the early Annual Status of Education Reports (ASER) surveys of 2005-2007 as well. Curiously, learning outcomes dipped soon after. ASER series data has captured a falling trend in learning, and the ASER 2012 report noted a correlation between the passing of RTE, and slide in learning levels (Natasha Joshi, 2019). One silver lining in NDP amendment is that states have been given a choice on whether to detain students, or continue with a no-detention policy. The hope is states will examine evidence, confront the real issues plaguing education, and do what is right by children. ASER (2019) gives a detailed account of current educational scenario in rural India:



**Figure 1 ASER Survey of Rural Education in India-2018**

## Karnataka RURAL

Data is not presented where sample size is insufficient.



## Other school indicators

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 18: Trends over time  
% Schools with total enrollment of 60 or less  
2010, 2014, 2016 and 2018

	2010	2014	2016	2018
Primary schools (Std I-IV/V)	84.6	82.5	80.4	83.5
Upper primary schools (Std I-VII/VIII)	6.3	10.0	14.3	15.5

Table 19: Physical education and sports in schools 2018

% Schools with		Std I-IV/ V	Std I-VII/ VIII	All schools
Dedicated time for physical education	Physical education period in the timetable	66.4	79.9	78.0
	No physical education period but dedicated time allotted	20.7	12.9	14.0
	No physical education period and no dedicated time allotted	12.9	7.2	8.0
	Total	100	100	100
Physical education teacher	Separate physical education teacher	1.6	42.3	36.0
	Other physical education teacher	63.0	44.7	47.5
	No physical education teacher	35.4	13.0	16.4
	Total	100	100	100
Playground	Playground inside the school premises	57.4	84.8	80.7
	Playground outside the school premises	15.6	8.6	9.6
	No accessible playground	27.1	6.7	9.7
	Total	100	100	100
Availability of any sports equipment		51.9	76.4	72.5
Supervised physical education activity observed on day of visit		21.5	35.0	32.9

Table 20: School Management Committee (SMC) in schools  
2014, 2016 and 2018

	2014	2016	2018
% Schools which reported having an SMC	92.1	90.5	93.7
Of all schools that have an SMC, % schools that had the last SMC meeting			
Before July	8.8	5.3	4.8
Between July and September	88.3	78.1	88.5
After September	2.9	16.6	6.7



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ASER 2018

## Figure 2: ASER Survey of Rural Education in India-2018 (Karnataka) Classroom Environment in India

In India, the classes have been traditionally held using the black boards and chalks. Nowadays, the power point presentation has become very common. Some advanced higher education institutes do use modern technologies for teaching. A midterm examination is usually given during class time.



## **Educational Technology in India**

If India has to be successful, the NEP should focus attention on utilization of novel technologies for education. Modern technology has seeped into the classrooms and redefined the entire teaching and learning process. Industry experts view this marriage between education and technology to be a positive step towards better student engagement, resource management, and financial planning of institutions. The seamless peer to peer collaboration will eventually lead to a redefinition of culture as an amalgamation of better social learning experiences. It will further investments in cloud technology, biometrics, and open source learning methods. Leveraging technology in education will be of paramount interest to teachers and educators. It is amazing how quickly young children engage and embrace learning with the opportunity to incorporate technology into their practice. Tools that foster oral, audio, and written skills are of interest to young learners and allow them to express themselves beyond the capacity of their writing abilities. Some of the possible technologies that will help education in the modern era are:

- **Artificial Intelligence (AI):** India is one of the leaders in information technology. We have already moved towards a connected world. The role of AI in the education sector is no longer limited to aspects like speech recognition, problem-solving, and planning. Rather AI facilitates automation of administrative tasks like students grading, the addition of smart content in the curriculum, and personalization of the teaching process. Since illiteracy is very high in India, AI will be even more relevant.
- **Virtual Reality (VR) in Education:** India is emerging as the medical capital of the world. This is because; Indian hospitals provide inexpensive treatment even for complex surgeries and procedures. The high adoption of VR in education is partly due to the rise in demand for experiential learning. By taking the learning process beyond the classrooms, VR has facilitated the growing trend towards independent learning route. The medical realities platform employs the VR technology to help the medical students watch live broadcasts of simulated surgeries, giving them real-world experiences – something they wouldn't normally get until late in their training. This virtual reality is appropriate for Indian students who have fewer opportunities to perform difficult operations.
- **Gamification:** Gamification is perhaps one of the biggest trends in educational technology that turns the learning process lot more fun and engaging. By adding



game elements and bringing video game designs into the learning process, this ed-tech trend improves the concentration level of the students.

- **Learning Analytics:** Another emerging trend in the educational technology industry is the use of learning analytics. By utilizing the existing data effectively, this ed-tech facilitates better monitoring of the student behaviour.
- **Immersive Learning:** With the popularity of VR and mixed reality, immersive learning has emerged as one of the important educational technologies which are transforming not only the education system; but also helping corporate plan better training programs for their employees. Thus, both the employers as well as employees will be benefited.
- **Smart Learning Environment (SLEs):** SLEs are one of the best ways in which the hybrid learning approach can be put into action. This IoT based learning solution encourages personalized education system, driving better engagement and skill enhancement. Seen as one of the best by-products of IoT in education, SLEs have encouraged industry stakeholders to revamp their investment strategies and launch better ed-tech products.
- **Digital Course Materials:** A major problem in Indian schools and colleges is that the text books are not given to the students in time. Technology can solve this problem. This technological trend has directly affected the sales of textbooks and course materials, as students prefer spending on the digital course materials. With smart phones and high penetration of internet even in villages of India, assignments too have gone digital in nature. The very premise of educational technology is incomplete without digital content, thus advances in designing of the digital content are sure to have a positive impact on the future of education.
- **Game Theory:** The complex pedagogical situations and challenges in the teaching process have triggered the need for a better synchronization of the teaching process. Game theory helps to reach an optimal mixed strategy which will enable tutors to choose the best possible action in a given situation. Disciplines like financial and economic analysis, as well as applied mathematics in economics, have already benefitted from game theory. It will be interesting to observe how this ed-tech will change the face of pedagogy in the forthcoming years.
- **Mobile Technology and IoT:** The ability of IoT to track the staff and students along with connecting devices across the campus has helped improve the safety standards of institutions. In fact, the very premise of **SMART EDUCATION** is

been possible due to IoT. The improvements in mobile technology have further enabled the use of IoT as a major educational technology.

- **STEAM:** One of the newest educational technologies, STEAM is an integrated approach to learning. This educational model makes use of **science and technology, education, arts, and mathematics** to instill critical thinking among the students. Some educational technology experts consider STEAM to be a major improvement over the STEM programs.

## **Results and Discussions**

NEP has 5 plus 3 plus 3 plus 4 structure. An important feature of the NEP is an overarching emphasis on a “liberalized” and flexible education system which allows for mobility as well as exposure to the liberal arts. NEP is still in the proposal stage, but envisages flexibility in the choice and change of courses. NEP suggests that undergraduate courses may move towards a three or four-year duration with multiple exit options allowing for an advanced diploma in a discipline after completing two years of study; or a diploma after completing one year. NEP also has proposed use of modern and latest technologies such as AI, IoT, Gaming, Virtual Reality, SLEs in education to the extent possible. NEP has further, proposed that good International Universities can establish their Campuses in India so that Indians receive high quality education at less cost, compared to full-time higher education abroad. Further, good quality, original research is possible through NEP, because it envisages setting up Universities with focus on research. NEP places emphasis on Indian culture. It underlines the glory of ancient Indian universities of Nalanda and Takshashila and their approach to education. It underlines the need to bring in the rich Indian culture, tradition and knowledge systems besides strong ethical aspects of Indian society. It also wants the students to respect the constitutional values, and service to community or “SEVA” through the education system.

## **Conclusion**

This Paper has proposed to highlight New Education Policy of India, 2019. The technologies appropriate for the NEP are also presented. The NEP, if implemented will promote flexibility in the choice of courses for the students. Further, the NEP will also permit switchover to a different course, or to a different degree/ diploma programs. Such a flexible approach will ensure that the right students embark on right educational programs to promote optimal national productivity.

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## Faculty Upgradation to Meet the Mandates of NEP



○ Sumathi .S

### Introduction

In a sense, teachers are students throughout their lives. The moment they stop considering themselves students, they cease to be teachers. They need to keep on acquiring and updating knowledge of what they teach in classrooms, periodically, keeping up with the changing world. Winds of change blowing from one decade to another, from one era to another, bring new concepts to old theories and ideas. The teaching community must keep themselves to pace on this path of change to implement new or modified methods of the teaching-learning process to suit the requirements of the day. This is how teachers must develop or update themselves. Teachers can attain this development in two manners – Formal and Informal. Formal methods include: attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening teachers on the latest developments in the field of education, which help them update with latest concepts that are required for professional development. Writing articles/books, material production, the publication of research papers, etc also help a lot in this form of development. Action research that draws out conclusions at the end of experimentation and investigation can also be helpful in the development. Under the Informal manner, teachers must develop their portfolios to illustrate their personal works, professional growth and abilities. Attending in-house training sessions are advised, preparing lesson plans and using critical incidents for informal research boost the development. Additionally, there are further benefits of these practices/ methods. Teachers acquire knowledge that was unknown to them in planning their day-to-day lessons and develop a perspective for interaction in the classroom with learners. It helps teachers to expand their vision and horizons about their role as ‘professional teachers’ and about their subjects or contents.

## **National Policy on Education**

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India.

In 2019, the Ministry of Human Resource Development released a Draft New Education Policy 2019, which was followed by a number of public consultations. The Draft NEP discusses reducing curriculum content to enhance essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning. It also talks about a revision of the curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimise learning for students based on cognitive development of children. The 1986 National Policy on Education was modified in 1992 by the P.V. NarasimhaRao government. In 2005, Former Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. Programme of Action (PoA), 1992 under the National Policy Education (NPE), 1986 envisaged conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

## **History of Teacher Education**

The Colleges of Teacher Education (CTEs) were established during the VII plan period under the Centrally Sponsored Scheme (CSS) of Restructuring and Reorganization of Teacher Education (1987) in which it was proposed that about 250 existing Secondary Teacher Education Institutes (STEIs) of an adequate standard and good reputation be financially assisted, on a project basis, towards becoming leading and innovative institutes in the field of teacher education. The CTEs were meant to work in the field of secondary teacher education – both pre-service and

in-service. In addition, they also had the responsibility of carrying out research, innovations, material development and provide extension support to schools and other professional bodies. For upgrading the teachers, college of teacher education plays a vital role, let us understand the status of CTEs and think some remedial measures. This is in line with the emphasis on constructivist approaches in NCF and also supports creation of a local and decentralized resource rich learning environment. Pre-service programs for secondary school teachers.

## **Teacher Educator**

A teacher educator (also called a teacher trainer) is a person who helps in-service and pre-service teacher trainees to acquire the knowledge, competencies and attitudes they require to be effective teachers. Several individual teacher educators are usually involved in the initial or ongoing education of each teacher; often each specialises in teaching about a different aspect of teaching (e.g. educational ethics, philosophy of education, sociology of education, curriculum, pedagogy, subject-specific teaching methods etc.).

Not every culture has a concept that precisely matches the English term ‘teacher educator’ Even where the concept exists, the range of roles that is covered by the term varies significantly from country to country. In some traditions, the term ‘teacher trainer’ may be used instead of ‘teacher educator’. A teacher educator may be narrowly defined as a higher education professional whose principle activity is the preparation of beginning teachers in universities and other institutions of teacher education, such as National Colleges of Education, Teacher Training Colleges and Teacher Centers. A broader definition might include any professional whose work contributes in some way to the initial education or the continuing professional development of school and other teachers.

Even within a single educational system, teacher educators may be employed in different roles by different kinds of organisation. In the European context, for example, people who could be considered to be teacher educators include:

1. Higher Education academics with a responsibility.
2. Teachers in schools who supervise student teachers during periods of teaching practice.
3. School teachers or school managers responsible for inducting new teachers

during their first year of teaching.

4. Those in charge of school teaching staff's continuous professional development.

Teacher educators may therefore work in many different contexts including National Colleges of Education, teacher training colleges, teacher centers, (universities, schools, private sector training organisations or trade unions) and their working time may be fully, or only partly, dedicated to the preparation of teachers.

### **Features of National Policy on Education:**

1. The Essence and Role of Education
2. National System of Education
3. Education for Equality
4. Re-Organisation of Education of Different Stages
5. Technical and Management Education
6. Making the System Work
7. Reorienting the Content and Process of Education
8. The Teacher and Teacher Education
9. The Management of Education
10. Resources and Review

### **Present Status of College of Teacher Education**

Here are some findings regarding the functioning of College of Teacher Education which was the report of NCERT on evaluation.

- a) Large variations in infrastructure facility; inadequate infrastructure for staff room, library, laboratories, lecture and seminar halls, hostel facilities in several of the CTEs
- b) Most CTEs have less than 50% of requisite strength of academic and technical staff
- c) No provision for direct recruitment of academic posts; Little attention to staff strengthening after upgradation
- d) Several CTEs have not availed of Central assistance; Delays in utilization of grants
- e) large inter-state and intra-state variations in conduct of in-service programmes

- f) Very few CTEs have undertaken research projects
- g) Only 40% of sampled CTEs have undertaken curriculum material development
- h) Faculty development limited to some CTEs and restricted to participation of some in-service training programmes

## **Measures to Upgrade Faculty to Meet the Mandates of National Education Policy**

Here are some measures for faculty in order to improve the quality in teaching on the basis of the actual needs to upgrades themselves.....

1. Conducting training need analysis and base line surveys for organizing training programmes.
2. Preparation context specific teacher handbooks and training modules for quality training.
3. Undertaking the impact studies to study the effect of training programmes on classroom processes and learning outcomes.
4. Preparing implementation guidelines for conducting plan activities including training and projects for ensuring optimum utilization of funds with financial accountability.
5. Supporting new models of teacher education that are need-based, self-directed, continuous/life-long, mentored, decentralized / peer-learning based.
6. Planning basing program design on educational perspectives and priorities, rather than being technology-driven, to support the NCFTE, 2009 vision of teacher education.
7. Developing virtual networking with other institutions for sharing and building communities of practice.
8. Undertaking the various in-service and pre-service activities, it is necessary that the CTE academic staff undergoes capacity building.
9. Regular sharing meetings between principals and senior faculty members for planning and sharing of experience, of practices, problems materials, should be organized.
10. Participation of faculty in subject based workshops.
11. Participation of faculty in workshops on research methods.
12. A series of workshops on research methodology for CTE faculty by national or



State level government or private bodies which have experience and expertise in educational research.

- 13.** ICTs can be used to facilitate teaching and should mastery over the content through introducing technology in teaching.
- 14.** Faculty should think beyond the curriculum to develop skills among the future citizens.
- 15.** Teachers should personalize the learning experience of the learners and innovative methods of teaching strategies must be applied.
- 16.** There should be an emphasis on using a wide variety of free and open source educational applications to co-construct digital learning resources.

### **Action Steps with regard to the CTEs,**

Acknowledging the principle of continuous teacher education and professional development, the following key areas of work are identified for the CTEs:

- 1.** Alignment of the structure and functioning of the CTEs with that described under CSS: Several STEIs were upgraded to CTEs in principle although they did not meet the necessary specification, on the understanding that they would work towards achieving them. Actual up-gradation in terms of formulation of departments, recruitment of staff, infrastructure development, programs offered and activities carried out, needs to take place now.
- 2.** Each State Government needs to evaluate the present institutions to establish where they stand with respect to the norms and resources available to them. Thereafter, their annual plans should reflect the steps they would take and the timeline required to reach their goals.
- 3.** Setting up new CTEs: Under the existing norms, each CTE should serve three districts; however, the district size is not uniform.. It is clear that the present strength of 104 CTEs cannot serve all districts and in some cases it may be more feasible for a CTE to serve lesser number of districts. Therefore, new CTEs will have to be established, on need basis, by upgrading existing Government/aided secondary teacher education institutions.
- 4.** Strong work relationship between SCERT and CTE: The work done by CTEs towards preparation and development of secondary school teachers cannot be in isolation. They need to collaborate with other agencies in the State, and this process could be facilitated by the SCERT.

5. Given the diverse backgrounds and needs of different CTEs, rather than having a ‘one size fits all’ plan, the SCERT can also support the Program Advisory Committee (PAC) of each CTE in developing their vision and plan.
6. Existing investments in ICTs can be utilized in meaningful manner. CTEs need to use ICTs effectively to ensure retention of institutional memory for supporting institutional learning and institutional development. CTEs need to.
7. The CTEs as pioneering institutes must work towards development of pre-service programs in their region.
8. Tracking/ monitoring of CTEs against indicators: both internally and externally, the performance of CTEs should be constantly measured against indicators developed by the Centre, State and the CTE itself.

**Professional Development of Teacher Educators in CTEs through networking and Linkages :**

- a) Putting together ideas generated by teachers and disseminating them over a wider sphere.
- b) Setting up of forums and networks of teachers and encouraging building up a discourse including of ideas for teachers and teacher educators.
- c) Linking CTEs to the University departments of Education and other disciplines, leading NGOs.
- d) Virtual forums in the form of mailing lists and portal based interactions can supplement and complement physical forums and extend learning beyond physical forums and interactions to create teachers’ virtual communities of practice.

The concept of teachers’ communities of practice needs to cover not only networking of teachers, but also of teachers with teacher-educators and of teacher-educators in different institutions at different levels in the education system. Such networking is essential to support the building an environment of continuous peer review/feedback and learning in these Institutions. It is essential that all CTEs conduct B.Ed programs and this should remain a vital component of their annual work-plan. Pre-service teacher education programs of CTEs are part of the university system that governs all matters relating to curriculum, admissions and assessment. CTEs should be enabled to pilot innovations in the B.Ed program—at the level of content, classroom transactions as well as assessment. All CTEs should become the focal institution for transacting revised curriculum of the B.Ed programme, based

on the principles laid down in the NCFTE, 2009. In-service programs for secondary school teachers.

The CTEs need to design reading material and courses for the in-service needs of teachers and teacher educators. CTEs are expected to take on the following activities:

1. Prepare supplementary reading material for teachers: This would not only include subject specific material but also that related to issues of pedagogy, aims of education, relationship between society and school, assessment etc. This could involve collating as well as translating and simplifying existing material and making it accessible to teachers.
2. Contextualization: Prepare teachers' handbooks; teachers in the secondary classes need support in understanding various concepts they have to transact in the textbooks.
3. Prepare supplementary material for children based on experiences of their extension work and feedback from teachers. This can include work sheets, workbooks etc.
4. Prepare Teaching aids and kits. Again this will involve not only developing aids and kits keeping in mind local needs and conditions but also sourcing such aids and kits.
5. The way in which teacher educators teach has a greater impact on student teachers' thinking about practice than what teacher educators teach. So, teacher educators need to be able to model the competences and attributes they wish their students to adopt. being a professional teacher educator requires "genuinely reflecting on, and responding to, the needs, demands, and expectations of teaching about teaching within the academy".

## **Conclusion**

Research shows that students receiving instruction from more effective teachers in the classrooms have come up with better results. It has also been that if students are to increase their learning, teachers need to have more exposure to enhance content of subjects taught in classrooms. In the long run, it may hamper holistic development of students. In order to meet the pace of such changing scenario in education system, teachers' exposure to all these aspects is very essential. In this way, teachers will be able to establish a balance between the changes in education system and the attitude of students towards the system. Discussions regarding

improvement in teacher quality and teacher education are now widening to include not just elementary but secondary education as well. The recently initiated RMSA stresses the need to improve the access and quality of secondary education across the country. The efforts towards improving the elementary teachers' capacity building processes have highlighted the fact that similar efforts have not taken place for secondary and senior secondary teacher education and are urgently required. The RMSA proposes an organized attempt towards building capacity of teachers in secondary schools.

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# NEP-2019 and Regulatory System in Higher Education



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## Introduction

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to economic growth, social justice and equality, scientific advancement, national integration and cultural preservation; and for India's continued ascent, progress, and leadership on the global stage. India will have the highest youth population in the world over the next decade, and our ability to provide high-quality educational opportunities to them will shape the future of our country. The world is undergoing rapid changes in the knowledge landscape. With the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for skilled labour, particularly involving mathematics, computer science and data science, in conjunction with multi-disciplinary abilities across the sciences, social sciences and humanities, will be in rapidly increasing demand. With climate change and rapid depletion of natural resources, there will be a sizable shift in how we meet the world's energy, water, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, and climate science.

There will be a growing demand for humanities and art, as India moves towards becoming a developed country and among the three largest economies in the world. Indeed, with the quickly changing employment and global ecosystem, it is becoming increasingly important that children not only learn but learn how to learn. Education must thus, move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multi-disciplinary, and how to innovate, adapt, and absorb new material in novel and

changing fields. While learning by rote can be beneficial in specific contexts, pedagogy must evolve to make education more experiential, holistic, integrated, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects of learners' brains and make education more well-rounded, useful, and fulfilling to the learner. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

The aim must be for India to have an education system that ensures equitable access to the highest-quality education for all learners regardless of social and economic background. To achieve this, actions must be taken now and with urgency. The gap between the current state of learning outcomes and what is desirable must be bridged through undertaking major reforms to bring the highest quality and integrity into the system, from early childhood education through higher education. This National Education Policy is the first education policy of the 21st century, and aims to address the many growing developmental imperatives of this country.

This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, while remaining consistent with India's traditions and value systems. The National Education Policy lays particular emphasis on the development of the creative potential of each individual, in all its richness and complexity. It is based on the principle that education must develop not only cognitive skills - both 'foundational skills' of literacy and numeracy and 'higher-order' cognitive skills such as critical thinking and National Education Policy 2020 Page 4 of 60 problem solving – but also social and emotional skills - also referred to as 'soft skills' - including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others.

## **Vision**

This National Education Policy aims at building a global best education system rooted in Indian ethos, and aligned with the principles enunciated above, thereby transforming India into a global knowledge superpower

## Overview of the Policy

- Rigorous teacher preparation, robust recruitment, well-defined career path  
New vision and architecture for higher education with large, well-resourced, multidisciplinary institutions Broad-based liberal arts undergraduate education
- Quality early childhood education available for all children between 3-6 years by 2025
- Every student in Grade 5 and beyond will achieve foundational literacy and numeracy by 2025
- New 5+3+3+4 developmentally- appropriate curricular and pedagogical structure for school education, Integrated, flexible school curriculum
- No hierarchy of subjects; No hard separation of areas; Integration of vocational and academic streams
- 100% Gross Enrolment Ratio from pre-school to secondary levels by 2030
- Effective governance through school complexes
- Flexible curricular structures; Creative combinations of study; Multiple exit points
- Professional education as an integral part of higher education Empowered governance and autonomy for higher education institutions ‘Light but tight’ regulation - separation of functions to eliminate conflicts of interest National Research Foundation to catalyze research and innovation RashtriyaShikshaAayog - custodian of education in India.

## Higher Education

As India moves towards becoming a knowledge society and economy - and keeping in view the requirements of the fourth industrial revolution, characterized by increasing proportion of employment opportunities for creative, multidisciplinary and highly skilled workforce - the higher education system must, at the earliest, be re-adjusted, re-vamped, and re-energized to meet these requirements. Given these requirements of the 21st century, the aim of a quality university or college education must be to develop good, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deeper level, while at the same time build character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including the sciences, social sciences, arts,

humanities, languages, as well as professional, technical, and vocational crafts. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society. It must prepare students for more meaningful and satisfying lives and work roles, and enable economic independence. Quality university and college education must, therefore, aim to be both a joy and an opportunity, to which all citizens must have access if they so desire.

**Institutional Restructuring & Consolidation** A new vision and architecture for higher education has been envisaged in the Policy with large, well-resourced, vibrant multidisciplinary institutions. Consolidation of current 800 universities and 40,000 colleges into about 15,000 large, well-resourced, vibrant multidisciplinary institutions

## **Institutional Restructuring & Consolidation**

A new vision and architecture for higher education has been envisaged in the Policy with large, well-resourced, vibrant multidisciplinary institutions.

- Consolidation of current 800 universities and 40,000 colleges into about 15,000 large, well-resourced, vibrant multidisciplinary institutions
- All higher education institutions to be consolidated into three types of institutions:
  - ❖ Research Universities - equal focus on research and teaching
  - ❖ Teaching Universities - primary focus on teaching with significant focus on research.
  - ❖ Autonomous degree-granting colleges - almost exclusive focus on teaching
- Significantly expand reach and capacity while building strong educational communities All higher education institutions to become multidisciplinary institutions, with teaching programmes across disciplines and fields
- Mission Nalanda and Mission Takshashila launched to catalyze new architecture
- High quality institutions in disadvantaged geographies a priority Substantial public investment

## **Institutional Restructuring and Consolidation**

- The main thrust of this policy in higher education is to end the fragmentation



of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters, each of which will aim to have 3,000 or more students. 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.

- Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education. The ancient Indian universities Takshashila and Nalanda, which had thousands of students from India and the world studying in vibrant multidisciplinary environments, and modern universities such as the Ivy League Universities/Stanford/MIT in the United States today, amply demonstrate the type of great success that such large multidisciplinary research universities can bring. It is time that India bring back this great Indian tradition which is needed more today than ever to create well-rounded and innovative individuals, and which is already transforming other countries educationally and economically.

## **Internationalisation**

India should be promoted as a global study destination providing premium education at affordable costs and restore its role as a *Viswa Guru*. High performing Indian universities will be encouraged to set up campuses in other countries, and similarly, select universities (e.g., those from among the top 100 universities in the world) will be permitted to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India. Further, research collaboration and student exchanges between the Indian institutions and global institutions will be promoted through special efforts. Further, the credits acquired in foreign universities will also be permitted to be counted for the award of a degree.

## **Financial support for students**

Financial assistance to students who need such financial support shall be made available. No student will be deprived of higher education because of

financial inability. The National Scholarship Portal will be expanded to ensure that all students who require financial support to attend a public HEI will receive it, covering stipends, boarding, and lodging, and not just waivers of tuition fees. Private HEIs will offer scholarships ranging from 100% to 25% for at least half of their students.

## **Effective Governance and Leadership for Higher Education Institutions**

It is effective governance and leadership that enables the creation of a culture of excellence and innovation in higher education institutions. The common feature of all worldclass institutions globally has indeed been the existence of strong self-governance and outstanding merit-based appointments of institutional leaders, which has truly enabled and nurtured such a culture. However, despite some exceptions like IITs and IIMs, many HEIs are yet to reach a stage of self-governance and merit-based appointment of leadership.

All higher education institutions in India must aim to become independent selfgoverning institutions pursuing innovation and excellence, through suitable measures that ensure the leadership of the highest quality and promotes a culture of excellence. For this purpose, for each HEI there shall be a Board of Governors (BoG) consisting of a group of highly qualified, competent, and dedicated individuals having proven capabilities and a strong sense of commitment to the institution. New members of the Board shall be identified by a committee appointed by the Board; and selection of new members shall be done by the BoG itself.

## **Equity and Inclusion in Higher Education**

Access to high quality education shall be the right of every individual. However, currently entry to premier educational institutions remains largely limited to the privileged sections of the society, leaving out those who possibly need it most to come out of their cycles of disadvantage. This Policy envisions an appreciable improvement in the standards across higher educational institutions, thereby ensuring equitable access to quality education, with special emphasis on the SEDGs/under-represented groups.

The reasons for exclusion of SEDGs/ under-represented groups 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 a sustainable reform. Thus, the policy initiatives required to meet the goals of equity and inclusion in higher education must be read in conjunction with those for school education.

There are of course certain facets of exclusion, both causal and in their effect, that are particular to or substantially more intense in higher education. These must be addressed specifically for higher education viz. lack of knowledge of higher education opportunities, the opportunity cost of pursuing higher education, financial constraints, admission processes, language barriers and lack of appropriate student support mechanisms.

## **Conclusion**

Achieving successful implementation of this policy demands a long-term vision, availability of expertise on a sustained basis, and concerted action from all concerned actors encompassing national, state, institutional, and individual levels. And Also India moves towards becoming a knowledge society and economy - and keeping in view the requirements of the fourth industrial revolution, characterised by increasing proportion of employment opportunities for creative, multidisciplinary and highly skilled workforce - the higher education system must, at the earliest, be re-adjusted, re-vamped, and re-energised to meet these requirements.



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# Role of Teacher in Quality Enhancement



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## Introduction

The teacher at any stage is expected to bring out the best in the child and youth and help them to realize their maximum potential physical, intellectual, spiritual. The teacher education system should ensure adequate supply of such professionally trained teachers to teach and guide those who study in schools and institutions of higher learning. The Parliament appreciated the role of quality teacher education in providing quality teachers for quality school education and passed an Act in 1993 for setting up of the National Council for Teacher Education (NCTE) as a statutory body. The teacher education system in the country is extremely vast and diverse, covering over 2500 institutions at different levels of elementary, secondary and post-graduate programmes with a total intake of over 1.9 lakhs. The system is managed by several agencies like Government departments, Universities and other autonomous establishments specifically created for the purpose. Resistance to move with time and technology from various quarters and the lack of systematic awareness of the national and global challenges have created a lot of imbalance on facilities, It is in this background that the National Council for Teacher Education (NCTE) was established as a statutory body under the provision of the NCTE Act 1993 in 1995 with the main objectives of achieving planned and co-ordinated development of the teacher education system throughout the country, for the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. standards and quality of teacher education institutions, just as in any other sectors of education.

## Teachers

The success of any education system depends on the quality of teachers, which, in turn, depends on the effective teaching / learning process. Teachers' role is of vital significance for the development of society and appropriate changes in the society. Thus, the quality of higher education depends upon quality of those who impart it. Teachers are the most important components of any educational system. Teachers play most crucial role in the development of the education system as a whole and also in imparting and maintaining the standards of higher education. Teaching is considered as one of the noblest professions but unfortunately this profession is losing its status in the society because of modernization, political influence, castism, corruption and other unfair means. For many teachers, especially in medical and dental sciences, teaching profession has become easy source of earning money. Changing social attitude, non responsiveness and poor level of accountability, emphasis on western system of education, impact of modernization, absence of the traditional Indian education system, etc. are the factors responsible for the degradation of teaching values in the society.

## Role of Teachers in Quality Enhancement

*“Education is the manifestation of perfection already in man” - Swami Vivekananda*

Teachers play crucial role in improving the quality of higher education in following ways:

### 1. Dedication and Commitment

Dedication and commitment of teachers plays a crucial role in improving the quality of education and shaping the future of nation.

### 2. Motivation

A teacher should act as a motivational force and should be able to create a learning environment in which students are encouraged to think carefully, rationally and express their thoughts and decide on the situations and difficulties. It is the responsibility of teacher to create a context in which the students' desire and ability to learn can work most effectively. A teacher should act as the role model for the students.

### **3. Skill Development**

Skill development is crucial to the success of students in the job market. Skill development of students, on par with their counterparts elsewhere is an important aspect of enhancement of quality of higher education. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high calibre is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, preparing the students to achieve core competencies, to face the global requirements successfully is very important. This requires that the teachers should be innovative, creative and entrepreneurial in their approach, to ensure skill development amongst the students.

### **4. Use of Resources**

Efficient use of resources helps to produce uniquely educated, highly satisfied and employable graduates. Motivated teachers can enrich their teaching with resources and co-curricular activities. Use of ICTs in teaching-learning process makes the lecture effective and improves the quality of teaching. Continuous updating of teaching methods and use of innovative teaching methods help to improve the quality of teaching.

### **5. Innate Potentialities**

Development of innate potentialities of the individual is an important technique of human resource development. Education can greatly help in this regard. Through proper guidance teachers can discover the innate powers of the taught. It is possible to launch suitable programmes for developing these innate potentialities of the students. Through proper educational planning the innate power of the students can be developed and thereby he can be converted into a social asset.

### **6. Special Attention to Research**

Promotion of research is crucial for improving the quality of higher education system. It is one of the factors, which influences the quality of teaching. Educational research must be strengthened as an instrument for improving educational quality and results of such research must be communicated to teachers in a better way. The link between classroom teaching and research is extremely important.

### **7. Professional Ethics**

Professional ethics of teachers is an important issue. The complex task of teaching and many other responsibilities shouldered by teachers underline the questions related to the responsibilities and duties of teachers. This has also been

reflected in a growing discussion on professional ethics among teachers. Promotion of professional ethics also helps to fight against corruption.

**Development of teachers depends on many factors. It is closely linked with**

- The quality of research
- Participation in national and international seminars
- Faculty exchange programs
- Upgradation of qualifications
- Exposure to recent developments
- Writing of books and papers
- Collaborating with fellow researchers in other higher education institute.

**Quality awareness and self evolution**

Ability to improve the quality of education is the ability to reflect on their own teaching, critically examine the methods used and looking for alternative ways of teaching. To create increased quality awareness and help teachers to improve their teaching methodology and skills may be vital to improve quality education. This can be done to systematically evaluate the own teaching and its results. Evaluation helps to improve their own research and day to day work. This also helps to discuss about the newer effective methods to use in the teaching and to discuss about the choice of the best teaching methods.

**Conclusion:**

The role of Higher education in our country should develop the spirit which may protect society from unrighteousness and barriers of religious dogmas and fundamentalism. The spirit of violence which perhaps lay dormant in the psychology of west has at last roused itself desecrated the spirit of man. Education must keep abreast of time and education policies must according be transformed to meet the new challenges of time and changing aspiration of the society. The changed process around the global problem is getting accelerated day by day and in the days to come, it will gain further momentum. The world has become global villages. The events happening anywhere in the world affect us directly at the present age. The information technology makes the great landmark in the Higher Education. Under these circumstances, education system needs to reviewed, reformed and changed to the tune of the emending changes.

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### **About the book**

Being the third largest higher education system in the world, India possesses a highly diversified system of education in almost all aspects of life. Despite several quality assurance mechanisms ranging from accreditation agencies to faculty development programs, to ensure quality in educational processes, yet highest quality in educational sector is a distant dream. The largeness of the size of sector has both positives and negatives in the way of achieving global competency. Strengths like the growth of the universities by 18 times, 35 times increase in number of colleges and 10 times more enrolment since independence show rays of hope however, the issue of ensuring quality across the huge sector is an ordeal. To overcome the situation, the current government has proposed draft New Education Policy, 2019. The draft has focus on several contours of quality in education sector, which are to be deliberated. Therefore the book provides insights on the role of teachers in enhancing quality of education. Specifically the qualities of a teacher are revisited with focus on teacher as not mere course facilitator but as a guide who strives for lifelong learning of students. Also the role of teacher in enhancing the curriculum and pedagogy has been thoroughly discussed within the framework of draft NEP 2019. This book will be a valuable source of reference on the subject - 'Quality in education and role of teachers' for policy makers, teachers, researchers and enthusiasts in educational sector. It allows all stakeholders to revisit teaching profession in the Indian context.

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