GITARATTAN JOURNAL OF EDUCATION

EDITOR- PROF. SONIA JINDAL

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Refereed Journal

Appeal to the learned readers
The Articles based on research, critical analysis of reports, innovations, new trends in education are welcome among other articles related to education. Book Reviews are welcome. Letters to the editor for comments, suggestions will be appreciated and published which will help build a meaningful dialogue amongst educationists, readers and contributors. Letters of such intent will be published in the Journal.
We will bring out special issues on relevant themes (which will be intimated to the contributors and readers well in advance) periodically.

Editor

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GITARATTAN JOURNAL OF EDUCATION
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Prof. Dhannajay Joshi
Vice Chancellor
Delhi Teachers University

<u>MESSAGE</u>

Congratulations on the upcoming publication of the 1st Issue of fourth volume of its referred journal; "Gitarattan Journal of Education".

This journal stands tall with its qualitative editorials and myriad topics presented with extensive research and deliberations. It serves as a bench mark in promoting and disseminating well researched topics. It aims to hand out a portent weapon in the hands of policy makers, teacher educators, teachers and all the student fraternity. It serves as a forum where students get firsthand knowledge and are acquainted with the latest and updated information in the field of education. It seeks to provide a platform where these issues, topics perennial in the field of education are brought together. It would not only inspire and motivate the future generation educationist to indulge in a qualitative reflection but also pave way for sharing, building, informing and creating new avenues for further research and innovation. Journals evidently mirrors and reflects general notion and understanding of diasporas in the echoing of the need to undertake research and become the medium of sharing effectively in order to address the need for the further teacher preparation, creating and formulating program and facilitating this information for further discussion.

I am sure it will be an apple in the eye of the educationist, teacher educators, researchers and scholars worldwide.

I wish GIAST success and appreciate their journey in bringing this informative edition.

(Prof. Dhananjay Joshi)

Prof. Yukti Sharma
Department of Education
Central Institute of Education
University of Delhi

MESSAGE

It gives me immense pleasure to see that Gitarattan Institute of Advanced Studies and Training is presenting out the first issue of volume 4 of its journal "Gitarattan Journal of Education". The journal provides a platform for research-based articles related to ideas, issues and concerns in education specifically focusing on the contemporary evolving contexts. It also offers a platform for academicians to share their research and extensive academic work with the fellow educationists as well as with the students' fraternity. The journal surely acts as a medium for voicing the opinions of researchers, educationists, and other stakeholders. The journal is an effort towards acquainting all, who are referring to this journal with the latest developments in the field of education.

The efforts of the management and publishing team of GIAST are praiseworthy in this regard. I trust that the journal would eventually become an effective means of sharing quality diaspora of scholarly work.

I congratulate the organization and wish grand success of the journal in its all future endeavors!

With Best Wishes
Professor Yukti Sharma

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Prof. Sangeeta Chauhan
Dean

प्रो. संगीता चौहान
संकाय प्रमुख

<u>MESSAGE</u>

This journal is a blend of qualitative editorials on diverse topics working in the direction of producing standard research. It is believed that contemporary perspectives are progressive, reforming, and liberating. It sets a stage for the articulation of ideas, thoughts, knowledge, and their methodical interpretations in the form of research papers. Higher education has witnessed significant changes in its approaches and all other aspects, shifting the roles of teachers dynamically. This makes it imperative for them to re-skill, up-skill, and equip themselves to keep up with their noble duties. The journal aims to create a vibrant platform for the enhancement of quality in the field of education and bridge the gaps. Diligent efforts are made for ensuring the standards of inclusion and nurturing ideas with creativity and innovations. It would act as a source of inspiration and would provide motivation to researchers, teachers, and students to indulge in qualitative writing and research on the foundations of values and ethics.

I congratulate the organization for consolidating and compiling the research works.

I appreciate the efforts of the Gitarattan Institute of Advanced Studies and Training and with success in their academically enriching journal.

Prof. Sangeeta Chauhan

Gitarattan Institute of Advanced Studies & Training
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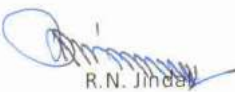
MESSAGE

Supplementing the Teacher education with a journal is indeed a small step in the field of Education but a giant leap in dispersing knowledge about issues perpetually reflecting grey shades imminent in this domain. With sincere gratitude and humility to Almighty, I am delighted and enthralled to announce the 1st Issue of the Fourth Volume of the referred journal, "Gitarattan Journal of Education".

This journal aims to be the Mother of Pearl amidst other journals by bringing forth new ideas, concepts and discovering varied voices into the mainstream. This forum hence has become an integral part of opening up an active dialogue amidst the academia, Teacher Educators, Researchers and Scholars.

This issue further has expanded its wings to gather effective research oriented papers and articles to create a benchmark in upholding the tradition of professional transaction in sensitizing the society. I am sure that this journal will be a game changer in setting trend over matters of concern imminent in social, educational as well as cultural milieu.

I congratulate and wish GIAST success and hope it comes out with flying colours in this noble cause.

R.N. Jindal

Editorial

I am delighted to announce the publication of Volume - 4, Issue-1 of GRJE July' 2022. GRJE is an inter-disciplinary journal aims at dissemination of knowledge on current issues and practices within the educational circle. The journal showcases the intelligent opinions and research based annotations of academia of the nation. It encourages the writers, scholars & researchers to engage in policy, theory, research & practice in teacher education and its interface with different levels of education and at the same time create a forum for academic discussions, debates & other forms of exchange of ideas in teacher education among different stakeholders.

The Volume-4 Issue-1 of GRJE helps the readers to understand the role and importance of language in a multilingual society where hegemony of language is given importance. Further it tries to discuss about the latest education policy, NEP2020 and its role and impact on the whole education system of India.

In this present era of technology the journal is also highlighting the two major ICT based teaching-learning processes including Flipped Classroom learning and Blended Learning to reinvent and redefine the education system. It also tries to create awareness about the psychological distress of online learning experienced by the stakeholders during COVID 19. And to resolve this distress the journal discusses the inculcation of Life Skills among the learners by the use of Group Learning Model during the teaching-learning process. But the holistic learning of the child can be elevated by the involvement of parents.

For all the above concerns it is important that good and continuous publications should be done by the educators working in the field of education with the proper use of Publication Ethics but still it is a long way to go.

The journal also tries to make the budding teachers aware about the process of publications and writing in a formal way to make them confident for writing in future, therefore the selected narratives by the B.Ed. teacher trainees of the Institute is also included in this journal on the topic "Global Warming: The Alarm for Humanity" and "Threats and Opportunities in developing Digital World".

Last but not the least the reports of the Extension Lectures & Workshops and the reports of the National Webinar and National Conference organized by the institute are also published in this journal.

Prof. Sonia Jindal
Editor

Content_____

Understanding the Role of Language in Multilingual Society: A Sociological Perspective

Shalu

Abstract

Education and language are dependent on each other. Education is incomplete without language. Language is the basis of people's social, political and cultural identity so it is difficult to select which language should be used as the medium of instruction because there are 22 scheduled languages according to Constitution. In the present scenario, English language is taken as the medium of instruction because it is the language that has occupied a unique position in the educational system in India, but on the other hand had English language also creates barrier in society. So, this paper contends to study the hegemony created by English language in the education.

Introduction

Language is a critical component of formal education as it forms the basis of developing organised thought and reasoning. Education and language are dependent on each other. Education is incomplete without language because language becomes the basis of learning. As Agnihotri (2008) argues, education and language are well connected and are inseparable components of each other. The former is not possible without the latter. Language is critical to what Bourdieu refers to as cultural capital. Bourdieu (1977) emphasizes that cultural capital encompasses children's linguistic competences, manners, preferences and orientations. This cultural capital also helps in understanding the norms and values of a society in which we live.

Family becomes the first socialising agency through which we acquire language. The concept of mother tongue comes from the family and this

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explains the variations of languages in India, as different communities speak different languages and/or dialects. This makes language inseparable from human life. There exists a variety of languages in India. Nevertheless, English language has assumed greater significance as the medium of instruction in many schools has become the academic language of formal higher education.

It would be useful to understand the ways in which different scholars have attempted to define language. According to Agnihotri (2008) language is the quality that sets human beings apart from all other living creatures. It is basically a systematic means of communication using sounds. Language is described as not only a rule-governed system of communication but also a phenomenon that to a great extent structures our thought and defines our social relationships in terms of both power and equality (NCERT, 2006)

Keeping the criticality of language in education and society, the focus is on understanding the place of English as the medium of instruction in a multilingual higher education classroom.

English in India Today

English through a foreign language, has occupied a unique position in the educational system in India. The latter half of the 20th century has been marked by global development including the spread of English as a language of both international and intranational communication (Sheorey, 2006). As the NCERT (2006) position paper on the Teaching of English states that English in India today, is a symbol of people's aspirations for quality education and fuller participation in national and international life. Its colonial origins now forgotten or irrelevant, its initial role in independent India, tailored to higher education (as a "library language", a "window on the world").

English is now felt to be insufficiently inclusive socially and linguistically. The current status of English stems from its overwhelming presence on the world stage and the reflection of this in the national arena. Therefore, it

can be said that English in India is a global language in a multilingual country. English has thus acquired an important place in India as a country and the mastery over English is seen as important for the nation's development.

English is one of the official languages of the country, with the status of associate national language. The mastery of English is considered a social and educational accomplishment. English in India may serve as a "neutral" link language among the middle and upper class Indians. At the same time it has had a stratifying effect because those who are not sufficiently well-versed with English are unable to participate in a number of domains such as higher education or global businesses. (Sheorey, 2006)

It can be said that the position of English in India has two aspects. Firstly, in multilingual India, English becomes a link language among educated Indians that is important for economic and social development of our country. Secondly, as India is a country of linguistic diversity it becomes a hindrance for non-native English language speakers to get achieve mastery over this language. This further affects their performance in education. English language becomes the target language that everybody wants to learn to survive because this is the language that helps in getting better employment opportunities; facilitating upward mobility. It is seen as one of the critical skills required for social and economic mobility.

Linguistic Diversity and Multilingualism

India is a diverse country. The long and varied history of the Indian subcontinent has yielded an extraordinarily complicated linguistic diversity which has been inherited by the Indian nation state (Saxena, 1993). The Constitution of India lists 22 scheduled languages of the country. These languages are the symbol of our cultural heritage. It is therefore important to preserve the diversity of India through the use of diverse languages.

However, given that English is taking a dominant place in society due to the influence of the global market, several languages of India are under some threat. Languages of India can be preserved with the help of strategies of multilingualism in formal education. It would be appropriate here to understand multilingualism in formal education.

According to Agnihotri (2014) 'multilingualism' implies a phenomenon suggesting L1 + L2 + L3 and so on, in which languages may have been learnt sequentially or simultaneously. According to Paudel (2010) "Multilingualism refers to the condition in which more than two languages are used in the same setting for similar purposes. It has been one of the characteristics of modern civilization". Thus multilingualism provides a space where a learner can speak more than two languages which provides meaningful and creative education. Multilingualism can be seen as the strength of society where linguistic diversity exists.

As the NCERT (2006) position paper on the Teaching of English Language also states "Multilingualism is constitutive of Indian identity. Our educational system should make every conceivable effort to sustain multilingualism rather than suppress it".   Thus on the one hand, multilingualism is given importance and there is flexibility to use more than one language in the classroom; on the other hand, transaction in education takes place through the medium of instruction which is increasingly chosen to be English. The medium of instruction becomes important to consider because it includes questions such as (a) on what basis is a language selected to be the medium of instruction? (b) how does the chosen medium of instruction include learner voices? (c) what are the functions of language as the medium of instruction?

English as the Medium of Instruction

The medium of instruction is the Language which is used in imparting instruction in any subject at any level. The medium of instruction is a controversial issue at all levels of education, especially in societies where a variety of systems of education are followed in a variety of languages.

Largely, the medium of instruction is either the regional language   (e.g. Gujarati, Marathi, Tamil, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit) or English. Hindi is the medium of instruction in various educational institutions across several states of the northern belt. However, in the current scenario English is fast becoming the medium of instruction in schools and higher education institutions in several states.

The medium of instruction plays a crucial role in transforming education and making it easy or difficult for students. As indicated earlier, language is an important aspect of culture. It is an important tool through which preservation and transformation of cultural values, old and new, are made easier. An individual develops his/her personality in the context of his/her own cultural patterns, including languages. A major part of the socialization process consists of 'learning' that coincides with 'language'. Thus, a careful decision regarding the medium of instruction in education with reference to the learners' development and learning competence is especially crucial for a diverse country like India, where several languages are spoken and written. As pointed out by Rathore and Pancholi (2013) "Regional languages being mother tongues are easy to learn and learners find it easy to express themselves. Whereas English language has its own advantages, sometimes learners face difficulty in learning and expressing themselves in that language". The medium of instruction that is selected also depends upon the official knowledge that is selected by the State because it is the result of complex power relations and struggles among identifiable class, gender, race and religious groups.

Apple's (1996) views on official knowledge help us understand how power influences policy making as well, because it plays a key role in political interventions. The knowledge that becomes legitimate knowledge is the result of complex power relations. This politics of the State decides which knowledge should be used in school and in which form. Education has become the crucial set of institutions through which the State attempts to produce, reproduce, distribute and change knowledge and power. Thus,

the debate on the selection of medium of instruction depends on the politics that transforms higher education in India with access to limited languages as the medium of instruction. Formal education has been dominated by the English language as the medium of instruction in several parts of Indian society.

Furthermore, adopting one medium of instruction also includes the objectives of that medium of instruction, methods used, textbooks and the role of the teacher. Agnihotri (2010) also points out that the role of the teacher is important because teachers can either force children to use the target language or provide flexibility so that they can use other languages in classroom as well. Scholars have argued that children should learn English but not at the cost of their languages. It therefore becomes important to understand whether the medium of instruction selected enables the inclusion of voices and expressions of students as well.

The Power of Language as Cultural Capital

The power of English as cultural capital provides a framework given by Bourdieu (1993). The notion of culture and cultural capital are central to Bourdieu's analysis of how the mechanisms of cultural reproduction function within schools. Bourdieu (cited in Figone, 2012) argues that language acts as "cultural capital," or more specifically "linguistic capital." He uses the specific term "capital" to suggest that non-material factors such as the mastery of and relation to a language, grants an individual not only power, but also material wealth. For example, if an Indian can speak only his or her mother tongue, such a person would hold little linguistic capital – the kind of employment that individual can find would be limited especially as there would be no higher education available exclusively in their language.

However, if an individual is also a fluent English speaker, he/she would be eligible for diverse higher paid employment and can avail of higher education opportunities. Thus, knowledge of the English language creates

greater linguistic capital and individuals well-versed in English are presumably able to "buy" greater prosperity.

Bourdieu (cited in Figone, 2012: 11) defines linguistic cultural capital as, "fluency in, and comfort with, a high-status, worldwide language which is used by groups who possess economic, social, cultural, and political power and status in local and global society". Thus, not every language has the same linguistic capital; some languages wield more economic, social, cultural, and political power and status than others. English in India has also acquired high power and status in society due to the demand of the contemporary globalised world.

Language as a Barrier or a Hegemonising Force?

There are a variety of attitudes towards the English language in India. Some believe that English is an important language and on the other hand it also acts as a barrier for those who do not have mastery over this language. For instance, Kachru (2005) refers to it as 'other tongue'. Dasgupta (1993) calls it 'Auntie Language'. As natives of India we accept English as a part of the Indian setup. Dasgupta (cited in Agnihotri , 2008) has explained using typical Indian idioms that just as we address elders even outside the family circle as Auntie and uncle to express a kind of extended kinship, in the same way English is included among the languages used in India as a kind of 'Auntie' language.

Sociology of Language

Sociology of language defines the role of language as it creates linguistic hegemony. Hegemony is one of the most valuable concepts for analysing and critiquing social organisation. Hegemony comes from the Greek verb meaning 'to lead'. Hegemony is the social, cultural, ideological or economic influence exerted by a dominant group over others (Gramsci, 1971). Moral and intellectual leadership through consent and persuasion, essentially comprises of three concomitant processes:

1. Leadership without force,

2. Leadership through legitimation
3. Leadership through consensual rule

Saurez (2002: 513) views "it is critical to recognise these three fundamental processes of hegemony when applying the concept in an analysis and critique of interaction among social groups. These processes together produce a total system which includes more than previously recognized mechanisms of class domination."

The hegemony of language is also maintained in society with these three processes where there is no force exerted on individuals to follow the English language as the medium of instruction. However, because of power associated with the English language, individuals feel pressure to learn this language in an effective manner. In relation to this, Sheorey (2006) argues that some Indian students are eager to learn English not because they consider the mastery of English as a social accomplishment, but they also believe that English is the 'ticket' to well-paying, professional jobs, to establishing one's professional credibility, and achieving social and economic success. Perhaps as a result of exposure to western English, the beginning of the present century has seen an interest in the teaching and learning of spoken English. In fact there is no dearth of "learn to speak English" classes in every large city in India. Thus, a consensus is made in regard, where almost everyone accepts the hegemony of English making this language more powerful in the global and corporate world.

Furthermore, the larger concept of hegemony offers insight into various aspects of social power relations, including the social power relationships between majority and minority languages and language groups. A good definition of linguistic hegemony, as it will be used in this paper, is offered by Wiley (2000: 113): "Linguistic hegemony is achieved when dominant groups create a consensus by convincing others to accept their language norms and usage as standard or paradigmatic. Hegemony is ensured when they can convince those who fail to meet those standards to

view their failure as being the result of the inadequacy of their own language."

As argued by Saurez (2002) the results of successful linguistic hegemony are often seen when language shifts from the minority language to the majority language and, ultimately, language loss. This can be seen in the present scenario with the acceptance of English language in India. It is the language of a minority elite, which is most privileged and an influential section of the society. This elite intellectual minority of India does not symbolize the entire Indian population. The fact is that only a small section of the urban Indian society uses English while the vast majority of people can neither use nor speak English.

Despite this, the hegemony of English has been maintained in India over the several past years and there is very little possibility of this hegemony diminishing in the near future. One can argue that English has come to play the role of divider rather than a unifier in the larger Indian society. This can be understood using the Marxist perspective about the capitalist system, based on economic activities of individuals who have capital. The main characteristics of the capitalist system are that there is less control of individuals over decision making and work authorities. Bureaucratic control also increases where activities are governed by regulation promulgated by authorities in power.

The concept of hegemony has also been explained by Apple (1996). According to Apple hegemony is the process in which dominant groups in society come together to form a bloc and sustain leadership over subordinate groups. Apple (1996) states that hegemony acts to saturate our consciousness, so that the educational, economic and social world we see and interact with, and the commonsense interpretations we put on it, become the real world, the only world. Rather than relying on coercion, it relies on winning consent to the prevailing order by forming an ideological umbrella under which different groups who usually might not totally agree with each other can stand. The groups are offered a compromise and feel as if their concerns are being listened to while the

dominant groups, continue to maintain their leadership of general social tendencies.

Shukla (2017:   173) argues that "class and power interact with the production of dominant cultural capital not only in the structures and evaluation of school curriculum but in the disposition of the oppressed themselves, who sometimes actively participate in their own subjugation." This consciousness is implicit in nature because individuals internalise the fact that language competence is important for social mobility. Furthermore, schools not only process people, they process 'knowledge' as well. Apple (1996) clarifies that they act as the agents of cultural and ideological hegemony, as agents of selective tradition and cultural incorporation. They help create people (with the appropriate meanings and values) who see no other serious possibility to the economic and cultural assemblage.

Linguistic hegemony is achieved when dominant groups create a consensus by convincing others to accept their language norms and usage as standard or paradigmatic. Hegemony is ensured when they can convince those who fail to meet those standards to view their failure as being the result of the inadequacy of their own language (Wiley, 2000). Due to this fact, individuals start to prepare themselves for effective language competence in the language.

Parson (1961) explains that education performs two essential functions - socialisation and selection. According to him without an efficient mechanism of socialisation, social order and harmony are impossible. Education is seen as "educational revolution" which also provides equality of opportunity. But this equality of opportunity also leads to new forms of inequality. Education inculcates the view that inequalities of income and status are consequences of differences of educational attainment.

Education is the socialising agency developing in individuals the commitments and capacities necessary for role performance. Parson suggests that all pupils on entry are treated equally: they are all given the

same work and are evaluated in the same way according to the same criteria. Gradually, they are differentiated on the axis of achievement. There is no doubt that educational qualifications are the major determinants of occupational position. Finally, if we agree with Parson's view, it can be said that educational qualifications determine success in the modern world.

Turner and Hopper (1971) analysed education systems as selective systems. They differ in how they select, when they select, whom they select and why they select. The selection in the education system depends upon the competence any individual may have. In the context of linguistic capital, language is not simply an instrument of communication but it also provides, a richer and poorer vocabulary, which partly depends upon the complexity of language transmitted in families. Variations in the linguistic competence of individuals characterise the differential selection on the basis of skills.

Conflict arises when there is a contradiction between the language spoken at home and at school. Conflict arises when the learner enters school because he/she faces a major shift in his/her everyday language. This language shift becomes easier for those who have exposure of that language at home. If they do not have exposure they feel neglected in the school system. Thus, it can be said that language through education provides unequal selection and unequal selectedness. Schools legitimize the dominant culture capital through hierarchically arranged bodies of school knowledge in the hegemonic curriculum, and instituting rewards for students who use the linguistic style and sense of ruling class or majority class.

Furthermore, this concept of socialisation and selection is related to the concept of direct reproduction given by Bowles and Gintis (1976). There is a hierarchical division of labour that is based upon the educational competence that further leads to inequalities in terms of income, wealth and job opportunity. According to this view education helps to 'reproduce' or maintain the capitalist economic system. As Bowles and Gintis (1976)

argue the educational system is an integral element of the prevailing class structure of society. It does this in two main ways: firstly, it justifies or legitimates the class structure and inequality in by fostering the belief that economic success depends essentially on the possession of ability and the appropriate skills or education; and, secondly, it prepares young people for their place in the world of class-dominated and alienated work by creating those capacities, qualifications, ideas and beliefs which are appropriate to a capitalist economy. These then are the ways through which class and power relations of economic life are perpetuated or reproduced.

Therefore it is evident that the capitalist system sustains by keeping control over the education system. Those who get educated with the language of power achieve better positions in system and those who are not able to, the system pushes them out automatically and there is no control of individuals over it. Language itself acts as a hegemonising force for those who do not have exposure of the language of power in their family. The hegemony of language is implicit in the manner that everyone knows the influences of it but they do not have solutions to diminish its hegemonising effects.

As they form consensus to avoid conflict as suggested by the functionalist approach that give emphasis to the norms and values that every society have. Consensus is made to follow the norms and values of the society. It is recognised that some individuals conform to norms and values of society only because they fear the consequences if they do not do what is expected to them. Thus, acceptance is the solution of avoiding conflict.

Conclusion

The perspective shared above indicates the need to study English language as the medium of instruction in the contemporary context. It can be said that the role of English in India is paradoxical. On the one hand, it is extremely important for access to and success in higher education and enables upward social mobility; on the other hand, English holds a hegemonic control within the education system thereby limiting

opportunities for many who do not know the language. Many people feel that the continuous use of English symbolizes the continued domination of the west. It is taken as a symbol of our 'mental eternal slavery'. This hegemony of the English language is implicit as well as explicit.

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Role of National Education Policy 2020 in Levering Education System in India

Richa Chimulkar

Abstract

The Education system in India has been considered in concurrent list through 42nd amendment of 1976 Act. Education of any country is considered as weapon for social and economic transformation. Our country`s Government has always been aiming at bringing about social equality in India, through its various policies and strategies and National Education Policy 2020 is one such initiative undertaken by government of India through Ministry of Education and the Chairmanship of Dr K. Kasturirangan's. This paper highlights the alterations brought about by the National Policy of Education in the Indian Education system at all levels right from the pre-primary to Higher education level if the Indian Government is convinced by a need for a radical reconstruction of education on the broad measures recommended by the National Policy of Education 2020. The author has tried to develop the paper by investigating the major highlights of NEP 2020.

Keywords: National Education Policy 2020, Concerns and Challenges, Elementary Education, Higher Education

Introduction

The National Education Policy 2020 is the first education policy of the 21st century and aims to addressing many rising and growing developmental imperatives of our country. This policy proposes the revision and revamping of all aspects of education structure, including its regulation and governance, to create new aspects and system that are aligned with the aspirational goals of 21st century education. It lays particular emphasis on the development of the creative potential of each individual.

NEP 2020 Recommendations for Elementary Education

1. **Early Childhood Care and Education**
    a. Strong investment in ECCE has the potential to give all young

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children such access, enabling them to participate and flourish in the education system.

b. ECCE ideally consists of flexible, multi-faceted, multiple level, play-based, activity based logical thinking, problem solving, music and movement.

c. For universal access to ECCE, Anganwadi centres to be strengthened with high quality infrastructure, play equipments and well-trained anganwadi workers.

d. Children below five years of age should be moved to "preparatory class" Balvatika, which has ECCE qualified teachers.

2. **Foundational Literacy and Numeracy**

a. The ability to read and write, and perform basic operations with numbers is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning.

b. All states/UT's governments will immediately prepare an implementation plan for attaining Universal Foundational Literacy in primary schools.

c. All teacher vacancies will be filled in time-bound manner.

d. On the curricular sides more focus on reading, writing, speaking, counting, arithmetic and mathematical thinking.

e. Enjoyable and inspirational books for students at all levels will be developed.

3. **Revamping Right to Education Act 2009 (RTE 2009)**

Currently RTE 2009 provides free and compulsory education to all children from the age of 6-14 years. NEP 2020 recommends extending the ambit of RTE Act 2009 to include early childhood care education and secondary education. This will extend to ages of 3-18 years, also continuous and comprehensive evaluation and no detention policy till class eighth must be reviewed. Instead schools must ensure that children are receiving age appropriate leaning levels.

4. **Curtailing Drop-out Rates and Ensuring Universal Access to Education at all Levels.**

a. One of the primary goals of school system must be to ensure that children are enrolled in and are attending schools.

b. There are two initiatives to crucial drop-outs rates just to provide effective and sufficient infrastructure and second to achieve universal participation in schools by carefully tracking students as well as learning levels.

c. To facilitate learning for all students with special emphasis on socio-economically disadvantaged groups, the scope of school education will be broadened to facilitate multiple pathways to learning, involving both formal and non-formal educational modes, open distance learning, National Institute of Open Schooling.

d. Efforts to be taken to involve community and alumni volunteer efforts for enhancing learning by providing at schools.

e. More emphasis on output potential concerning desired learning outcomes.

5. **Curriculum and Pedagogy in School**

a. Restructuring school curriculum and pedagogy in a new 5+3+3+4 design: The curricular and pedagogical structure of school education is reconfigured to make it responsive ad relevant to the developmental needs and interests of learners at different stages of their development corresponding to the age ranges of 3-8, 8-11, 11-14 and 14-18 years respectively. The foundational stage consists of five years of flexible curriculum and pedagogy of ECCE.

b. Holistic Development of Learners: The aim of education is not only the cognitive development but also building character and creating holistic and all rounded individuals equipped with the key 21st century skills.

c. Reduce Curriculum Content: Curriculum content is reduced in each subject to its core essentials, to make space for thinking and more holistic, inquiry-based, discovery based, discussion-based and analysis-based learning.

d. Empower Students through Flexibility in Course Choices: Students are given increased flexibility and choice of subjects to study particularly in secondary schools-including subjects in Physical Education, the Arts and Crafts, and Vocational skills, so that they can design their own paths of study and life paths.

e. Multi-lingualism and the Power of Language: Local language shall be continued to be taught as a language wherever possible. This should be followed by both public and private schools.

f. Curricular Integration of Essential Subjects, Skills and Capacities: While students have a large amount of flexibility in choosing their individual curricula, certain subjects, skills and capacities should be learned by all students to become good, successful, innovative, adaptable and productive human beings in today's rapidly changing world.

6. Teachers

a. Recruitment and Deployment: To ensure that outstanding students enter the teaching profession-especially from rural areas-a large number of merit-based scholarships shall be given across the country for studying quality four year integrated B.Ed. programmes,

Teacher Eligibility Tests (TET's) to be strengthened to inculcate better test materials, both in terms of content and pedagogy.

School complexes should be encouraged to have local eminent persons or experts as 'master instructors' in various subjects, such as traditional local arts, vocational crafts, entrepreneurship and agriculture.

A computer-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each state to access subject-wise teacher vacancies over the next two decades.

b. Continuous Professional Development (CPD): Teacher will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes including in the form of local, regional state, National and International workshops.

c. Special Educators: There is an urgent need for additional special educators for certain areas of school education. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well.

d. Approach to Teacher Education: By 2030, the minimum degree qualifications for teaching would be four year integrated B.Ed degree that teaches a range of knowledge content and pedagogy. All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy.

7. **Equitable and Inclusive Education: Learning for all**

a. Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education-while indeed an essential goal in its own right is also critical to achieve an inclusive and equitable society in which every citizen has the opportunity to dream and contribute to the Nation.

b. Tribal communities and children from scheduled tribes, minorities, the policy recognizes the importance of creating enabling mechanisms for providing children with special needs, the same opportunities of obtaining quality education as any other child.

c. Separate strategies will be formulated and focussed attention reducing the social category gaps in school curriculum.

d. Fee boarding facilities will be built and ensuring the inclusion and equal participation of CWSN in ECCE and the schooling system will also be accorded the highest priority.

e. The awareness and knowledge of how to teach children with the specific disabilities will be integral part of all teacher education programmes.

8. **Efficient Resourcing and Effective Governance through School Complexes/Clusters**

a. The establishment of school complexes clusters and sharing of resources across complexes will have a number of other benefits as a consequence, such as improved support for children with

disabilities, more topic-centred clubs and academic/ sports/arts/crafts events across school complexes, better incorporation of art, music, languages, vocational subjects, physical education and other subjects in the classroom through the sharing of teachers in these subjects including use of ICT tools to conduct virtual classes.

b. Schools will develop School Development Plan with the involvement of school management committees.

c. Every state shall encourage to strengthen existing "Bal Bhavans" where children of all ages can visit once a week, mostly during day time.

9. **Standard-setting and Accreditation for School Education**

a. The goal of school education regulatory system must be to continually improve educational outcomes, it must not overly restrict schools, prevents innovation, or demoralize teachers, principals and students.

b. All in one, regulation must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their very best, while ensuring the integrity of the system.

c. Public and private schools will be assessed and accreditated on the same criteria, benchmark and processes, emphasizing online and offline public disclosure and transparency.

d. Periodic health check-ups of the overall system.

e. Careful attention should be paid for the safety and rights of children.

NEP 2020 recommendations for Higher Education System

According to the All India Survey on Higher Education the Gross Enrolment Ratio (GER) in higher education has increased from 20.8% in 2011-12 to 25.8% in 2017-18. The committee identified lack of access as a major reason behind low intake of higher education in the country. It aim to increasing GER to 50% by 2035 from current.

Key recommendations in this regard are as follows:

1. **Regulatory Structure and Accreditation**

   The current higher education system has multiple regulators with overlapping mandates, this reduces the autonomy of higher education institutions and creates an environment of dependency and centralized decision making. Therefore it proposes setting up the National Higher Education Regulatory Authority (NHERA). This independent authority would replace the existing individual regulators in higher education. This implies that the role of all professional councils such as AICTE and the Bar Council of India would be limited to setting standards for professional practice. The role of UGC will be limited to providing grants to higher educational institutions. Currently, the National Assessment and Accreditation Council (NAAC) is an accreditation body under the UGC into an independent and autonomous body. In its new role NAAC functions as the top level accreditation, and issue license to different accreditation institutions which will access higher educational institutions once every 5-7 years. All existing higher education institutions should be accredited by 2030.

2. **Restructuring of Higher Educational Institutions**

   Higher educational institutions are restructured into three types
   a. Research Universities focussing equally on research and teaching.
   b. Teaching universities focussing primarily on teaching.
   c. Colleges focussing only on teaching at academic, administrative and financial levels.

3. **Establishing National Research Foundation**

   The total investment on Research and Innovation has declined from 0.84% of GDP in 2008 to 0.69% in 2014. India also lags behind in number of researches, patents and publications. NEP 2020 recommended establishment of National Research Foundation for funding, mentoring and building the capacity for quality research in India. It consists of four major areas science, technology, social science and arts and humanities, with annual grants of Rs 20,000 crores.

4. **Moving towards Liberal Approach**

   NEP 2020 recommends making undergraduate programmes interdisciplinary by redesigning their curriculum to include

   a. A common core curriculum
   b. One/two areas of specialisation

   Students will be required to choose an area of specialisation as 'major', and an optional area as 'minor'. Four-year with appropriate certification will be made available to students, further, within the next five years.

5. **Professional Development of Faculty**

   Lack of autonomy, no clear career progression system, the poor service conditions and heavy teaching loads at Higher Education Institutions have resulted in low faculty motivation. It recommends development of a continuous professional development programme (CPDP) and introduction of a permanent employment 9tenure) track system for faculty in all HEI by 2030, a desirable student-teacher ratio of not more than 30:1 must be ensured.

6. **Optimal Learning Environment**

   The committee observed that the curricula remains rigid and narrow. Moreover, faculty often lacks autonomy to design curricula, which negatively impacts pedagogy. It recommends that all HEI must have complete autonomy on curricular, pedagogical and resource related matter.

7. **Educational Governances**

   The need was felt to revisit the existing system of governance in education, and bring in synergy and co-ordination among the different ministries, departments and agencies. Creation of a National Education Commission or Rashtriya Shiksha Aayog, led by Prime Minister, responsible for developing, implementing, evaluating and revising the vision of education. The ministry of Human Resource and Development must be renamed as the Ministry of Education in order to bring focus back on education.

8. **Financing Education**

   NEP 2020 recommends spending 6% of GDP as public investment in education. Policy seeks to double Public investment from 6% to 10% out of which 5% would be utilised for universities and colleges.

9. **Vocational Education**

   The policy observed that less than 55 of the work force in the age group of 19-24 receives vocational educational in contrast 52% in USA, 75% Germany, 96% of South Korea. All school students must receive Vocational education in at least one vocation in education in at least one vocation in grades 9-12. The proposed school complexes must build expertise in curriculum delivery that is aligned to the competency level under the existing National skills.

Challenges and Concern in Implementation of NEP 2020

1. **Curriculum and Content:** The NEP 2020 seeks to introduce shift from 10+2 structure to 5+3+3+4 structure, where ECCE will be a part of formal education system. In additions, NEP 2020 focuses on reducing curriculum content to make more space for critical and creative thinking skills and develop 21st century skills among them. The challenges in successfully implementing these challenges include modifying the curriculum in accordance with the National Curriculum Framework. Also, educators need to rethink the learning content rubric and modify textbooks accordingly.

2. **Teacher availability and Training:** The policy envisages restructuring and re orientation of the school curriculum. However in order to implement the curriculum successfully, schools and concerned authorities need to train teachers and understand the pedagogical needs to make a smooth transition to the new education system. Further, they need to shift their focus from teacher-centred learning to student-centred learning, and to

promote collaborative skills, critical thinking, problem-solving and decision-making skills.

3. **Technology:** The NEP 2020 lays more emphasis on leveraging the advantage of technology in education system. But, developing digital infrastructure such as digital classrooms, remote expertise-driven teaching models, to bridge gaps in physical teaching and laboratory infrastructure is a great challenge because the majority of the schools do not have proper set-up to support these tools. Also, the cost associated with building digital infrastructure might not be affordable for all schools across the country. In rural areas of the country where the internet connectivity is nearly absent, deploying digital learning tools is out of the question.

4. **Examination Structure:** NEP 2020 focuses on formative assessment for learning rather than summative assessment the prime aim of changing the assessment system is to promote continuous tracking of learning outcomes. However, continuous assessment requires schools and teachers to use innovative education approaches and assignments. These approaches require special training and active involvement on the part of teachers.

Conclusion

The National Education Policy has made a significant attempt to design a policy that considers diverse viewpoints, best educational practices, experiential learning, vocational skills, holistic development of the child and revamping of existing education system in the country. The mission is aspirational but the implementation roadmap will decide if this will truly foster an all-inclusive education that makes learners industry and future ready.

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Impact of New National Education Policy 2020 on Higher Education

Pawan Kumar

Abstract

The New Education Policy announced by Government of India (NEP 2020) was a welcoming change and fresh news amidst all the negativities surrounding the world due to the challenges posed by Covid-19 pandemic. The announcement of NEP 2020 was purely unexpected by many. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the salient features of NEP and analyses how they affect the existing education system.

Keywords: New Education Policy and Higher Education

Introduction

NEP-2020, which will replace the National Policy on Education-1986, is an inclusive framework focusing on the elementary-level of education to higher education in the country. As the objective of any education system is to benefit children so that no child loses any opportunity to learn and excel because of circumstances of birth or background, NEP-20202 has a target of 100% Gross Enrolment Ratio (GER), in school education by 2030. The Policy reaffirms that bridging social gaps in access, participation, and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes. Many government and non-government surveys done in the last several years had hinted at the precarious state of 'learning crisis' in India. However, the true picture emerged after a National Achievement Survey (NAS) was undertaken by the National Council of Educational research and Training (NCERT), which was ably supported by the Union ministry of education. The survey was aimed at understanding how effectively the school system is working in the country based on student

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learning. It was conducted across the country on November 13, 2017 for Classes III, V and VIII in government and government-aided schools. It was by far the largest assessment survey conducted in the country and is also one of the largest conducted in the world. The findings stated that students across 12 states scored significantly below the national average in mathematics ability. NAS identifies learning as big challenge facing Indian education. The next few years are critical as India could lose 10 crore or more students because of learning losses and lead to illiteracy unless proper action is not taken soon. Union minister of education Ramesh Pokhriyal said that the fundamental principles of NEP is to accord highest priority to achieving foundational literacy and numeracy by all students by Grade III, which the government is committed to achieving by 2025.   To translate this particular vision of NEP-2020, under the 'Atmanirbhar Bharat' programme, a National Initiative for Proficiency (NIP) in reading with Understanding and Numeracy (NIPUN—Bharat) will be soon launched. This mission will fulfil the learning needs of nearly five crore children in the age group of 3 to 11 years. The mission will also take a holistic approach and involve all stakeholders actively for achieving the goals. NEP would transform the education sector in the country as it focuses on making education accessible, equitable, inclusive but only if implemented at all levels. The main challenge is to implement the highly comprehensive NEP 2020. Before we talk about the implementation lets understand why any policy fails?

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for

elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4% to 6% of the GDP as soon as possible.

In January 2015, a committee under former Cabinet Secretary T. S. R. Subramanian started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organisation (ISRO) chief Krishnaswamy Kasturirangan. The Draft New Education Policy (DNEP) 2019, was later released by Ministry of Human Resource Development, followed by a number of public consultations. The Draft NEP had 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh gram panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received." The vision of the National Education Policy is:

"National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all."

Quality higher education must aim to develop individuals who are excellent, thoughtful, well-rounded, and creative. It must enable a person to study one or more specialized areas of interest at an in-depth level and develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, service spirit, and the skills of the 21st century across a range of fields, including sciences, social sciences, the arts, humanities, languages, personal, technological the vocational subjects. The new education policy brings some fundamental changes to the current system, and the key highlights are multidisciplinary

universities and colleges, with at least one in or near every district, revamping student curricula, pedagogy, evaluation, and support for enhanced student experience, establishing a National Research Foundation to support excellent peer-reviewed work and effectively seed study at universities and colleges.

The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education. Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary, creating well-rounded and innovative individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035. Holistic and multidisciplinary education should strive in an integrated way to improve all human capacities-mental, cultural, social, physical, emotional, and moral. In the long term, such a comprehensive education shall be the method for all undergraduate programs, including those in medical, technical, and vocational disciplines. Optimal learning environments and support for students offer a holistic approach including adequate curriculum, interactive pedagogy, consistent formative assessment, and adequate support for students.

Objectives of the Study

The primary objective of this research is to study the impact of New National Education Policy 2020 on higher education. The study also outlines the salient features of NEP and analyses how they affect the existing education system.

Research Methodology

This research is a descriptive study. The necessary secondary data was collected from various websites including those of Government of India, magazines, journals, other publications, etc.

This data was then analysed and reviewed to arrive at the inferences and conclusions.

Salient Features of NEP related to Higher Education

The new NEP has been introduced with an aim to formalize changes in the system from school level to college/university level. Keeping in mind the developing scenario, education content henceforth, will focus on key-concepts, ideas, applications and problem-solving angles. The National Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country. The fact that foreign universities will be allowed to open campuses in India is a commendable initiative by the government. This will help the students experience the global quality of education in their very own country. The policy of introducing multi-disciplinary institutes will lead to a renewed focus on every field such as arts, humanities and this form of education will help students to learn and grow holistically. Thus, students will be equipped with stronger knowledge base.

The introduction of single common entrance test is another positive step which will reduce the stress of multiple competitive exams and ease off the pressure of preparing for so many of them. It will also ensure a level playing ground for all student applicants going forward. Establishing Academic Bank of Credit (ABC) is definitely a robust idea to store the academic credits that students earn by taking courses from various recognized higher education institutions. A student can earn scores by completing a course and these will be credited to the ABC account. One can then transfer these credits if he/she decides to switch colleges. If a ever drops out for some reasons, these credits will remain intact which

means he/she can come back years later and pick up from where the student had left. The new higher education regulatory structure will ensure that distinct administrative, accreditation, financing, and academic standard-setting roles are performed by separate, autonomous, and empowered bodies. These four structures will be established as four independent verticals within a single umbrella institution, India's Higher Education Commission (HECI). There are a lot of reforms and new developments which have been introduced by NEP in the higher education sector. Some of the salient features are:

- **Foreign universities to set-up campuses in India**- World's top 100 foreign universities will be facilitated to operate in India through a new law. According to the HRD Ministry document, "such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India."
- **Common entrance exam for all colleges**- The Common Entrance exam for all higher education institutes to be held by National Testing Agency (NTA). The exam will be optional.
- **A Higher Education Council of India (HECI) will be set up to regulate higher education**-
  The council's goal will be to increase gross enrolment ratio. The HECI will have 4 verticals:
  - ❖ National Higher Education Regulatory Council (NHERC), to regulate higher education, including teacher education, while excluding medical and legal education.
  - ❖ National Accreditation Council (NAC), a "meta-accrediting body".
  - ❖ Higher Education Grants Council (HEGC), for funding and financing of universities and colleges. This will replace the existing National Council for Teacher Education, All India Council for Technical Education and the University Grants Commission.

❖ General Education Council (GEC), to frame "graduate attributes", namely the learning outcomes expected. It will also be responsible in framing a National Higher Education Qualification Framework (NHEQF). The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB).

- **Multiple entry and exit programme**- There will be multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits.

- **Tech- based option for adult learning through apps, TV channels**- Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed.

- **E-courses to be available in regional languages**- Technology will be part of education planning, teaching, learning, assessment, teacher, school, and student training. The e-content to be available in regional languages, starting with 8 major languages – Kannada, Odia, Bengali among others to join the e-courses available in Hindi and English.

- **Single regulatory body for higher education**- The NEP aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education.

Detailed Analysis of Impact of NEP on Higher Education

Regulatory System of Higher Education

A significant change in NEP 2020 is the proposal to set up the Higher Education Commission of India (HECI), as an umbrella body for higher education, excluding medical and legal education. This will usually bring out a question that what will happen to the present UGC and AICTE? HECI is aiming at reforming the higher education sector; the Bill will

separate the Academic and Funding aspects of the sector. According to the new Bill, HECI will not have any financial powers. The funding processes which were handled by the University Grants Commission (UGC) will be taken care by the Ministry of Education, previously known as the Ministry of Human Resource Development (MHRD). This change however is expected to clear the regulatory mess in India's Higher Education system. HECI is expected to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard-setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. To have uniformity in education standards, a single umbrella body was always a requirement and this has been a vision of numerous educationists. This is considered as the right step in streamlining education policy. However, to ensure quality of higher education, institutes must be measured based on relevant parameters like research, industry linkages, placements and academic excellence, etc. If the HECI can manage this, the benefits to its biggest stakeholder, the youth of India, might be significant.

Graded Accreditation and Graded Autonomy

The concept of "empowerment and autonomy to innovate" is one of the key features in NEP 2020 which supports a "phasing out" strategy from Affiliated Colleges to Autonomous Institutions. The increased flexibility offered to autonomous institutions also gives hope in curriculum enrichment. It also says that with appropriate accreditations, Autonomous degree granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire. The announcement of setting up Multidisciplinary Education and Research Universities (MERUs) in the country gives more hope. These institutions will be at par with the existing IITs and IIMs and will aim to showcase multidisciplinary education for the Indian students. Another important change the NEP 2020 suggests that the National Testing Agency will serve as a premier, expert, autonomous testing organization to conduct entrance examinations for

undergraduate and graduate admissions and fellowships in Higher Education Institutions. The high quality, range, and flexibility of the NTA testing services will enable most universities to use these common entrance exams - rather than having hundreds of universities each devising their own entrance exams - thereby drastically reducing the burden on students, universities and colleges, and the entire education system. It will be left up to individual universities and colleges to use NTA assessments for their admissions. It also surely helps the students to easily transfer their degrees and credits to universities abroad.

Internationalisation at home

NEP 2020 also allows foreign universities and colleges to come to India and this brings out a challenge for the native institutions to improve the quality of education provided by them. The Indian higher education sector is buzzing all around as the opportunity of paving the way for foreign universities to set up campuses in the country. India has one of the largest networks of higher education systems in the world, with more than 900 universities and 40,000 colleges. But GER (Gross Enrolment Ratio) of India in higher education is 26.3%, which is significantly low when compared to other BRICS countries like Brazil (50%) or China (51%), and very much lower when compared with European and North American nations which would be more than 80%. India must achieve a significant growth in the area of global higher education for obtaining a sustainable economic growth, which should not be driven by natural resources, but by knowledge resources. As per the reports, India will need another more than 1,500 new higher education institutions by 2030 to accommodate a huge inflow of students, that's why the Indian government wants to promote FDIs (Foreign Direct Investment) and open up the ECB (External Commercial Borrowing) route to strengthen the capital investment for the education sector. The ministry is also trying to boost India's image as an education center because already more than 7 Lakhs of Indian students are studying abroad. So, the intention of this policy is that, allowing foreign universities will enable world-class education available locally at a

significantly lower cost without travelling and will considerably reduce the human capital migrating to other countries for study and job prospects. According to the different global surveys, cross-border education is beneficial for the economy and brings a wider level of global awareness, culturally perceptive, and competitiveness. Foreign collaborations enable local institutes to design their curriculum in alignment with international pedagogy and offer a diverse portfolio of subjects and specialization to students.

More Holistic and Multidisciplinary Education

The NEP 2020 claims that, a holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. The NEP 2020 envisions one large multidisciplinary Higher Education Institution (HEI) in or near every district, by 2030.

Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a

holistic education. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Finally, as part of a holistic education, students at all HEIs will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

The structure and lengths of degree programmes

In the context of the National Education Policy 2020 scheme, any undergraduate degree in any institution will be of duration of three or four years. One can leave the degree within this period. Any educational institution will have to give to the student a diploma degree after the student completes two years of study, a degree after the student completes three years of study and a certificate to those students who complete one year of study in any professional or vocational course of their choice. The Government of India will also help in establishing an Academic Bank of Credit for storing the academic scores digitally. This will enable the institutions to count the credit at the end and put it in the degree of the student. This will be helpful for those individuals who might have to leave the course mid-way. They can start the course later on from where they left off and not start from the beginning once again. Even though NEP 2020 says that Higher education institutions will be given the freedom to start PG courses there may be some difficulty in designing One Year PG Degree for students who have completed 4 Year UG Degree and a Two Year PG Degree for students who have completed 3 Year UG Degree.

Conclusion

The policy introduces a whole gamut of changes and reads largely as a

very progressive document, with a firm grasp on the current socio-economic landscape and the prospect of future uncertainty. Education for a new generation of learners has to essentially engage with the increasing dematerialisation and digitalisation of economies, which requires a completely new set of capabilities in order to be able to keep up. This seems to be an even more vital perquisite now, with the trend towards digitalisation and disruptive automation being quickened by the pandemic. Overall, the NEP 2020 addresses the need to develop professionals in a variety of fields ranging from Agriculture to Artificial Intelligence. India needs to be ready for the future. And the NEP 2020 paves the way ahead for many young aspiring students to be equipped with the right skillset. The new education policy has a laudable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives of government like Digital India, Skill India and the New Industrial Policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses to and learns from Skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success. There is also a necessity for more evidence-based decision-making, to adapt to rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. This shall empower the education system to constantly reform itself, instead of expecting for a new education policy every decade for a shift in curriculum. This, in itself, will be a remarkable achievement. The NEP 2020 is a defining moment for higher education. Effective and time-bound implementation is what will make it truly path-breaking.

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Reinventing Education with Flipped Classroom Learning

Shruti Singh

Abstract

The introduction of technology and the outbreak of the COVID-19 pandemic have brought changes in teaching-learning ways and strategies and have transformed the ways of imparting education. Technology-integrated education provides a plethora of resources for classroom instruction. As a result of which, educators employ a variety of creative technology-infused pedagogical strategies to make education systems more interactive, responsive, dynamic and engaging. The "flipped learning" approach is a learner- centred approach that has the potential to address and overcome the shortcomings of conventional learning methods in a typical classroom. It offers a self-directed learning environment and works with the aim of reaching a precise degree of proficiency.

Keywords: Flipped Learning, Technology Integrated Education, Pedagogical Strategies, Self-directed Learning

Introduction

The advent of a digital era had brought in several challenges, demands and opportunities for humans. The personal needs of individuals are been changed with the rapidly developing technology and transforming dynamics of society. The COVID-19 pandemic outbreak has affected every aspect of human existence, from the immune system to commerce, economic developments, political system, and social interplay, and it also posed challenging circumstances for the education sector as well. The shutdown of educational institutions has led to a major paradigm shift wherein, technology acted as a saviour. The familiarity of students with online information transfer and their engagement with technology Barrette, (2012) has initiated the online education culture in the country. Owing to this fact several Ed-Tech such as Khan Academy, Unacademy, Udayy, Byjus, Vedandtu and several others came to the forefront the changed the face of education within a year.

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A shift in the dynamics of learning is seen in recent times. Now a learner does not only seek tons of conceptual information transmitted through traditional lecture methods with the teacher in the forefront. Learners who are familiar with the oceans of knowledge available online strives for reciprocity in learning in terms of engagement, learning methods and learning outcomes. It has become imperative for a learner to raise questions, think critically and understand the concepts to enhance their performance. The "inverted classroom model" or "the flipped classroom learning" is the need of the hour wherein, the learner is not a mere subject of knowledge being prompted by the teacher. The autonomy of learning is shifted to learners and they have the liberty to use free materials and prescribed materials whenever they choose, at their own speed and convenience.

The researchers who are acknowledged as the inventors of the flipped classroom model characterize the flipped (inverted) classroom paradigm as "inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa" (Lage, Platt and Treglia, 2000).

As an educational approach, the flipped classroom model allows students to obtain material outside of class while the in-class time is devoted to conceptual concerns such as high-order thinking abilities and assimilation. Previously, instructors' learning materials were communicated via DVDs or videotapes, but now that the flipped classroom has caught up with evolving technology, the method of disseminating knowledge has become more efficient.

This strategy is founded on the concept of inclusion, which values and encourages all voices. It sheds emphasis on sustainable education by initiating progressive learning by equipping learners and teachers with progressive means of learning.

The Need for "Flipped Learning"

At a Wider Scale (Outside Classroom)

The depletion of resources, deteriorating environmental conditions, the spread of a deadly pandemic and the onset of a digital era have flagged off revolutions and have demanded sustainable measures from and towards all the resources available. The responsibility for the creation of a responsible, resilient and responsive human race, who are vigilant about their actions and can prospect problems, reflect on ideas while acting prudently lies within the hands of the education sector.

As a result of which, "the goal of education now is to make learners flexible and adaptable to the dubious future" (Rychen & Salganik, 2003). The education sector is very keen on inculcating 21st-century skills amongst the learners. These skills are not new or the advent of technology but were there in existence for generations. Skills such as problem-solving, critical, creative and collaborative thinking, digital literacy, and being able to produce innovations that can boost sustainability have gained prominence. "This shift in skills of the 20th century and 21st century is because of the advancement in information and communication technologies" (Dede 2010).

Flipped classroom model is a pedagogical approach where the convention and dominion role of an educator as an entity who downloads or provides information to learners is reversed by allowing learners to be engaged in collaborative learning, hands-on experience, team or group-based discussions while analyzing, comprehending a situation or a problem critically and coming up with an innovative solution to it.

At a Narrow Scale (Inside Classroom)

There are minor issues which are raised before a teacher during a classroom transaction which leads to these major issues of learners being incapable and incompetent in dealing with problems. The prevalent system of classroom learning at the higher education level focuses on

imparting conceptual and factual knowledge within a time frame of 40-50 minutes with the use of various Teaching Learning Materials and Aids. The fact that the use of a number of Teaching Learning Materials and Aids have increased the effectiveness of classrooms to a certain extent, cannot be disregarded. However, this is not enough for the students who are already aware of the system of obtaining knowledge from the internet and via online engagement with individuals, as teachers' unilateral transmission of knowledge seems to be less effective. It limits the interaction time between the teacher and the learner, resulting in less rapport building, passive note-taking, focus on mere grasping various concepts and much more. The time for clearing doubts, classroom interaction, and undertaking creative activities is limited as the major aim here is to wind up the syllabus prescribed along with the accomplishment of assessments that have been scheduled. Traditional classes taught basic concepts and knowledge in the classroom and applied learner-centred activities as homework (McCarthy & Anderson, 2000)

According to Vygotsky (1978), meaningful learning occurs when students actively communicate with teachers and classmates and participate actively in the learning process. "Flipped learning" can aid in increasing individualized contact hours between students and teachers, scaffolding life-long learning, and encouraging active participation in the learning process. (Bergman et.al., 2012).

Flipped Classroom Learning

"Flipped learning" is a pedagogical approach wherein the knowledge is directly transmitted to learners and the teachers guide on the application part of the concepts while engaging in an interactive classroom setup. This approach allows a teacher to encounter a humongous number of sources of information and broaden their horizons in respect of the methodologies being used during a classroom discourse.
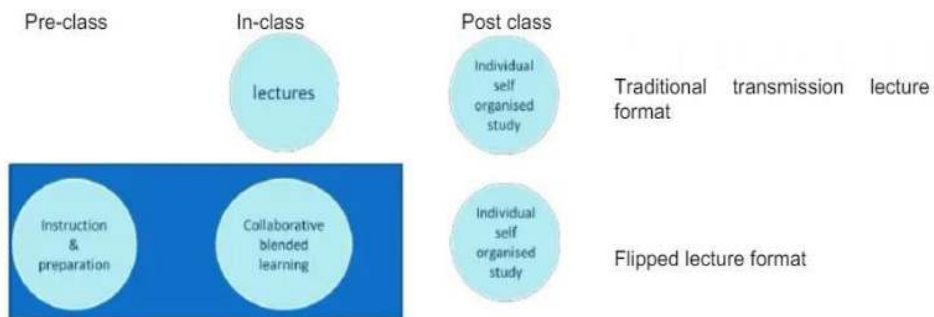
Fig. 1. Flipped instruction introduces additional learning opportunities/activities compared to the traditional transmission lecture mode.

Source: (Gardner, 2014)

It utilizes digital technologies to promote self-directed learning among students and redirects the classroom instructions in such a way that the face-to-face communication time between a teacher and a student is maximized. This time is used to increase the productivity of learning in students by engaging them in meaningful discussions, collaborative activities, creative and innovative project works followed by a feedback session given by the teacher. The role of a teacher here is of a guide, mentor and facilitator as this approach to learning is based on constructivism where the learner is expected to construct his/her knowledge through their conscious efforts.

Fulton (2012) too has asserted that engaging in meaningful activities and doing assignments in class provides insights to the educator about the learning difficulties, styles and hence, the scope of improvement is more on the identification of weaknesses. Ghafoor (2012) in his research on "flipped learning" stated that "The flipped classroom is about: i) a way to increase interaction and personalized contact between students and teachers, ii) an environment in which students take responsibility for learning themselves, iii) a classroom in which the teacher is not a sage on the stage, 'but a guide on the side', iv) a combination of direct instruction with constructive learning, v) a classroom where students are not left out of school due to illness or extracurricular activities such as athletics or field trips, vi) a class in which all students are engaged in learning and vii)

an approach in which all students can receive a personalized education." (Bergmann, Overmyer, & Wilie, 2013).

Wang, Kinshuk & Chen (2014) proposed an acronym which can give the gist about "Flipped learning" in totality.

F- Flexible Environments
L- Learner-Centred Approach I- Intentional Content
P- Professional Educators
P-Progressive Networking Learning Activities
E- Engaging and Effective Learning Experiences

Four Pillars of Flipped Learning
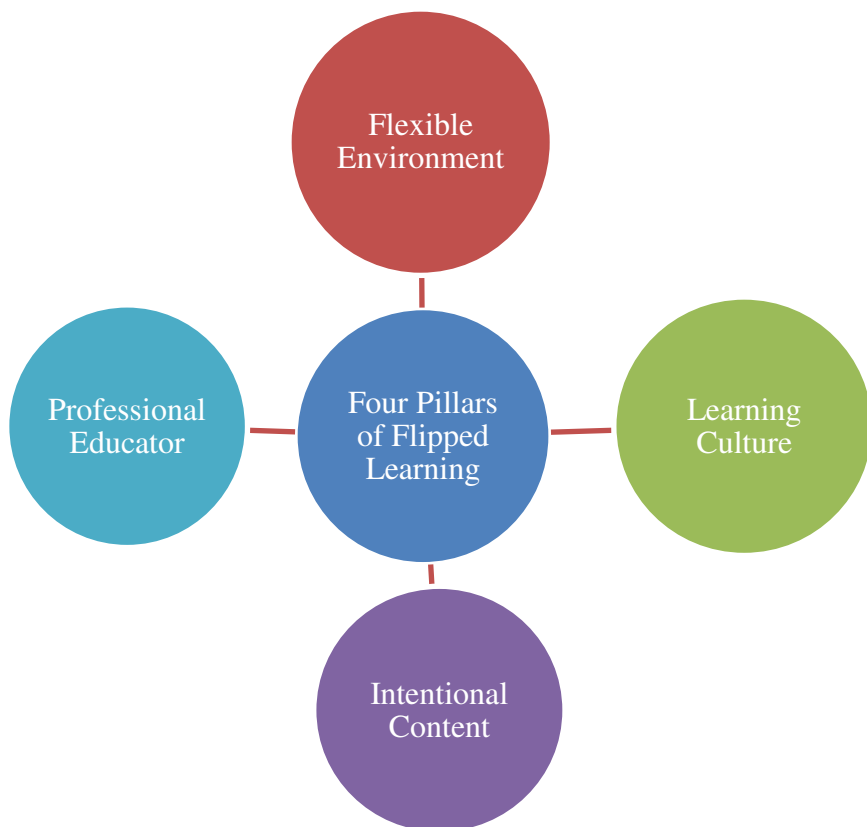
Source: Flipped learning Network (FLN). (2014) The Four Pillars of F-L-I-P™

The concept of "flipped learning" stands on four basic pillars as given *by Flipped learning Network (FLN). (2014) The Four Pillars of F-L-I-P™*

1. "Flexible environment allows the teacher to choose the shift the space of learning based on the interest and pace so that learners get time to adjust themselves and indulge in interactive sessions with each other."
2. "Learning culture is focused on students and their learnings where teacher scaffolds activities and provides meaningful opportunities for student's engagement."
3. "Intentional content refers to selection and creation of relevant content in such a manner that a number of instructional methodologies can be incorporated which are accessible by all the learners."
4. "Professional educator refers to the educators who are reflective in their practices, are ready to unlearn and relearn whenever needed, takes criticism in a positive light, is able to assess and evaluate students timely and most of all is ready to take backseat during learning."

Steps for Flipped Learning
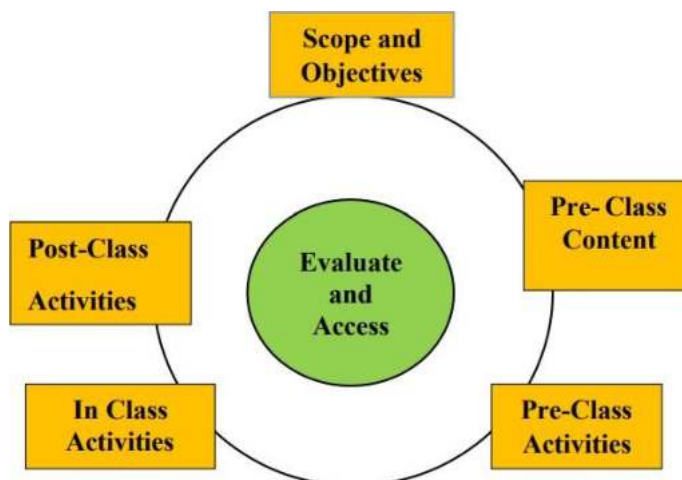
Source: (Anbalagan, 2016)

Flipped Classroom Learning Strategies
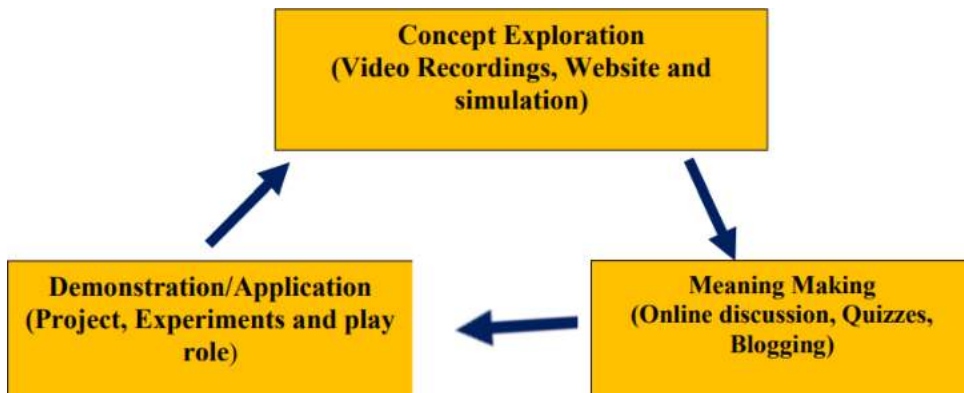
Source: (Anbalagan, 2016)

Misconceptions related to "Flipped Learning"

There are a number of misconceptions related to the concept of Flipped learning.

- The first one among them is that it is thought of as a substitute for teachers or educators. "Flipped learning" permits or provides opportunities for the teacher to engage themselves in a higher level of learning activities so that they can provide students with the most efficient and effective learning material. The responsibility of carrying out interventional steps during the learning process, simplifying learning, facilitating activities and undertaking evaluative measures are on teachers. Yes, they take a backseat but still have the responsibility.
- Secondly, it is assumed that flipped learning is all about online videos and spending the entire class on computer screens. Technology plays an important role in this type of learning however, it does not alter the face-to-face learning and interaction time with the teacher. The content is presented in a way that it becomes easier to comprehend and then build a discussion upon it so that the application or implication part is also given due importance.

- The Third speculation is that students work in complete isolation and without any structure which is not true. The content presented through online videos, PowerPoint presentation etc. is well researched and fulfils all the requirements and stand out at all the parameters before being handed over to students. Students can visit the content individually or in a group and then the discussion is built wherein a student gets to connect with all the peer mates and gets varied viewpoints and knowledge from their narratives.

Role of A Teacher And A Student

ROLE OF A STUDENT	ROLE OF A TEACHER
• actively engage in self-directed and self-paced learning. • Watching the videos provided by the instructor/educator and gaining the conceptual knowledge • Prepare and work on projects, assignments in classrooms and identify the questions to ask. • Production of work for getting feedback in class	• uploading academic videos, PowerPoint presentations etc. • assigning videos to students related to the topic, idea, interest and need of the learner. • engaging in higher level of mental processes, simplifying the learning process, providing scaffolding, managing activities and carrying out evaluation by giving feedbacks • designing of worksheets, projects etc. for learners so that they continue to work with enthusiasm

Source: Khalil & Fahim (2017)

Advantages

There are a number of advantages of "flipped classroom learning" as proposed by researchers through their studies. A few of them are mentioned below.

1. "Flipped classroom approach increases students' active engagement in the class." Millard (2012)
2. "Students can access lecture videos whenever and wherever they want and it provides students to learn at their own speed." Fulton (2012)
3. "The students that are educated with this approach are encouraged to think both within and out of class." (Kellinger, 2012)
4. "The model includes both active learning and the advantages of individual learning." (Bishop and Verleger, 2013)

Problems in Implementation

"Flipped learning" have proved to be an efficacious way of transmission of knowledge by several researches. However, this approach being new still face a number of problems in getting implemented on a full-fledged scale in education.

A few of them have been mentioned below.

1. "Teacher and students are skeptical about employed it in classrooms as they find it difficult to get involved with the material supplied." (Webb and Doman, 2016)
2. "It was noticed that teachers were hesitant of introducing this model because of the increased amount of work load." (Ratta, C., 2015)
3. "Students want teachers to provide less challenging material" (Hora, M.T.; Ferrare, J.J., 2014)
4. "Students are not comfortable with the fast pace of teaching learning as compared to the traditional approaches of teaching." (Campbell, C.M. et.al., 2017)

5. "It demands a teacher who is well-verse with technology for recording and editing such videos and presentations which would be easy to comprehend, medium in duration, covers all the points and so on." (Anbalagan, 2016)
6. "Teachers may have difficulty in understanding whether the students do their responsibilities out of class or not." Kordyban and Kinash (2013).

Conclusion

"Flipped learning" should be considered as boon of technological advancements to the education system. It provides the opportunity to shift learning from mere fact retaining to constructive knowledge building by active student engagement. This approach to learning has the potential to transform face-to-face learning and lead us to a place where students and teachers both are constantly learning. It is an inventive, pioneering, and positive learning approach that employs technology to facilitate progressive, comprehensive learning that goes beyond traditional teaching and learning methods.

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Redefining the Teaching-Learning Process by Employing Blended Learning Designs in Education: An Emerging Trend in Pedagogy

Shivali Verma, Sachin Kumar and Poonam Pandita

Abstract

The cognitive abilities of every individual are different. Every Individual learns differently and therefore needs differentiated instruction. Alone the traditional teaching can't appeal to the senses of modern learners. They require the components of traditional as well as modern teaching. Blended learning can fulfill the demand of modern learners as it involves the components of traditional as well as modern teaching. Blended learning designs use the technology in the teaching-learning process but also acknowledge the traditional learning methods. The NEP 2020 also accentuated that in the age of digital and online learning, we should not ignore the face to face learning, therefore the adoption of Blended learning design is recommended by the Policy. The aim of Collaborative and co-operative learning can be accomplished with the help of this design. It gives space to the learners for the interaction with teachers as well as peers. The active Participation of the learners can be increased with the help of blended learning designs which otherwise is challenging in traditional classrooms. The complex concepts can be made easy through blended learning designs. These designs of learning leave the long lasting effect on the learners. There are various models of Blended learning which can be used according to the different learning contexts. The new collaborative blended learning models have also emerged in the field of education. This paper aimed to explore the importance of Blended learning designs in teaching-learning process. Further this paper will also highlight the contribution of Blended learning designs in promoting the cooperative and active learning. The study will also reveal that how cooperative blended learning strategies will promote critical thinking and insightful learning.

Keywords: Blended Learning, Cooperative Learning, Differentiated Instruction

Introduction

In the present era of educational technology blended learning is an

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important contribution in the field of teaching and learning. Blended mode of learning is the opportunity for the learners to learn from both online materials and in the traditional setup of face-to-face learning. To make a learning environment positive teachers should have the required ability to encourage students to more contribute to their learning actions (Donnelly, 2010) and they must find a technique that helps them to interact socially in a cooperative manner (Liu, 2010; Delialioğlu, 2012). In blended learning, teachers can spend much of their time interacting with the students rather than lecturing during face-to-face class time. Teachers can use online delivery of content with the use of technology to reinforce the learning in students.

NEP 2020 also suggested various models of blended learning in the teaching-learning process. It suggested the combination of traditional learning with the informative and intelligent use of technology. Today, in the time of pandemic blended learning plays an important role in disseminating knowledge among learners. Teachers can use the blended model of teaching-learning with the use of cooperative learning strategies to make learning interesting and productive.

In the present era of information and communication technology in which learning is dominated by digital devices for making the learning effective, blended learning becomes a new substitute for making the learning more beneficial for learners. Incorporation of cooperative learning into blended learning will make a new way of blended learning (Yen and Lee, 2011; Liu, 2010).

Why Blended Learning?

Blended learning is required in the present scenario in many ways. In the 21st century, life is so fast and every one of us wants to learn according to its ease and requirement, anywhere anytime. So blended learning is very useful in this way. The following points will highlight the need of Blended learning:

1. Blended learning helps in boosting learners' efficiency. Learners can get learning material wherever and whenever required according to their ease, which motivates them to work efficiently.
2. Blended learning helps in engaging the learners in learning. By engaging the learners in learning, teachers can assess easily and make the learning very enjoyable to learners.
3. Through blended learning teachers can communicate easily with the learners by using technology and also in a traditional setting.
4. It helps the learners to learn collaboratively, discuss with one another, solve their doubts and give feedback for improvement in learning.
5. Blended learning helps in fulfilling the needs of every individual learner, by providing various audio-visual aids, ppts, images, etc.
6. It also helps in tracking the learner's progress through various online and offline assessment strategies.

Models of Blended Learning

According to Christensen, Horn & Staker, (2013), in a blended learning program one out of the following four models are used: -

1. Rotation model
    A. The Station Rotation model
    B. Lab Rotation model
    C. Flipped Classroom
    D. Individual rotation
2. Flex model
3. A La Carte Model
4. Enriched virtual model

Each model has its own importance and applicability according to the need and demand of the learning setup.
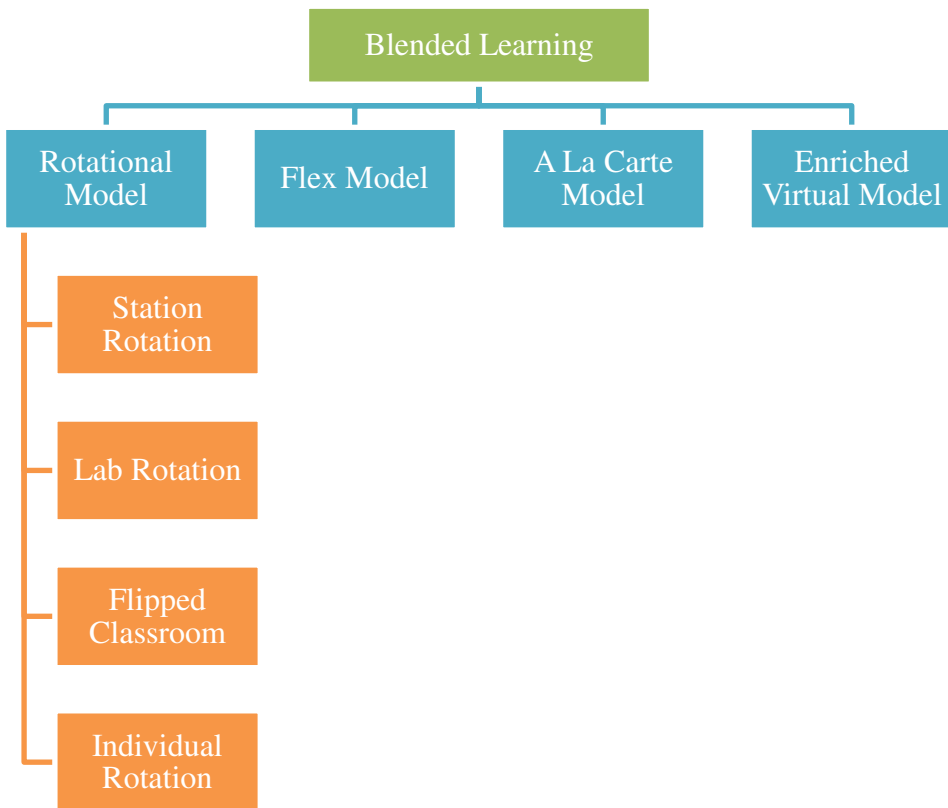
1. **Rotation model:** In this model of blended learning, in teaching a particular subject students are rotated on a fixed schedule.

    A. **The Station Rotation model:** In a station rotation model, within a given course or subject, students are divided into different groups. The teacher fixed some learning stations i.e., online learning, individual tutoring, project work, assignment, etc. students rotate at fixed points in time between these different learning stations. In the Station Rotation model, students rotate through all of the stations.

    B. **Lab Rotation model:** In a lab Rotation model, students rotate at fixed points in time between a classroom and computer lab. Students learn online in the computer lab, whereas they are involved in various types of activities in the classroom**.**

C.   **Flipped Classroom:** In this model of blended learning, the instructional or teachable content is given beforehand to students and still available in class.

D.   **Individual rotation:** In this model of blended learning while learning the content, every student has an individualized playlist and does not necessarily rotate to each available station.

2.   **Flex model:** In the Flex model, online learning is at the center of students' learning. Students have a flexible schedule for their learning based on their needs and fixed goals. Students get online learning experiences as well as offline face-to-face learning experiences. Face-to-face learning experiences are given through discussion, projects, mentoring, tutoring, etc.; most of the learning takes place online.

3.   **A La Carte Model:** this model of blended learning allows the learner to take an online course with an online teacher in addition to their face-to-face learning which provides more flexibility in learning for students.

4.   **Enriched virtual model:** In the enriched virtual model of blended learning the student does not need to attend full-time classes in school. Students can complete the majority of their work online and they have to come to school for only face-to-face requirements of the course. In this model of learning daily attendance in schools is not required. Learners have to come only twice a week for face-to-face work learning.

Components of Blended Learning

1. Face to face teaching
2. Virtual classroom
3. Online learning
4. Mobile learning
5. Self-paced e-learning
6. Social learning/ informal learning

Blended Learning with Various Cooperative Learning Strategies

There are various cooperative learning strategies that can helps in boosting the learning in blended mode and make learning beneficial for learners:

1. Brainstorming
2. Crossover
3. Fishbowl
4. Think –Pair-Share CLS
5. Jigsaw CLS

There are many cooperative learning strategies available. Some cooperative learning strategies help in student pairing, while others help in small groups of four or five students.

Significance of the Study

By using a blended cooperative learning environment, the students had the chance to revise wherever and whenever they wanted; they maintained interaction in the online environment; they studied for the course using a number of resources like presentations, animations, videos, etc. the students fulfilled the tasks collectively and cooperatively (ÜmitYapici 2016). In this era of the 21st century, the traditional face-to-face teaching alone may not be proved most effective. It will be important to ponder upon how students learn best, and how we can improve their learning through cooperative and interactive strategies of learning because we want to educate the future generations. Blended learning takes an initiative in enhancing the traditional classroom setting and providing opportunities to participate in cooperative learning activities based on team-based projects and games in the classroom at various levels. With this paper,the author wants to merge blended learning with various cooperative learning strategies in order to broaden the horizons of the teaching-learning process in the future and to make learning more beneficial and interactive.

Objectives of the Study

The objectives of the present study are to review the following:

1. Relevance of Blended Learning in the present scenario.
2. Use of blended learning with various cooperative learning strategies.

Research Methodology

This research paper has been framed on the basis of secondary data and information obtainable from books and published papers.

Implications of the Paper

The following will be the implications of this paper

1. Blended learning will Offer students the flexibility of time and with this learning outcomes will be improved
2. Blended learning will help in more student-teacher interaction
3. With blended learning students as well as teachers will attain more technological knowledge and this will increase their confidence in using new technologies
4. By using blended learning with cooperative learning strategies, there will be an increase in student engagement in the learning process
5. This study will benefit students, curriculum planners, teachers, and teacher's educators because switching from a traditional competition classroom to a cooperative learning method in a blended mode will be most beneficial in making learning more interactive and enjoyable.

Benefits of Using Blended Learning in Teaching Learning Situations

The benefits of using blended learning in teaching learning situations are:

1. In blended learning there will be maximum use of the technologies and other resources which will make individuals more techno-friendly
2. Through a blended mode of learning issues regarding distance are eliminated
3. The challenges of using a purely online mode are eliminated when a blended approach is used
4. Blended learning provides the learner's flexibility with their time to do their lessons anytime and anyplace as they have continuous access to the learning material
5. Blended learning enables communication with all students.
6. Continuous feedback from the teacher as well as students will result in effective learning
7. Online resources are updated and upgraded from time to time. Thus, students have access to unlimited up-to-date resources
8. Blended learning helps to develop time management skills and critical thinking skill among students as well as teachers

Challenges to be Faced While Using Blended Mode of Learning

1. Blended mode of teaching and learning is very time-consuming:
2. Students' tendencies: Based on what students are used to, they often prefer the paper versions of the materials to see them online, so the face-to-face sessions in the blended programs usually have a comparatively more successful "feel" for the students.
3. Blended mode of teaching-learning needs extra efforts from teachers.
4. In blended learning students sometimes feel that they are given more work to do when distance modes are used.
5. Blended learning is dependent on technical resources and online information. These tools need to be reliable, easy to use, and updated in order to give a meaningful learning experience.

6. Blended learning needs a stable and adequate internet connection. The school or the institution should have adequate infrastructure and all facilities required for computer-based instruction.

7. Students in blended learning can also feel isolated due to the reduced opportunities for social interaction in a face-to-face classroom environment.

Upcoming use of Blended Learning

Blended learning is an important part of the future of the education system. With the improved availability of technology and network access, the use of blended learning has gradually increased. Though the research is done related to the use of Blended learning is quite small, more research is required. Research is required that will help teachers to understand the strengths and weaknesses of methods used in Face-to-Face and online modes of teaching and to know how to suitably they can collaborate in both online and face-to-face learning environments. In the future, blended learning will be proved more beneficial for the teaching-learning process and for making the learning more productive.

Conclusion

Blended Learning is an important part of the future of the education system. It will provide students the flexibility of learning which will enhance the learning outcomes. Blended learning opens ways for many learners who were not able to get an education because of various physical barriers. With the knowledge of using technology in the classroom, both teachers and students will develop skills important for the 21st century. A blended mode of learning will enhance the critical thinking among the learners which will help them in the future. In today's era of learning, Education is not just about learning and memorizing facts and figures; it's about cooperating and collaborating with others and improving their learning in a better way. Thus, by using the blended mode of learning with the use of cooperative learning strategies will enhance the productivity in the learning environment.

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Psychological Distress of Online Education during COVID 19

Uma Sinha

Abstract

Educational institutions (schools, colleges, and universities) in India currently follow the traditional set up of face-to-face lectures in a classroom. Although many academic units have also started blended learning, still a lot of them are stuck with old procedures. The sudden outbreak of Covid-19 shook the entire world. The World Health Organization declared it as a pandemic. This situation challenged the education system across the world and forced educators to shift to an online mode of teaching overnight. It is also an indisputable fact that the use of technology in education is leading to different concepts within the system, for example the move from teacher-centric education to student-centric education. It is an experiment with the education system and makes a paradigm shift to the virtual world, blending classrooms with online learning. The rapid spread of COVID-19 and social distancing measures, imposed across the country are expected to further affect the psychological state of the population, including college students. Several studies have examined the psychological impact of the pandemic on the overall public, health care workers, or older adults . Following government instructions, even the academic institutions had to shut down temporarily, affecting academic delivery. Thus, they had to find new alternatives to academic delivery, and virtual classes were the way forward. In this paper, psychological distress of online education during the Covid-19 has been discussed.

Keywords: Education, COVID, Digital learning, Virtual class, Teaching learning

Introduction

Coronavirus has extended his wings spread across the world, with nearly four million confirmed cases and 298,202 deaths in 212 territories. The pandemic has affected educational systems worldwide, leading to the near-total closures of schools and colleges. The COVID-19 pandemic has shed a weight on numerous issues affecting access to education. About 370 million children and youth don't seem to be attending schools because of temporary or indefinite country wide school closures mandated by governments during a shot to slow the spread of COVID-19. Starting the varsity year late or interrupting it completely disrupts the lives of the

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various children, their parents, and teachers. As a result, there's distinctive rise of e-learning (online learning), whereby teaching is undertaken remotely and on digital platforms. With this sudden shift far from the classroom in many parts of the planet, some are wondering whether the adoption of online learning will still persist post-pandemic, and therefore the way such a shift would impact the worldwide education market. But only developed countries are better prepared to maneuver to online learning strategies, with plenty of effort and challenges for teachers and fogeys. In middle-income and poorer countries, truth is incredibly mixed and if we do not act appropriately, the vast inequality of opportunities may arise between developed and low income nations. Many children haven't got a desk, books, internet connectivity, a laptop reception, or supportive parents in low income and poorer nations.

The major part of the world was on quarantine due to the serious outbreak of this global pandemic Covid-19 and therefore many cities were turned into phantom cities and its effects can be seen in schools, colleges, and universities too. Betwixt all this, online teaching and online learning can be termed as the panacea for the crisis. The Corona Virus has made institutions to go from offline mode to online mode of pedagogy. With the help of online teaching modes, we can sermonize a large number of students at any time and in any part of the world. All institutions must scramble different options of online pedagogical approaches and try to use technology more aptly. The shift from face-to-face lectures to online classes is the only possible solution. Indeed, academic institutions would not be able to transform all of their college curricula into and online resource overnight. Distance, scale, and personalized teaching and learning are the three biggest challenges for online teaching. Innovative solutions by institutions can only help us deal with this pandemic (Liguori & Winkler, 2020).

Problems Associated with Online Teaching and Learning

There are number of technologies available for online education but sometimes they create a lot of difficulties. These difficulties and problems

associated with modern technology range from downloading errors, issues with installation, login problems, problems with audio and video, and so on. Sometimes student finds online teaching to be boring and unengaging. Online learning has so much of time and flexibility that students never find time to do it. Personal attention is also a huge issue facing online learning. Students want two-way interaction which sometimes gets difficult to implement. The learning process cannot reach its full potential until students practice what they learn. Sometimes, online content is all theoretical and does not let students practice and learn effectively. Mediocre course content is also a major issue. Students feel that lack of community, technical problems, and difficulties in understanding instructional goals are the major barriers for online learning (Song et al., 2004). In a study, students were found to be not sufficiently prepared for balancing their work, family, and social lives with their study lives in an online learning environment. They were also found to be poorly prepared for several e-learning competencies and academic-type competencies. Also, there is a low-level preparedness among the students concerning the usage of Learning Management Systems (Parkes et al., 2014).

Online learning faces many challenges ranging from learners' issues, educators' issues, and content issues. It is a challenge for institutions to engage students and make them participate in the teaching–learning process. It is a challenge for teachers to move from offline mode to online mode, changing their teaching methodologies, and managing their time. It is challenging to develop content which not only covers the curriculum but also engage the students (Kebritchi et al., 2017). The quality of e-learning programs is a real challenge. There is no clear stipulation by the government in their educational policies about e-learning programs. There is a lack of standards for quality, quality control, development of e-resources, and e-content delivery. This problem needs to be tackled immediately so that everyone can enjoy the benefits of quality education via e-learning (Cojocariu et al., 2014). One should not merely focus on the pros attached to the adoption of online learning during the crises but should also take account of developing and enhancing the quality of

virtual courses delivered in such emergencies ([Affouneh et al., 2020](#)). A lot of time and cost is involved in e-learning. It is not as easy as it seems, a considerable amount of investment is needed for getting the devices and equipment, maintaining the equipment, training the human resources, and developing the online content. Therefore, an effective and efficient educational system needs to be developed to impart education via online mode.

Psychological Distress of Online Education

Students in secondary and tertiary education settings are known to face a varied range of ongoing normative stressors related to their ongoing academic demands (reference). However, within the current scenario created by the social restrictions imposed by the pandemic, have led to escalation to severe levels of educational stress in students. There's enough evidence to demonstrate that severe and long-standing academic-related stress has an adverse effect on academic performance, psychological state and well-being of youngsters and adolescents. Academic-related stress is significantly related to reduced student academic motivation (Liu, 2015) and academic disengagement (Liu & Lu, 2011).

This successively makes them prone to quitting, future unemployment, and increased incidence of psychiatric disorders like depression, anxiety and substance use disorders (Pascoe et al., 2020). Long-standing stress exposure in children and adolescents may result in the event of physical health problems like metabolic syndrome, obesity and reduced insulin sensitivity moreover as reduction of lifetime (Pervanidou & Chrousos, 2012).

College students' psychological state has been rising concern with an enormous number of students experiencing psychological distress. Condition issues can significantly impair students' academic success and social interactions affecting their future career and personal opportunities. The rapid spread of COVID-19 and social distancing measures imposed

across the country are expected to further affect the mental state of the population, including college students. Several studies have examined the psychological impact of the pandemic on the public, health care workers, or older adults. Accurate information, knowledge and perceptions of risk can contribute to behavioral changes, like social distancing, which is currently one all told the few ways to mitigate the spread of COVID-19. While many colleges and universities provide students with information related to COVID-19 from reliable sources, there is a high potential for misinformation and disinformation to spread through online sources and social media often employed by young adults further contributing to fret, anxiety and depression among students.

Faculty members are feeling the huge stress of remaking their classes into effective digital forms. The extra workload and concomitant anxiety are heaped upon the already multifaceted responsibilities of school. The added load has heightened the concerns over faculty burnout. Such a large amount of faculty members who already survive the sting of burnout in meeting the teaching, advising, research and publication expectations face an emotional letdown or even collapse. The mental and emotional pressures faculty and students is also experiencing will be expressed in deteriorated physical health. Anxiety and stress can lower immunity, subjecting people to illness, and not just the cold. Most students are feeling the strain. For many, that strain begins with the eyes. Those unaccustomed to squinting at poorly adjusted computer screens in suboptimum ambient lighting are subjected to eyestrain that may have lasting effects. Ophthalmologists recommend taking breaks from screen reading every 20 minutes and adjusting room lighting to avoid glare and reflections.

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COVID-19 pandemic is making a major negative impact on mental state of faculty and students. College students who exhibit greater academic and life difficulties could also be particularly liable to higher mental state distress. this pandemic may further exacerbate already existing problems. The timeline of the pandemic is uncertain further impacting students' academics, lives, and mental state. With a bunch of negative consequences related to poor mental state, further research is required to deal with additional risk factors (i.e., substance use, coping mechanisms, social support, family and peer relationships dynamics) that are related to psychological state during this population. Additional studies investigating the effect of pandemic on psychological state of college may provide a far better understanding of the impact of COVID-19 on pedagogy. psychological state interventions and professionally trained counselors could help students address academic and financial concerns, which can alleviate mental state burden of the COVID-19 pandemic. publicly health

emergencies like this, many students will have special needs and emerging challenges that may require responsive programming by colleges.

The research findings show that the psychological impact of scholars on online learning during the COVID-19 pandemic, students are uninterested in online learning after the first period of time of learning from home, considerable anxiety on research subjects whose parents have low income, because they need to shop for a quota to be ready to participate in online learning, and emotional disturbances are indicated by changes in mood or mood caused by too many assignments that are considered ineffective by students.

In the absence of adequate financial aid and policy measures at governmental and institutional levels, this might result in a severe mental state crisis amongst the young, further weakening their academic prospects resulting in a positive feedback of mental disorders, academic underachievement and poor socio-occupational functioning. On the opposite hand, for those that have access to digital learning media, problematic use of technology, increased gaming, spending longer on social media also are problems with concern that will emerge requiring intervention.

Possible Solutions for Problems

Online courses should be made dynamic, interesting, and interactive. Teachers should set time limits and reminders for students to make them alert and attentive. Efforts should be made to humanize the learning process to the best extent possible. Personal attention should be provided to students so that they can easily adapt to this learning environment. Social media and various group forums can be used to communicate with students. Communication is the key when it gets difficult to try reaching out to students via texts, various messaging apps, video calls, and so on — content should be such that enable students for practice and also hone their skills. The quality of the courses should be improved continuously and teachers must try to give their best. Online programs should be designed in

such a way that they are creative, interactive, relevant, student-centered, and group-based (Partlow & Gibbs, 2003). Educators must spend a lot of time in making effective strategies for giving online instructions.

Effective online instructions facilitate feedback from learners, make learners ask questions, and broaden the learner horizon for the course content (Keeton, 2004). Institutions must focus on pedagogical issues and emphasize collaborative learning, case learning, and project-based learning through online instructions (Kim & Bonk, 2006).

Higher education institutions can play a fundamental role in assisting students to address such anxieties. New guidelines for counseling are mandatory. Universities should set priorities in developing digital psychological interventions, like apps and online programs, alongside other services like text messages, chat lines, forums, and phone calls . Awareness of the presence of such interventions should be clearly communicated to the scholar population. Universities should also provide psychological services, either face to face or remotely, as they're going to mitigate the emotional and mental impacts on students. It's crucial to be constantly up-to-date with the scholars. Universities ought to start up structured programs to scale back anxiety, like life skills training and mindfulness therapy, which are validated to scale back anxiety levels. Equally important is for universities to re-examine their curricula, learning outcomes, and assessment methods for the courses and programs taught online as they must be distinguished from those meant for face-to-face teaching mode.

Most importantly, an all-inclusive teaching and learning strategy during pandemics should be deliberated immediately, as this study confirms that the emergency remote teaching has contributed to significant anxiety among students. Policies and standard operating procedures (SOPs) should be in place to educate students on the causes and consequences of pandemics in a simplified, clear, and supportive manner without causing undue anxiety and distress. Communicating correct and timely information through the right channels is important. Efforts should also be

focused toward discovering innovative methods of upholding social attachment amongst students while still complying with public health guidelines for curtailing the spread of the pandemic. Strict measures and penalties should be enforced against unscrupulous individuals to curb false information via social media, as this seems to be a chief source of undue anxiety amongst students.

Conclusion

Natural disasters can stimulate our motivation for the adoption of highly innovative communication technology and e-learning tools (Tull et al., 2017). To make e-learning effective in such difficult times, we need to focus on the use of technology more efficiently, that is, the usage of that technology which has minimum procurement and maintenance costs but can effectively facilitate educational processes. Before bringing in and adopting any e-learning tool or technology, its pros and cons need to be weighed. Institutions should conduct plenty of research when bringing the right technology for different educational initiatives. There should be proper clarity on the purpose and context of technology adoption. As several factors affect the choice of a particular technology such as security features, availability and condition of laboratories, internet speed, internet access, digital literacy levels of the beneficiaries, and so on.

As higher education adapts to teaching and learning at a distance, the workload and the learning load of adopting a new delivery mode is taking a huge toll on the lives of those in higher education. This is an immense problem that is growing rapidly. While there are some students who are thriving through online learning, the toll of the virus, isolation, increased workloads and other associated effects are rising among many students, staff and faculty members. It must not be underestimated. Every institution must address these challenges that threaten the well-being of their constituents.

Supporting the psychological state needs of online students may be a critical mission for every university. The unconventional change in

lifestyle can feed loneliness, anxiety and even result in depression. Faculty members are now at the battlefront of responsibility for identifying emotional and mental state issues. Nobody else is monitoring the scholars in most cases. On campus, those students is also observed by classmates, resident advisers and other campus staff who observe students informally each day. But, online, those students often aren't seen by fellow students, advisers or others. They're living in unobserved anonymity. Faculty are often the first direct contact with online students.

Students' psychological state is greatly affected when faced with a public health emergency, and they need attention, help, and support from the community, family, and tertiary institutions. It is recommended that the govt. and schools should collaborate to unravel this problem by providing psychological services. Psychologists and counselors can work to supply online services to beat the results of COVID-19. For future researchers, it's recommended to research a solutive effort to beat the psychological impact of the COVID-19 pandemic.

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Inculcating Life Skills through Group Learning Model

Shikha Ranjan

"We must be the change that we wish to see in the world"

- **Mahatma Gandhi**

Abstract

The educational institution believes in quality education and in order to impart qualitative Higher Education, it has taken various steps and implemented the same to ensure the quality. It has got the tradition of designing the entire strategy and schedule of all the curricular and co- curricular activities in academic session. For elevating learning, innovative ideas as method/models were implemented through life skills & group learning model (GLM).

A march towards content mastery was conducted in a B.Ed class through life skills/Group Learning Model. The interaction through situation of small group learning (SGL) was organized under five phases of activities: - Grouping, Association, Engagement, Exploration, Reflection and Feedback .The objective was to create an active learning environment in which communication of student teachers can be improved and the cognitive as well as social behaviors can be developed. The qualitative data were collected through observation, and student feedback. It is clear that active efforts at questioning, thinking and interpreting definitely promote the involvement and the degree of communication in relation to cognitive and affective considerations. This was an interactive & effective learning. Finally, I would humbly try to show how a teacher can make a difference and what should be the approach of the students for the creative development through life skills/GLM.

Keywords: Life Skills, Small Group Learning, Group Learning Model, Cooperative Approach, Social Balance.

Introduction

Education is the main tool to develop the innate potentialities of an individual. It makes one not only to realize his/her potentialities but also enables one to use them for development of oneself and society. Life skills can be developed through Group learning model / co-operative learning.

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The B.Ed is the hub of the entire secondary education. One teacher reshapes the lives of thousands of youths during a career of thirty-five to forty years. Any lacunae in the preparation of these individuals in training institute would cost the country very dearly over a long period of time. Innovation in the teacher education programmes is important because it helps to prepare proficient teachers, as they are builders of the Nation. Teacher is the first and best reference for the students for the effective transfer of knowledge and development of attitude and skills. So, he/she must keep a high level of CONTENT knowledge. For this the teacher should have of content- cum methodology mastery. Learning outcomes of content are related with important elements of life skills, values and behavior. So good knowledge of content can help teacher for effective and confident teaching and also to achieve the goal of education. As the need of modern age, education must be well organized, and we have to plan for the content mastery in our teacher education program through Group learning model which inculcates life skills, co-operative learning in the teacher trainees. One of the biggest problems that teachers face today is to move from past passive learning to Active learning and to find better ways of engaging students in the learning process. Active learning is simply that – having students engage in some activity that forces them to think about and comment on the information presented. It is based on learning by doing not individually but in teams or groups in a co- operative manner. Peer discussion help students understand well, retain material for the long time and develop better communication skills.

"LEARNING TO LIVE TOGETHER AND TO LIVE WITH OTHERS" is important aspect of Group work. Group work is the ability of collaborating, cooperating and adjusting with team members and learn more actively. Group work intends to develop in the learners in the concrete ways in which they could extend and improve communication skill, negotiating skill, social/interpersonal skill, leadership, creativity and conflict management skill.

This type of awareness of extending competence would enable student

teacher to impart the skills among their students and develop a better citizen of the nation.

Group learning model is a generic term. It is not a method but an approach based on the assumption that knowledge is developed (constructed) by the individual by actively participating in the cognitive process. This process of thinking also requires the pupil to cooperate with others. Creating a complex learning environment is essential.

Group learning model requires special learning conditions in which pupils are allowed to cooperate with and provide help to each other. They can use a range of tools and information sources to solve their problems and reach their goals. Group learning model/cooperative learning is a life-skill that teacher trainee should have mastery.

This paper looks into – **"Inculcating Life Skills through Group Learning Model while Content Mastery."**

We search on GLM through cooperative learning is overwhelmingly positive, and the co-operative approach is appropriate for curriculum areas.

"The more complex the outcomes (higher-order processing of information, problem solving, social skills and attitudes), the greater are the effects."

"Bruce Joyce"

Group Learning Model

Group Learning Model (GLM) through Cooperative learning, is an approach to organizing classroom activities into academic and social learning experiences. Students must work in groups to complete tasks collectively. Unlike individual learning, students learning cooperatively capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving

information to facilitating students' learning. Everyone succeeds when the group succeeds. Group learning model is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Cooperative efforts result in participants striving for mutual benefit so that all group members:

- gain from each other's efforts. (Your success benefits me and my success benefits you.)
- recognize that all group members share a common fate. (We all sink or swim together here.)
- know that one's performance is mutually caused by oneself and one's team members. (We cannot do it without you.)
- feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!

Why use Group Learning Model?

Cooperative learning is **GROUP LEARNING** activity organized in such a way that learning is dependent on the socially structured exchange of

information between learners in group. It is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. And each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Student work through the assignment until all group members successfully understand & complete it.

Following are the major objectives of Group learning Model through cooperative learning:

- To promote student learning and academic achievement
- To increase student retention
- To enhance student satisfaction with their learning experience
- To develop skills in oral communication
- To develop students' social skills
- To promote student self-esteem
- To promote positive race relations'
- To build up co-ordinations kill.
- To develop communication skill.
- To build up self-confidence.
- To avoid stage fear.
- To creating active learning environment.

- To develop social behavior and knowledge building.

Basic and Essential Elements to Cooperative Learning

To develop collaborative attitude Brown & Ciuffetelli Parker (2009) discusses the 5 basic and essential elements of successful cooperative learning.

Learning Together: Essential Components for Group Learning Model

Key components of cooperative learning for successful GLM

KEY POINTS	PHASES	CHARACTERISTICS
Positive Interdependence	Grouping	• Relationships • Contribution of group members
Face-to-Face Interaction	Association	• Encouragement • Facilitated Communication
Individual and Group Accountability	Engagement	• Individual Participation • Performance dependent on all group members.
Interpersonal & small-group Skills	Exploration	• Communication • Paraphrasing, Clarification, Praising
Group Processing	Reflection & Feedback	• Functioning, Clear Goal, Processing events.

1. **Positive Interdependence** *(Sinks or Swim Together)*: Positive interdependence is an element of cooperative learning where members of a group who share common goals perceive that working together is individually and collectively beneficial, and success depends on the participation of all the members.

2. **Face-to-Face Promotive Interaction** *(Promote Each Other Success)*: "Students need to do real work together in which they promote each other's success by sharing resources and helping, supporting, encouraging, and applauding each other's efforts to achieve.' Important cognitive activities and interpersonal dynamics only occur when students promote each other's learning. This includes oral explanations of how to solve problems, discussing the nature of the concepts being learned, and connecting present learning with past knowledge. It is through face-to-face, promotive interaction that members become personally committed to each other as well as to their mutual goals.

3. **Individual & Group Accountability – Personal Responsibility** *(Achieve Its Goal and Contribute Share of Work)*: According to Johnson and Johnson, "Individual accountability exists when the performance of each individual is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, support, and encouragement in learning.
The purpose of cooperative learning groups is to make each member a stronger individual in his or her right." The essence of individual accountability in cooperative learning is "students learn together, but perform alone." This ensures that no one can "hitch-hike" on the work of others. A lesson's goals must be clear enough that students are able to measure whether (a) the group is successful in achieving them, and (b) individual members are successful in achieving them as well.

4. **Interpersonal & Small-Group Skills** (*Teaching the Social skills for success*): In cooperative learning groups, students learn academic subject matter (task work) and also interpersonal and small group skills (teamwork). Thus, a group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict resolution. Given the complexity of these skills, teachers can encourage much higher performance by teaching cooperative skill components within cooperative

lessons. As students develop these skills, later group projects will probably run more smoothly and efficiently than early ones.

5. **Group Processing** *(Feedback & Reflections)*: It may be worthwhile for group members to write individual, private reflections on their learning after the project, citing which parts of the project and which group members contributed to various discoveries, then bring the group back together to discuss the project. Fink (2003) describes this process of 'learning how to learn' as one of five key components that contribute to significant learning experiences as it enables students to become better students, inquire about a subject and construct knowledge and become "self-directing learners." Group members need to feel free to communicate openly with each other to express concerns as well as to celebrate accomplishments. They should discuss how well they are achieving their goals and maintaining effective working relationships.

Principles of Cooperative Learning

To enhance the use of Group learning Model through CL, Eight principles must be followed. Its principles are:

1. **Heterogeneous grouping:** Heterogeneous grouping involves students forming CL groups with fellow students who are different from themselves. The many variables on which students differ include past achievement, social class, nationality, ethnicity, religion, sex, diligence and personality. Heterogeneous grouping on other social and personality variables encourages students to see different perspectives and to learn to work with people different from themselves, thereby setting the stage for building a more harmonious society (Aronson, 2014).

2. **Maximum Peer Interactions:** The CL principle, Maximum Peer Interactions, refers to maximizing two aspects of peer interactions. First, the quantity of peer interactions increases when group

activities are used, particularly when the number of members in each group is kept small and when groups sometimes report to other groups instead of or in addition to the entire class. Second, the quality of peer interactions increases when students use higher order thinking skills (Chiang, et al., 2013). Indeed, the 'magic' of CL lies in the quality of peer interactions. These thinking interactions promote more learning, greater depth of processing and greater engagement (Järvelä, Hurme, & Järvenoja, 2011; Nussbaum, 2008). Thus, the greater the quantity of these quality peer interaction, the better.

3. **Teaching Cooperative Skills:** The CL principle of teaching collaborative skills means devoting class time for students to learn about and reflect on their use of collaborative skills. Many lists of collaborative skills exist (e.g., Underwood & Underwood, 1999). Skills important for CL include comparing understandings, asking for help, offering suggestions and feedback, responding productively to suggestions and feedback, asking for reasons, providing reasons, disagreeing politely, providing specific praise and thanks and attending to group functioning. When students use collaborative skills, their groups are likely to function better (Soller, 2001), leading to more learning and more enjoyment of learning. Furthermore, these skills will advantage students in many areas of their present and future lives. However, not all students have these collaborative skills, and, perhaps more crucially, even if students have the skills, they may not use them routinely. As a result, instructional time devoted to learning these skills and practicing their use may be time well spent.

4. **Equal Opportunity to Participate:** Sometimes one or more group members attempt to dominate the group, denying others the chance to interact with the task and with group mates. Equal opportunity to participate is the CL principle that specifically addresses such situations. The teacher or the group leader should tactfully, create

such an environment that all members get equal opportunity to express their views.

5. **Individual Accountability:** While equal opportunity to participate is the CL principle which seeks to offer all group members chances to play important roles in their groups, the principle of individual accountability puts pressure on members to do their fair share in the groups. Thus, individual accountability can be seen as the flip side of equal opportunity to participate. Students need to use the opportunities provided to contribute what they can to their groups. Unless students feel individually accountable, if instead some students act as freeloaders, group morale may suffer, and students may lose faith in the use of groups for learning due to the presence of these freeloaders. Furthermore, freeloading makes assessment more difficult, as teachers may not be able to judge the members' contributions to their groups (Johnson & Johnson, 2003).

6. **Positive Interdependence:** Positive interdependence is the CL principle which most prominently encourages sharing among students. When students feel positively interdependent with their groupmates, the group feels that their outcomes are positively correlated, i.e., the feel that what helps one helps others, and what hurts one hurts others. In other words, groups adopt the spirit embodied by the Three Musketeers' slogan "All for one; one for all".

   Whereas individual accountability puts pressure on group members to contribute to the group, positive interdependence provides support; if students are having difficulties, their groupmates are there to help them.

   Positive interdependence can also promote motivation to learn, because students are learning not just for themselves but also for the benefit of their groups. Many ideas have been developed to encourage students to feel positively interdependent with their

groupmates. For instance, students are more likely to feel that all group members' outcomes are positively correlated if they have group goals. These goals are not about the group, but about the strengthening of each individual member.

7. **Group Autonomy:** The CL principle of group autonomy encourages students to look first to their groupmates when they need help or want feedback. The members of each group try to accomplish their task within their respective groups. Performing these roles provides students with learning opportunities and promotes peer interactions. Also, when students are helping each other within their capability to do so, teachers are able to provide help that lies beyond students' current abilities. A teacher just prompts the learners so that they realize the ownership of solving the task themselves.

8. **Cooperation as a Value:** An eighth CL principle, cooperation as a value, builds on positive interdependence and seeks to spread the feeling of "One for all; all for one" beyond the small group to the entire class, the entire educational institution, the entire city, the nation and the world, expanding. While students need to know how to compete and how to work alone, the hope embodied in the principle of cooperation as a value is that students will come to view cooperation as their preferred option.

Advantages of Group Learning Model

Students that are involved in GLM Through cooperative learning keys achieved many social and academic benefits. Well-organized group work profoundly influences the personalities and scale of values of the pupils is as follows:

- Thinking together
- Develop Ability to adjust
- Develop Co-operation ability.

- Argumentation/persuasion
- Respect to others, tolerance of different opinions
- The experience of belonging to a group
- Boosts self – esteem
- Develops Team work skills.
- Improve information processing skill.

Group Based Cooperative Learning

In Group-Based Cooperative Learning**,** the peer groups together over the long term (e.g. over the course of a year, or several years such as in high school or post-secondary studies) to develop and contribute to one another's knowledge mastery on a topic by regularly discussing material, encouraging one another, and supporting the academic and personal success of group members.

Base group learning is effective for learning complex subject matter over the course or semester and establishes caring, supportive peer relationships, which in turn motivates and strengthens the student's commitment to the group's education while increasing self-esteem and self-worth.

Base group approaches also make the students accountable to educating their peer group in the event that a member was absent for a lesson. This is effective both for individual learning, as well as social support.

Elements of Effective Groups

Although team dynamics (how the individual team members work together) can differ from team to team, effective teams share the following characteristics:
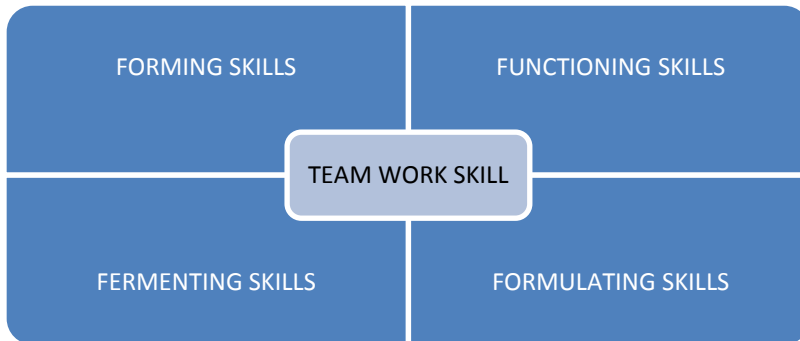
1. **Full participation** - All team members contribute their time and energy to the project. More importantly, all team members participate in the decision making process.

2. **Trust** - Members trust that each member will add value to the project, and members work to ensure that everybody contributes and that appreciation is expressed for different contributions.

3. **Open communication** - Communication is the glue that holds a team together. Communication is effective when all members:

   - Contribute ideas.
   - Provide feedback constructively.
   - Ask for clarification on anything that might be confusing.
   - Provide frequent updates.
   - Listen to each other carefully.

4. **Social balance** - Although teams shouldn't socialize 100% of the time, it shouldn't be all social either. Casual conversation allows members to know each other better, leading to better working relations.

Role of Teacher during Group Learning Model through Cooperative Learning

- **Before the Lesson**:
  - Design meaningful tasks for the students
  - Make sure Learning objective are clear
  - Decide on group size & memberships
  - Determine the materials necessary for the group.
- **Developing Students Social Skills**: set rules for cooperating and ensure that they are implemented such as:
  - Work quietly together on team assignment
  - Ask for explanation not answer
  - Listen carefully to teammates 'questions.
  - Help each other stay on Task
  - Monitor the learning process
- **Establish Good Teamwork in which;**
  - Team members are facing each other

- o Team members have all material ready
- o Every team member are working hard
- o Team members are asking "will you please explain
- o Team members are saying "let's see if each of us knows this."

FORMING SKILLS	FUNCTIONING SKILLS
	TEAM WORK SKILL	
FERMENTING SKILLS	FORMULATING SKILLS

Life Skills

Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life (WHO) Adaptive means that a person should have the flexibility to adjust according to the situation. Positive **thinking** and look at opportunities even in difficult situations, in order to cope with the situation.

Core Life skills

- Self-Awareness
- Critical Thinking
- Decision Making
- Effective Communication Empathy
- Creative Thinking
- Problem solving
- Interpersonal Relationship
- Intrapersonal Relationship
- Coping With Stress
- Coping With emotion Importance of life skills

Importance of Life Skills

- enable us to adapt to situations and people
- help us to have a positive approach and not get depressed with problems
- reduce vulnerability and high risk behaviour
- life skills bring greater acceptance, better relationships and a healthy, positive life

Content Mastery through Group Learning Model & Inculcating Life Skills among Students

To understand cooperative learning through GLM, here are some ideas and activities that could help team members to develop better skills in each of the areas. Activities under the **five phases** of group learning model through components of cooperative learning are undertaken for the **content mastery** in the B.Ed. program. Which are specified below:

Phase – I Grouping: Ways to ensure Positive Interdependence: *(Naming & Chapter)*

Under this phase students need each other in order to complete the group's task, that is, they "Sink or swim together". For this, first the students are accountable to learn the assigned material and to ensure that all members of their group learn that material. Each student should see his or her contribution as essential for group success. So, a kind of interdependence is there (group cannot succeed unless all their group members also succeed). Students must fully participate and put forth their effort within

the group.

For structuring interdependence group members should develop common goal, share joint rewards, equally divided resources and play complimentary roles. Each group member has an assigned task/role/responsibility, therefore they must understand the responsibility for their own learning and of their group.

For phase I, four groups with five students were formed. Each group member is assigned one Chapter of Science to learn and then to share to his group members. The groups were formed randomly by the method teacher, with the names as:

Group - 1: NEWTON
Group - 2: VIKRAM SARABHAI
Group - 3: RAMAN
Group - 4: BOSE

Phase -2 (Association): Ways to ensure Face to Face Interaction

Under phase 2, for successful interaction as a result of positive interdependence following steps were taken:

1. Division of topic: The topics were divided among the group

members. Further the sub topics of each chapter are divided further by the group and each member is responsible for their own mini-topic.

2. Division of task: For completing the group work each member were assigned a task (reading, writing, preparing key points, framing questions, etc.).

During the division of topics and tasks, group members promote each other's success and explained each other about their learning and also assisted one another. By this students understood their tasks/responsibilities/role for their learning and that of their group and completed their tasks/assignments.

Phase -3 (Engagement): Ways to ensure Individual and Group Accountability

In phase 3, informal interaction started among the group members, where they discusses about the content analysis of individual sub-topics. Under this the teacher must assess the contribution of each group member in completion of task where they should accept, support, trust, motivate and respect each others opinion about the topic. Each student must demonstrate master of content being studied.

Phase -4 (Exploration): To ensure Interpersonal and small group skills
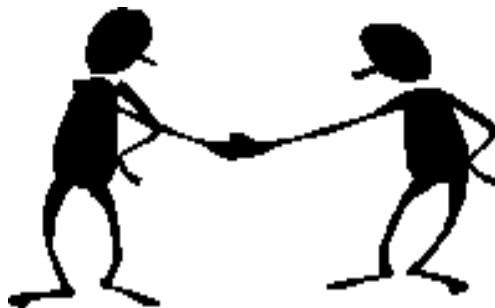
Inculcation of social skills for working together effectively as well as for group maintenance skills, students start:

- group discussion
- sharing of content part within the group
- convincing own content to the group individually.
- writing the key points, diagram for each sub topic.
- individual presentation
- assist one another with understanding
- share their learning and remain accountable for their work
- complete the task through content mastery

Skills include effective communication, interpersonal and group skills including:

i. Leadership
ii. Decision-making
iii. Trust-building
iv. Communication
v. Conflict-management skills

Phase – 5: Reflection and Feedback: to ensure Group Processing

Students reflect to determine group members' action for assessing the completion of tasks. Students make decisions about member's actions that need to be modified, changed and accepted for the success of task.Such processing allows group to:

- o focus on maintaining good working relationships.
- o learn and improve cooperative skills.
- o provide feedback on member participation.
- o think at a metacognitive level as well as cognitive level.
- o celebrate success of the group.
- o co-relations & connecting the subtopic
- o summarizing the topic,
- o group presentation by group leader for whole chapter
- o sharing of written material.
- o appropriate interaction with other group
- o contributing knowledge towards group discussion to sum up the content summary.

In order to improve student achievement considerably, two characteristics must be present:

a) students are working towards a group goal or recognition and

b) success is reliant on each individual's learning

Qualitative Data Collection

Observation: Pupil's way of interaction, self-awareness, critical thinking, conversation, active listening, control of emotions other social behaviors, adaptive behaviors, cognitive behaviors as well as positive thinking behavior were observed.

Feedback: Feedbacks from learners were collected to understand the impact of group learning model.

Result

Student teacher achieved academic and social benefits as they prepared subject guide in 200 pages, prepared question bank during the session &each student prepared material for the given topic. Sharing of material of the topic among the students and at the same time students are

developing Life skills through group learning model activities. They achieved many Life skills (social skills) & mastery over the content (academic benefits).

KEY COMPONENTS OF GLM THROUGH CO - OPERATIVE LEARNING	PHASES	LIFE SKILLS
Positive Interdependence	Grouping	• Self-Awareness • Better Relationship
Face-to-Face Interaction	Association	• Interpersonal Relationship • Decision Making
Individual and Group Accountability	Engagement	• Creative Thinking • Problem solving
Interpersonal & small-group Skills	Exploration	• Effective Communication
Group Processing	Reflection & Feedback	• Coping With Stress & emotions

Implication

Group Learning Model through Cooperative Learning fosters strong interpersonal interaction. Small group learning broadens the learners' opportunities to reflect content mastery. . It has implications towards teacher education programmes. critical thinking, reasoning about course content (i.e., active learning),students acquire better understanding of course content as they are required to explain topics to others in team develops Better attitudes toward courses. Increased social skills, respect for multiple opinions and perspectives higher achievement, higher productivity.GLM/Cooperative learning has the best and largest empirical base of any educational innovation.GLM/Cooperative processes have been shown to advance higher-level conceptual learning. Cooperative learning at the high school level is well worth exploring.

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Parental Role in Child's Holistic Learning

Deepika Malhotra

Abstract

The child is the centre of teaching-learning. When a child is taught how to create healthy and effective relationships, develop resilience, and cultivate a sense of community in a school setting, that is the actual definition of education. Child's morale may be boosted so that they can go on to attain greater heights of success in their jobs and become upstanding citizens who make a positive impact on their country. The holistic development of children begins at home and continues in school. A child's personality, academics, emotional development, behavioural patterns, and social development are all heavily influenced by the parents. When it comes to raising children, parents are the pillars that must be nurtured and supported so that they can grow physically, emotionally, and intellectually throughout their lives. Children benefit greatly from the participation of their parents in their education and overall development. Hence this paper describes the role of parents in the holistic learning of a child.

Keywords: Child, holistic development, emotional development, behaviour patterns, social development

Introduction

The role of parents in the early years of a child's life, is not just to apply the most demanding tasks like feeding, changing diapers, dressing, and escorting them to school? No! Parenting includes more than just providing for the physical and emotional requirements of the child; it also entails making a positive impact on the child's cognitive, social, and emotional growth. Several studies have shown that parental participation has a significant impact on a child's intellectual, social and psychological development. However, the influence of individuals and environments on these developmental domains is frequently overlooked. Parental conduct, personality traits, and the child-parent connection have a significant impact on a child's cognitive development, self-esteem, abilities and drive, as well as social behaviour. As the most significant influence on a child's

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life, parents have the power to influence them favourably or badly (Mehta, 2018). With the rise of nuclear and dual-income families, parents are now saddled with a disproportionate amount of responsibility for their children's social, intellectual, and emotional growth. However, despite the never-ending barrage of issues that arise from raising a child, parents continue to work hard to provide the greatest possible education and care for their children on a holistic level. It is only through strong parental guidance and encouragement that a youngster may maintain a healthy outlook on life. If parents are sensitive and empathetic, they may help their children do better in school and develop important abilities earlier in life. Children are affected by their parents' methods of praising, restraint for bad behaviour, and imparting information. Disobedience and/or aggression can have long-term effects on a child's social conduct when parents do not reprimand them. It can also be linked to the adult's level of responsiveness if they are encouraged or shown interest in their child's activities. As a result, parental involvement in their child's growth has a significant influence on their social, intellectual, and psychological stability**.**

Understanding the Role of Holistic Learning

Learning by heart and receiving top results on examinations are widely seen as being associated with education. That being said, that isn't far off the mark. In order to help youngsters, mature and be able to confront and succeed on the greatest challenge of all, life, education is essential The importance of holistic education cannot be emphasised (Avidan et,al, 2006). Developing a child's intellectual, mental, physical, emotional, and social abilities to help them cope with the demands and obstacles of daily life is called holistic development. Everyone's career will benefit greatly from mastering these abilities. Some of these abilities are innate, while others may be learned quickly. Each child is distinct. Personality characteristics, interests, beliefs and attitudes, strengths and weaknesses are all parts of a child's personality. The educational programme must assist each student in discovering his or her own special position in the

world, one that is in harmony with their individuality. A child's holistic growth and development is critical in this endeavour. Holistic development is a comprehensive approach to learning that aims to develop all aspects of a person's brain simultaneously. The development of a child's intellectual, mental, physical, emotional, and social capacities in order to meet the demands and obstacles of daily life is what is meant by "holistic development."

Key Elements of Holistic Development

A child's whole growth must be taken into consideration while discussing their holistic development. As a result, holistic growth focuses on the following aspects of child personalitydevelopment:
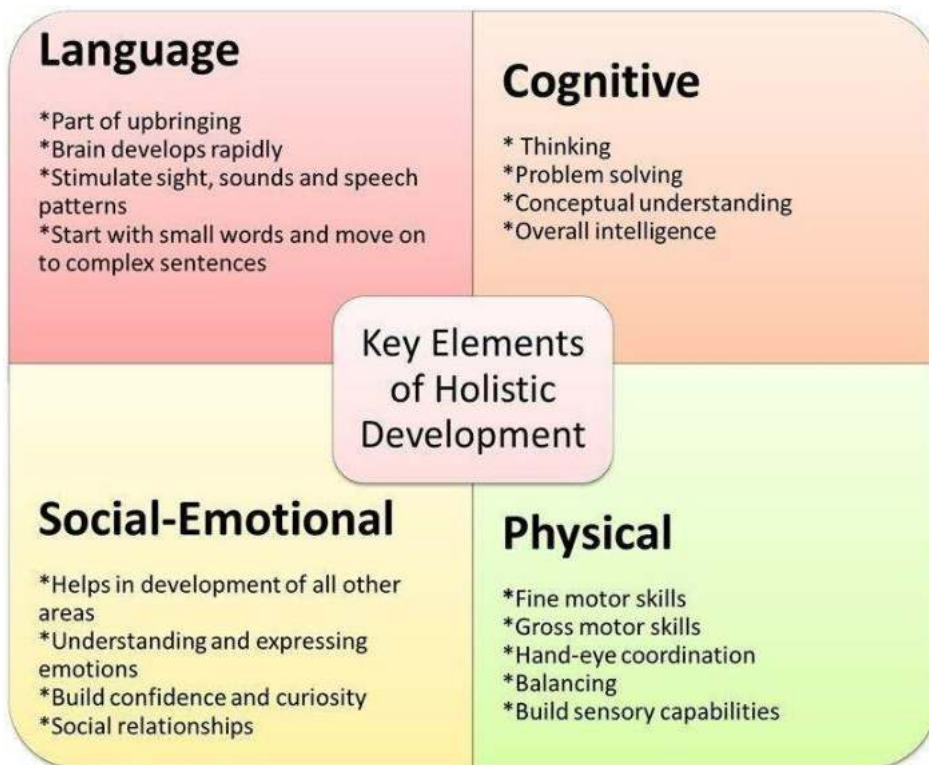

Figure 1: Key Elements of Holistic Development

Cognitive: When we talk about a child's "cognitive development," we mean the growth and development of the child's brain. A child's cerebral capacity reaches 90 per cent of its capability by the time he or she is five years old, which means that youngsters who begin preschool are already close to their maximum potential (Bajwa, 2006). We all know that children's minds are more receptive to new ideas, more alert to subtle cues, and faster to pick up on new habits and hobbies. These young minds are capable of so much more in the right direction. One of the most important aspects of holistic development is cognitive development, which includes thinking, problem-solving, and conceptual comprehension. It is a critical part of a child's overall development.

Language: Our children's minds are more open to new ideas, more perceptive to tiny cues, and quicker to pick up new habits and interests. With the correct guidance, these bright young brains can do so much more. A critical component of holistic development is the ability to think, solve problems, and comprehend concepts. It is an essential aspect of a child's entire growth.

Social-Emotional: When it comes to developing kids' social and emotional intelligence, it's critical that teachers provide opportunities for pupils to engage in both good social interactions and self-regulation of emotions. This requires a strong foundation of trust and security, without which a kid may have an unstable personality (Agarwal, 2013). The most vulnerable stage of a child's life is during his or her early years of growth. When children feel safe and comfortable in their talents and their sense of self because they are surrounded by people they can trust, they form bonds and a solid basis for their future emotional connections. In order to achieve holistic growth, instructors and parents must provide a safe and welcoming atmosphere for their students**.** Parents today need to be trained in their self-restraint, control of their rampaging emotions and awareness of sentiments within. New and shifting emotions like rage and despair overwhelm youngsters as their brains mature. Healthy social-emotional growth includes coping with issues such as anger control,

sensitivity, sadness, ego, and so on. This guarantees that a youngster is more receptive to the various types of growth in his/her holistic growth.

Physical: A sound mind lives in a sound body. Research findings indicate that children and adolescents who spend excessive time watching television, playing electronic games, using the computer or using screens overall are more likely to suffer from obesity, higher cholesterol, poor sleep habits and patterns, increased consumption of unhealthy foods, depression, higher prevalence of withdrawal and anxiety, Internet addiction and reduced time with parents or siblings. Physical activity can help build healthy bones, muscles, heart and lungs. Physical activity also helps a child keep a healthy body weight. This energy is vital for the formation of the brain connections required for comprehensive development. As a result, any type of movement or exercise improves circulation throughout the body and the child's ability to learn new concepts and knowledge increases as a result of increased blood flow to the brain. A child's ability to be physically healthy and fit is directly related to his/her ability to develop gross and fine motor abilities. It also helps in better understanding, problem-solving, concentration and improved learning in scholastic areas. As a result, youngsters develop a greater awareness of their senses and how they may be used in future.

Parenting and Family Dynamics

Every family needs a timetable that incorporates everything from daily chores like cooking and cleaning to healthy eating, physical activity, sleep, and relaxation time. With the support of their parents, children should be taught to organise their daily routines on a daily basis, as well as on weekends, holidays and on special occasions. Human resource management theories and concepts should guide parents in the development of such strategies. As parents, we must use scientific methods in order to guarantee that our children's holistic development is properly cared for and nurtured at all times (Wiley, 2008). Trusting children with duties is critical for their future development as responsible husbands/wives, parents, employees, and citizens; in short, for them to be

a benefit to their families, communities, and countries. Drug usage and availability are increasing at an alarming rate, which is a concern to parents and a danger to the country. During adolescence, all of these illnesses become a permanent part of a person's life. (Kessler RC; al. 2005). PTAs can arrange programmes to educate parents and teachers on the need for early detection and treatment for children with disabilities in order to minimise their long-term effects.

Parental Worries about the Adolescents

Parents of children entering puberty have certain issues of concern, such as social media, the internet etc. For many parents, the question of who is using their cell phone and for how long, may lead to a tense conversation. Parents may be deceived by youngsters who continue to communicate with their friends in the middle of the night as they sleep beneath the covers. Adolescents are advised to receive 8 to 9 hours of sleep every night, but this recommendation is seldom followed, and this has long-term consequences for their mental and physical well- being, especially in the case of lifestyle disorders. Obesity and other lifestyle disorders as hypertension, diabetes, cardiovascular disease, and others are strongly linked to the use of junkfood such as bottled beverages, packaged meals, and baked goods. Three of the most harmful 'Whites'—White Sugar, White Salt, and White Flour—are found in large quantities in these junk foods, which are linked to a wide range of health problems. Diet is ingrained in the collective psyche of the household. Protecting the family from communicable and non- communicable illnesses requires good nutrition.

The more time a youngster spends watching television, the less active they become. Channels in the United Kingdom for children's programming take a one-hour gap between broadcasts to encourage youngsters to engage in physical exercise. For the sake of promoting physical activity and reducing the prevalence of lifestyle illnesses, children's channels should follow these models. A child's health and well-being depend on the active participation of both parents.

Active involvement of Parents

A child's worldview is shaped by active interaction with his/her parents no matter how tiny or large that interaction may be. In today's society, it is just as vital (if not more important) to be compassionate to others, resilient, open to criticism, etc. as it is to be excellent at job or studies. Children cannot acquire respect for others via textbooks or any other kind of instruction. Parents and other family members are the only ones who can set an example for their children in this area. As a result, don't immediately give over the iPad to your child the next time you're a bit free from your hectic schedule. Instead, directly interact with them (Armstrong, 2009). Try a new craft, teach your kids some gardening basics, or just curl up with a good book. Even the tiniest act of parental participation may have a profound impact on your child's mental and emotional well-being.

Environment at Home

By fighting in front of their children, parents do more harm than good. Journal of Family Psychology released research saying, "Too much family strife might modify children's brain and make them interpret emotions in a different way" As a result, parents should avoid bickering with each other, especially in front of their children. Apart from that, parents should foster an environment where children feel free to express themselves and foster a sense of belonging in the household. Instilling positive habits, such as tidying up their rooms and helping out around the house, in children is essential (Gupta, 2009). In addition, parents should devote time to playing games and other activities with their children. An important part of being a good parent is showing an interest in the activities and hobbies of their children. The formative years of a person's life are particularly vulnerable. Children's journey into adulthood is greatly influenced by the love and care they get throughout this time. Providing children with the correct atmosphere, supporting them, and giving them good feedback may help shape them into emotionally stable personalities with exceptional academic achievement and disciplined

social behaviours.

Emotional Intelligence

Parents often ignore the emotional needs of their children in favour of academics and co- curricular activities. As a result, they must be aware of and responsive to their children's emotional needs because schools place little focus on building children's emotional intelligence. Parents have a tough time recognising behavioural changes in their children when they are subjected to bullying or cyberbullying on a regular basis. In addition to making the children feel better, assisting them with their feelings reduces the likelihood of any future behavioural issues. When a child is irritated or disturbed, parents need to be with him/her. Adolescents should be regularly guided to analyse and come up with solutions to the issues that develop from improper behaviour, such as violence or emotional outbursts. They have a better chance of succeeding in life if they can control how they feel about themselves.

Involvement with school teachers together, a child's instructors and parents can effectively share information on the child's progress and development. A child's strengths and shortcomings can be better understood using this method. It's important for parents to keep tabs on their children's schoolwork, make sure they're on track with their assignments, and assist them in studying for upcoming examinations and projects (Michael 2004). In order to remain on top of a child's progress and receive input on their academics and other areas of development, parents and guardians should communicate regularly with the teacher.

Parental Role in the Academic, Social and Psychological Development of Child

Every parent is responsible for ensuring that their children have a tranquil and supportive home environment, as well as working with their children's instructors. The traditional dictatorial style of parenting does not work with today's youngsters, Adolescent difficulties have their

origins in childhood, and parents should be aware of this when raising their children. (Frederick 2005). Parents are the finest therapists to ensure that their children's mental health and well- being are holistically developed. The family is the most important factor in a child's mental health; thus, any intervention must focus on the family as a whole. Deficiencies in one subsystem can affect and influence other subsystems in the child's system, according to this research. An evaluation and intervention of a kid must take into account all three of these primary subsystems: the home, the school, and society.

Academic Development: Both at home and at school, parents play an important role in a child's intellectual development by providing encouragement and support. The quality and regularity of contact between parents and the child's instructors, as well as parental involvement in school events, are more important factors to consider. Only when there is a good parent-teacher relationship, can the child's overall development be improved. Higher academic achievement is linked to parental participation in the child's education. The beliefs and attitudes toward education that parents instil in their children are also indicative of parental participation. Although a kid's beliefs and attitudes may not have a direct impact on his or her academic performance, they do so indirectly by encouraging the child to continue and be motivated in the face of difficult educational assignments. When parents have great expectations for their children's futures, it's only natural that they'd want to see them succeed academically. To get the most out of parent-child relationships, we believe that parents should attempt to keep up with every area of their children's education and school life, no matter how little it may seem. When children witness their parents participating in school events, they are more motivated to do well in school and develop a positive attitude toward the educational process as a whole.

Psychological Development: The responsibility of a parent is not limited to their child's academic success (Chang, 2007). There are many more critical components of child development that necessitate a close

relationship between parent and child. The child's emotional and psychological requirements are taken care of well by the parents only. Parents that show their children unconditional love, acceptance, admiration, advice, and encouragement, support the child's growth and development in the proper way. Providing fast and responsive replies to the child's interests, for example, can aid in their learning, boost their self-esteem, and help them grow as a mature and sensible person. Even parental participation has been linked to the child's ability to express his/her emotions, cope with stress, and communicate with others. It is an investment in the child's emotional well-being for parents to spend quality time with their children.

Social Development: Parents have a crucial influence in their children's social and behavioural development, just as they do in their intellectual and psychological development. For a child's overall development, parents play a critical role in moulding the child's social development. The development of children's moral, social, and interpersonal competencies is an integral part of their overall growth. It's common for children to receive this type of information through their parents and caregivers, but it may also be learned from their classmates and friends. While a child's social development is greatly influenced by the connections he or she has with others, parents should be responsible for helping shape that progress. Children learn how to behave in various social situations by imitating their parents. In the same way, if you talk respectfully to your housekeepers and treat them with respect, your children will learn to do the same and become more compassionate people outside of the home. However, it has been found that children who grow up in a hostile or unpleasant family setting are more likely to develop social anxiety or engage in socially unacceptable conduct as adults. Avoid any types of punishment that eliminate positive stimulation while training your child. Instead, adopt exclusively reward- based techniques of discipline. Recent studies have shown that parental participation has a positive impact on children's social development and reduces poor behaviour, especially among adolescents. Children may better recognise their abilities and talents and develop an

understanding of their societal duties, values, and expectations if they are exposed to and guided by their parents in the proper way (Buch, 2005).

Conclusion

Parents are the child's first teacher. All parents are responsible for not only their children's academic and cognitive development; but also, for developing into physically, mentally, socially and emotionally stable adults later in life. They are the one who creates the best learning environment for children. As a result, it's safe to conclude that parents always support children in understanding and learning their children. We acknowledge and respect the importance of parental involvement in the overall development of children, and hence we strive to keep parents engaged in the learning process of their children via engaging them in formal and informal ways in a child's learning environment at school and home. Children to grow as responsible civic citizens of tomorrow need a school curriculum combined with a variety of co-scholastic activities to develop them holistically. Parents with the help of teachers and schools create an environment for holistic learning of children. We are confident that if both parents and teachers put in the utmost effort, our children will reap the greatest rewards and enjoy a successful educational experience.

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Publication Ethics: A Long way to go

Shikha Sharma

Abstract
In this article the author tries to highlight the concept of publication ethics its importance for the researcher and publisher to enrich the knowledge driven community. On the outset it finds the logical reasons for ethical publication of the article should be in action not by words only as it contributes to the author reputation, resourcefulness and opens the door of opportunity. Ethical publication is the only way to prioritize the study and to create the pool of knowledge.

Keywords: Publication Ethics, knowledge driven community, informed consent

"It is important to set the standard for publication ethics, so that we can enrich the community knowledge"

Introduction

Publication of an article in a journal is an essential step for the growth and development of the knowledge driven community around the world. It depicts the quality of work done by the author and the publisher. Publication of an article in peer-reviewed journal is time consuming process. It is important to set the standard for publication ethics, so that we can enrich the knowledge community.

Publication ethics refers to the code of conduct and best practice guidelines to be followed by the editors of journal who publish the result of scientific research and scholarly article. Ethics in research bind the researcher to follow the ethical behavior at every stage and publishing the article in peer reviewed journal can be an exuberating for the researcher.

Publication Ethics

- ✖ Ethics Approval: Have you taken the approval from the Institution Review Board or Ethics Committee?
- ✖ Informed Consent: Have you documented the informed consent?

Ms. Shikha Sharma: Assistant Professor, Gitarattan Institute of Advanced Studies & Training, Rohini, Delhi.

- ✖ Fabrication: Have you intentionally misrepresented the data?
- ✖ Falsification: Have you willfully distorted the data?
- ✖ Plagiarism: Have you written entirely original work or cited the work or word of another author appropriately?
- ✖ Submission Fraud: Have you submit the same article with two journals simultaneously?
- ✖ Ethics of authorship: Is there any guest or ghost author?
- ✖ Conflict of interest: Have you declared the conflict of interest that can influence the research findings?

Ethics Approval: Professional societies and associations have formulated the code of practice which express the consensus of values within a particular group and which help individual researchers to strive in between the ethical boundaries. Ethical regulations exist at different levels in the form of ethics review committees in universities or institutions. In addition to this some important code of conduct or guidelines are published by research associations. For example: UGC Document on Good Academic Research Practice, ICMR guidelines to conduct research and ethics approval, British Psychological Society's Code of Conduct, Ethical Principles and Guidelines (2005), Ethical Standards of the American Educational Research Association (2000) etc.

Researcher must be aware of the ethical code of conduct guidelines and before commencing the study the researcher must take approval from the ethics review committee.

Informed Consent: The principle of informed consent arises from the subject's right to freedom as living in a democracy, when limitations are placed, they must be justified with the consent to as in research. A subject has a right to take part or refuse to take part in research. Here the concept of informed consent is implied in research. Diener and Crandall (1978) have defined informed consent as 'the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would likely to influence their decisions'.

Obtaining the informed consent from all the participants in the study is critical and can't be devalued. The consent form must protect the subject's personal identity and all other data confidential and must declare that if data is being public than the respondent identity will not be published and anonymity will be maintained. The editorial board of the journal can ask the researcher for the documented proof of informed consent taken from the subjects by the researcher and it should be kept for a minimum period of 5 years from the time at end of the study.

Fabrication: Fabrication refers to the intentional misrepresentation of the research result by making up the data. Data can be fabricated in different ways to report the desired results from the study or sometime the study or experiment was never conducted. Fabrication is serious offence and considered at level I of seriousness in research misconduct. There has been many cases study reported on fabrication of data and it also draws some serious consequences like end of research career, articles retracted by the publisher, loss of reputation in academic fraternity. Most publishers have strict policies and compliance on fabrication of data. So, it is better to have an idea before submitting the paper.

Researcher can keep these points in mind:

- Never tamper with or change data.
- Keep meticulous records of your data. Records of raw data should be accessible in case an editor asks for them-even after your paper has been published.
- Understand the publisher's policies on data before you submit a paper.

Falsification: Falsification refers to the willful distortion of data that is manipulating or changing or omitting research data with a desire to meet the end results. Falsification can include manipulating the images, material, data or process. Like removing the outliners from the data or changing the result if not matching the desired outcome. Falsification is also serious offence and considered at level I of seriousness in research

misconduct. If the editor or reviewer wants to check the data, they can call the author to disclose the raw data to verify the originality of the data being collected so it is better to keep the data for a long period of time.

Plagiarism: Plagiarism is one of the most common types of publication misconduct. Plagiarism refers to the copy of idea, words or data of someone else without giving proper attribution for their work. Plagiarism has varied forms: like copying word to word, paraphrase, self-plagiarism etc. The severity of plagiarism can be in two forms major or minor. In India UGC has considered plagiarism as a legal offence and there is provision of penalty according to the severity of offence.

As a researcher responsibility to meet the ethical standards make sure to cite the source properly intext citation and citation in references accordingly. Authors must ensure to fully acknowledge and cite the original source in the paper properly. Although the journal often checks the article for plagiarism with the help of plagiarism software.

Submission Fraud: Submission fraud can be represented in different forms:

Case 1: If the researcher is submitting the paper simultaneously to the two or more publishing houses.

Case 2: If the researcher has already published the work and now partly publishing the work. (Salami Slicing)

Case 3: If the researcher excessively cited own work.

Authors have an undersigned obligation from the publisher that their work is original and never published. If the researcher is submitting it to multiple publisher it is considered as a breach of publication ethics.

If the work is already published then the researcher can't republish the work partly called as salami slicing. When the original work is published for the first time the copywrite of that work is held by the publisher after the publication of the article. So, the author cannot reproduce the article.

Similarly, if the author has excessively cited his/ her own work to increase the citation score. It is breach of publication ethics.

Ethics of Authorship: Every work which is in written form has its author. An author is someone who writes something and it is a necessary condition for authorship. In today's surgency for the knowledge and technologically driven society is highly collaborative and results usually reflect the work of multiple people. They are being evaluated on their contributions in the knowledge driven society when they apply for job, promotion or grant. It has academic, social and financial implications for the author. Every journal has authorship criteria based on the ICMJE guidelines for qualifying to become an author in a manuscript. The ICMJE states, "All persons designated as authors should qualify for authorship, and all those who qualify should be listed."

Four basic criteria that must be met to be credited as an author of the work published:

- Substantial contribution to the study conception and design, data acquisition, data analysis, and interpretation.
- Drafting or revising the article for intellectual content.
- Approval of the final version.
- Agreement to be accountable for all aspects of the work related to the accuracy or integrity of any part of the work.

The first author and co-author must give the consent on the sequence of the authorship so that there would be no conflict or dispute after publication. All the authors ideally enter into the contract whereby the clear declaration of role of the first author and the coauthors will be defined and the sequence will be depending upon the work done by every individual.

Certainly, there are disputes which occur and mainly three forms of authorship are unethical and can't be accepted are: 'Gift authorship', 'Guest authorship' and 'Ghost authorship'.

Gift authorship refers to the authorship which is being gifted to the author because of personal or institutional affiliation.

Guest authorship refers to the author who doesn't contribute in the paper but their presence will improve the chance of publication.

Ghost authorship refers to the author who have substantial contribution in the study but not given acknowledgement as author.

Conflict of authorship can be complex and sensitive issue to handle it firsthand. It is better to consult the guidelines provided by the publisher on the authorship.

Conflict of Interest: Conflict of interest occurs when two or more contradictory interests lies in the situation. A conflict of interest in research exists when the individual has interests in the outcome of the research that may lead to a personal advantage and that might therefore, in actuality or appearance, compromise the integrity of the research. NAS (2000). Having conflict of interest is not unethical because it lies in situation not in the behavior of the individual. So, conflict of interest should be declared by the author or the coauthors of the article with the manuscript to the publisher. Once disclosed the reader can analyze the direct or indirect influence of conflict of interest on its findings and conclusion of the paper. If the researcher fails to disclose the conflict of interest related to the study it will severely compromise the findings of the study reported in the paper.

Why we need to publish ethically

1. *It ensures scientific progress:* A research can be fruitful to the knowledge community only when it strives the original work and contributes to formulate the new ideas which lead to the progress of the knowledge driven community.
2. *It protects life and the planet:* When we publish ethically the research outcomes can leads to develop efficiently and sustainable use of resources. If published work is distorted than the follow up

studies will lead to waste of resources and dignity of the human work will be lost.

3. *It promotes ethical behavior:* Researcher should be a person of action not of words. Doing things in actual than only preaching will set an example for others in the knowledge community which leads to reap its benefit in future.

4. *It's good for your reputation:* When we publish the work which is ethically sound it will promote the reputation and publication is an everlasting record of your work. Don't become a victim of tarnished reputation and loss your integrity.

5. *To stop the predatory journals:* Publishing work in fames journals is a time-consuming process and their acceptance percentage is very low which results the author to trap into the web of predatory journals. Publishing ethically should be the norm and author should check before hand to publish the work.

6. *It ensures resourcefulness:* When we set the things right and do it appropriately it will lead to sustainable use of resources otherwise it will result in wastage of human work, time and money.

7. *It's the only way:* Your work will lead you at the door of success or failure depending upon which you choose ethical work or unethical work being published. Because your work will represent you, your institution and funding agency.

Conclusion

Publication ethics is the only way to live a contented life. However, there are some challenges which author face like patience to publish in reputed journal, lack of awareness of benefits that one can reap from ethical publishing, open the doors to taste the success in life will be easy with ethical publishing behavior.

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Narratives by B.Ed. Students

Gitarattan Institute of Advanced Studies And Training organized an Essay Writing Competition for B.Ed. students on the Topics:

- Global Warming: The Alarm for Humanity
- Threats and Opportunities in a developing Digital World

A Panel of judges adjudged the competitions. The selected winners reframed all the selected essays for publication. The Winners names are as follows for each topic:

- **Global Warming: The Alarm for Humanity**: Vanshika Mujal, Srishti Rawat, Nidhi Bhilwara and Riya Kundra.
- **Threats and Opportunities in a developing Digital World**: Anamika, Bhumika Suri, Disha Minglani, Rashi Mangla and Ayushi.

The best two reframed narratives are being published in the Journal.

Global Warming: The Alarm for Humanity

Is it true that we have intentionally reduced the importance of environment from our lives? Have we stopped worshipping our Mother Earth? But do we realise that the indispensible position the Earth holds in our lives is just indisputable? We cannot avert from our responsibilities. Earth is like our mother who has nourished us and given us everything selflessly. And what we are giving her in return? We are disrespecting our mother as children and Global Warming is a result of that.

Global warming isn't a prediction, it is happening! A person denying it or unaware of it is in the most simple terms complicit. As Terri Swearingen said, "We are living on this planet as if we had another one to go to." Do we have another planet to live on? Unfortunately we have been bestowed with this one planet only that can sustain life yet over the years we have turned a blind eye to the plight it is in. Global warming is not an abstract

concept but global phenomenon occurring over so slowly even at the slight.

In simpler words, global warming refers to such a type of climate change that causes an increase in the average temperature of the earth. It is caused by natural events and human activities that cause to increase the earth's temperature.

A greenhouse gas is a gas that absorbs and emits radiant energy within the thermal infrared range, causing the greenhouse effect. The primary greenhouse gases in Earth's atmosphere are water vapor, carbon dioxide, methane, nitrous oxide, and ozone. These gases trap the solar heat rays and prevent them from escaping from the surface of the earth and causing global warming.

Volcanic eruptions are another natural cause of Global warming. Volcanic eruptions release carbon dioxide and ash. This contributes to the increasing temperature of the earth.

Human activities that are carried out without taking care of nature also causing global warming. Industrial production and pollution, burning fossil fuel, mining, cattle rearing, open burning, and deforestation are major human activities that cause global warming.

Fossil fuels are used in power machines during industrial activities. During the industrial activities process, carbon dioxide (a greenhouse gas) is released into the atmosphere. Besides this various means of transport that use fossil fuel also releases carbon dioxide from the exhaust and causing global warming.

Deforestation is also an issue that is caused by human activities to fulfill their need and greed that causes global warming. Trees intake carbon dioxide from the atmosphere and give oxygen. By cutting trees humans are increasing the quantity of carbon dioxide.

There will be numerous negative effects of global warming if it continues to grow in the future. Consequences of global warming can be the melting of the polar ice caps, increasing sea level that invites more tsunami and natural disasters, the spread of new diseases that can harm human lives as well as all living creatures.

The consequences of global warming can be life-threatening; therefore, it is very necessary to unite and work together to reduce global warming.

You can start to become eco-friendly by becoming aware of how your choices affect the environment. There are three basic stages to becoming eco-friendly, they are –

- Learning to consume items that cause minimal environmental harm.
- Discovering the extent of your carbon footprint and acting to lessen that footprint on the environment.
- Striving to support others that work to live and produce eco-friendly and sustainable communities.

As you can see, the first step is about you immediately acting to change the way you consume things in life. This means changing your habits about driving, what types of packaging you use, how you dispose of waste and how you use natural resources.

The second step looks at the extent of your carbon imprint that you may not be able to change – such as living in a house, having to drive a car or the type of employment you have and acting with the responsibility to lessen that imprint to the best of your ability.

The last one involves actively seeking connections with other eco-friendly persons, communities and businesses and choosing to network and support them to create a more sustainable life. That may not be as easy as it seems, which is why it is the third step. To live in and support a sustainable community and economy you may not have many of the conveniences that you are used to – by far this is the hardest thing to adjust to.

10 Steps to become Eco-friendly

1. **3 R's of Waste Hierarchy:** The 3 R's of waste hierarchy can reduce the amount of waste generated and improve the waste management processes. Reducing what is produced and what is consumed can reduce the amount of waste that is generated. Reuse items for different purposes instead of disposing them off. Recycle items like aluminum cans, plastic, paper, glass that can be shaped into a new item.

2. **Conserve Water and Electricity:** It takes energy to produce fresh water and electricity. Few simple ways like turning off lights when not in use, fixing leakages, proper insulation, using maximum daylight, installing energy efficient windows, purchasing energy efficient gadgets can reduce your daily energy consumption. Learn here more about 151 ways to conserve energy.

3. **Plant More Trees:** We all know why we need more trees on this planet. They give us oxygen, fruits, timber, prevent soil erosion, control floods, provide shelter to wildlife. Massive scale deforestation in the last couple of decades has reduced forest area by a significant percentage. The need of the hour is to work with environmental groups to educate more people and plant more trees so as to make this planet clean and eco-friendly.

4. **Protect Local Water Sources:** Hazardous waste materials like paint, oil, ammonia and other strong chemical solutions should never be disposed of on the ground as they'll seep into the groundwater. Join local water conservation groups and fight against water polluters who dump their industrial waste in rivers.

5. **Drive Less, Walk More:** A simple and yet more effective way to live eco-friendly life is to either take public transportation for your daily commuting needs or try pooling in with your office colleagues to save fuel and reduce your carbon footprint. If your office is a couple of miles away from home, you can either start half an hour early and walk on foot or ride a bicycle. If you're an avid traveler, you can follow these green travel tips.

6. **Buy Energy Efficient Products:** Energy efficient products with 5 star energy rating consume less energy and prove to be eco-friendly. For instance, CFL bulbs consume 40% less energy and last 10 times longer than traditional bulbs.

7. **Buy locally Grown Products:** When you buy or produce locally grown products, you are actually reducing your carbon footprint in the form of using less plastic bags, saving fuel to get vegetables from the market, using less packaged material. Apart from this, you can also sell surplus to your friends or relatives.

8. **Prevent Littering:** Litter can originate from construction and demolition sites, households, industries, uncovered trucks, pedestrians, and moving vehicles. Littering can have a big impact on the environment, wildlife and local tourism industry. Being a responsible citizen, it's our responsibility to make our cities clean and impart the same education to our kids.

9. **Buy Recycled Products:** Always look out for recycling symbols when you visit a grocery shop to buy items for your home. That will make you environmentally responsible and eco-friendly. Also, try to carry grocery bag with you to avoid buying items in plastic bags that will later end up in landfills.

10. **Join Environmental Groups to Combat Pollution:** Protecting mother Earth is everyone's responsibility including you. The best you can do is to join different environmental groups in your city and provide a helping hand to make this planet environmentally friendly.

So, in the end, we all together can join hands and walk on the road to save our only living planet. Not only we are saving this planet for present needs, but for the future generation, to whom we owe this planet simply by being vigilant of the situations around. More and more trees can surely lend us a helping hand to save our nature. The planet needs air to breathe so do we, so in order to live a healthy and peaceful life we must awake ourselves and contribute our bit to make this planet a better residing place

as small acts when multiplied by millions of people, can transform the world.

Threats and Opportunities in a developing Digital World

The availability and usage of digital tools to communicate on the internet, such as digital gadgets, smart devices, and other technology, is referred to as the digital world. It is most widely used nowadays. The phrase "Digital World" was used in electrical engineering research before the establishment of the World Wide Web. It was initially used to characterize the preponderance of digital electronic devices over analog electrical equipment. It became increasingly prevalent in the 1940s and has advanced faster than any other innovation in our history.

Today, everything has shifted from offline to online, including the way we interact, play sports, do business, and do everything else. Everything around us is digital, from communicating online on social media platforms to advertising oneself on social groups or channels.

It has had a significant impact on childhood and adolescence. The use of the internet and the means to access it, such as mobile phones, tablets, computers, laptops, and so many social platforms such as Facebook, Snapchat, Instagram, WhatsApp, and so on, have become an integral and undeniable part of the lives of almost everyone, but especially of students and youth around the world. Being digital has also transformed the way people study and educate. It has influenced how people make friends, how they spend their time, and the rest of their interactions with society and the world. Digital innovations are reshaping how we do business, live, and work. There is a similar influence of the pandemic on the development of the digital world in terms of how we do business, study, and take education or transit throughout the world. It has radically altered all aspects of human life.

The most prominent qualities of the Digital Age are opportunities and risks, which go hand in hand. The ambiguity of how digital technology influences human existence manifests itself in a variety of ways. For example, while new technology creates jobs, many jobs are threatened by automation. Similarly, while it has become quite easy to communicate and connect in social media groups, incidences of online bullying and sexual or physical abuse have become a major worry. The utilization of digital products and technology without jeopardizing human needs necessitates a wide range of cognitive and emotional abilities.

Unfolding the Opportunities

When it comes to reaching out to people, we all must agree that the mobile is the finest invention and has become a vital part of our lives. As the world becomes more digital, the health sector is one of the industries that is adopting mobile technology. It has had a significant influence on health care operations and delivery, which has altered the patient experience overall. People of all ages, or patients, are participating these days, and they connect with their doctors, physicians, and health instructors. They use their smartphones fo r medical advice, what to eat when to eat, and when to jog. All of this was made feasible through the application of cutting-edge digital technology.

Creating Business Opportunities in the following opportunity. The digital environment may foster creativity and provide doors to new business prospects. Data may be retrieved using digital technology tools, and combining it with big data can increase its quality and the manner it serves the business. Multiple E-commerce platforms generate a market for conventional or innovative items. Surveys, feedback, and immediate reviews can aid in the improvement of business practices.

The second possibility is that digital technologies may produce new forms of employment, such as on-the-ground work for the whole e-commerce chain for logistics businesses. Setting up a business on a selling platform like Amazon or Flipkart, for example, necessitates the assistance of

individuals for logistics, and it gives a flexible job. Even women who have not worked in a fixed-hour society can give logistical help.

With more access to better possibilities and risk management tools. First mover advantage is more likely in places with superior digital technologies and persons with greater endowment. There are several examples of how digital technology have provided individuals with new opportunities, but this also comes with tremendous hazards.

Talking about the Threats

Industry Disruption There is rising concern that new technology may upend every sector of the economy by widening income disparities and concentrating wealth, power, and health in the hands of a select few.

We are all fascinated by the use of autonomous systems, and we all marvel at the idea of owning self-driving cars or using robots for a variety of tasks. However, there is a risk associated with all of these potent, independently operating devices and systems because if they are compromised, altered, destroyed, or don't work properly, it could cause significant harm to economies and people.

The next threat is pervasive surveillance, which is made possible by the exponential proliferation of 10T devices, the emergence of social media, and the introduction of apps that monitor every user action. It promotes widespread theft, fraud, and violates everyone's fundamental right to privacy, which also leads to an increase in crimes.

Therefore, a combination of technical, emotional, and social skills is a prerequisite for people to balance their real and online lives and prevent mental health issues and other risks associated with the misuse of online technologies. It takes a strong grasp of digital literacy to utilise digital technology to its fullest potential without compromising the fundamental requirements for human well-being. Digital addiction can be avoided by exercising self-control when using the internet and other digital devices.
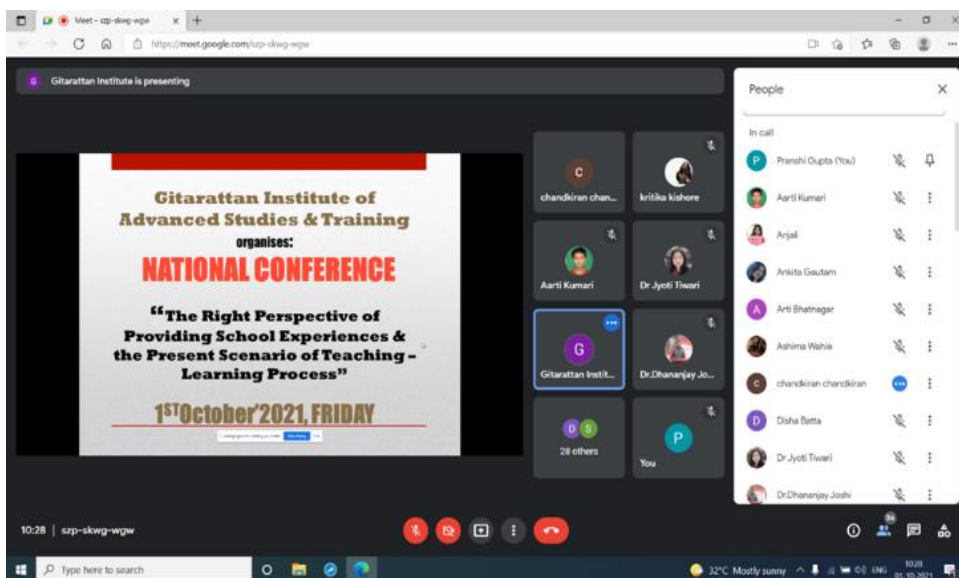
National Conference

"The Right Perspective of Providing School Experiences and the Present Scenario of Teaching-Learning Process"

Date: **01st October' 2021**
Venue: **Google Meet**

"Teaching philosophy: Try to give students all of your knowledge so that knowledge can grow and expand to an extent where novelties can bloom and be implemented to exercise them for bridging up the loopholes which exist in our societies today."

Gitarattan Institute of Advanced Studies and Training, Rohini organized a National Conference on 'The Right Perspective of Providing School Experiences and the Present Scenario of Teaching-learning Process' on a virtual platform on 1st October 2021.


The Lead speakers for the conference were Prof. Dhananjay Joshi (Dean and Prof., USE, GGSIPU), Dr S. K. Bhatia (former Associate Prof. C.I.E, DU) and Prof. Chand Kiran Saluja (Director of Sanskrit Promotion

Foundation). The conference was composed of seven presenters from varied well-reputed institutions and was divided into two technical sessions.
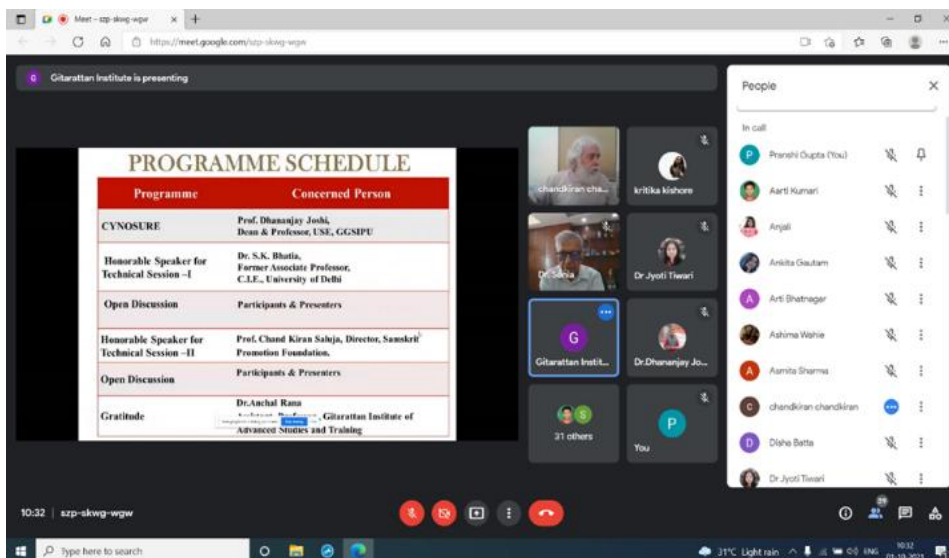

Prof. Dhananjay Joshi started the discussion by addressing how the education system demands to change from time to time. The COVID-19 has changed the education system dramatically with the teaching-learning process through digital platforms like Google Meet, Zoom, WebEx etc. This pandemic has been challenging for teachers as well as students, all over the world due to the reasons like lack of digitalized classrooms, their training and techniques, lack of resources, mainly- uninterrupted internet and gadgets and a total shift from offline to online classrooms. The School Internship Programmes have also suffered due to these issues as a child understands only 20% of the content given in the book and remaining 80%, he understands through the teaching skills and the body language which could be only possible in physical classrooms. Professor explained the nine components of teaching-learning given by UNESCO briefly and highlighted the fact that even during the pandemic, technology has proven itself to be a blessing in the education sector. The student-teachers are able to complete their internship programmes through simulated learning in an

online environment. It is not only building the tech savvy teachers but also encouraging blended learning in classrooms. Blended learning is not only increasing the flexibility among teachers and learners but also being more engaging, effective and experiential for students.
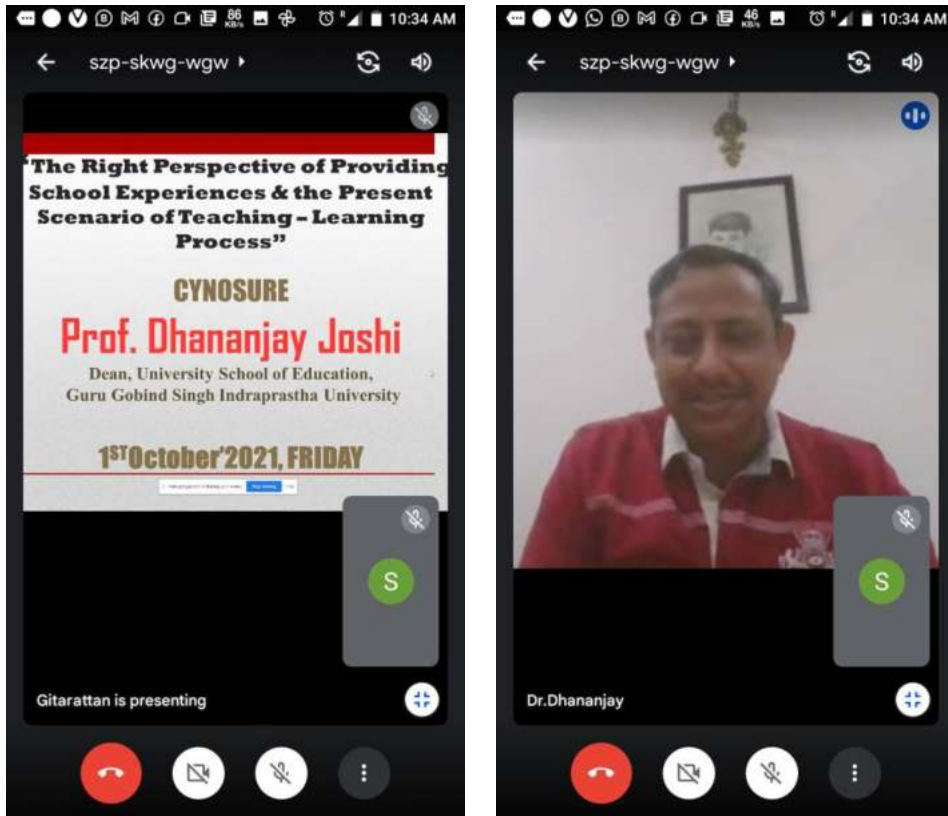
This was followed by first Technical Session which was hosted by Dr. S.K. Bhatia. He discussed that teachers should encourage experiential learning rather than traditional methods of learning. He also highlighted Kolb's experiential learning theory which states how learning by doing is a continuous process where the student acquires knowledge from each new experience. It is a holistic approach as it emphasizes on how experiences including cognition, environment, past, emotions influence learning. The National Education Policy also aims to address the continuous and holistic approaches to learning. There were three paper

presentations in first technical session. Ms. Savita Sharma (Assistant Professor, Manav Rachna University, Haryana), Ms. Sonal Aggarwal (Assistant Professor Navyug Mahavidyalaya, U.P.) and Dr. Jyoti Tiwari (Army Institute of Education, U.P.) presented their studies on different topics like 'Making Sense of Virtual School Internship Program: A Case Study of Inter-Institutional Collaboration', 'Traditional Classrooms to Online Modes' and 'The Understanding of Action Research Topic in the Teaching of Social Science Subject of B.Ed Students'. After this, the platform was open for discussion for participants and audiences.
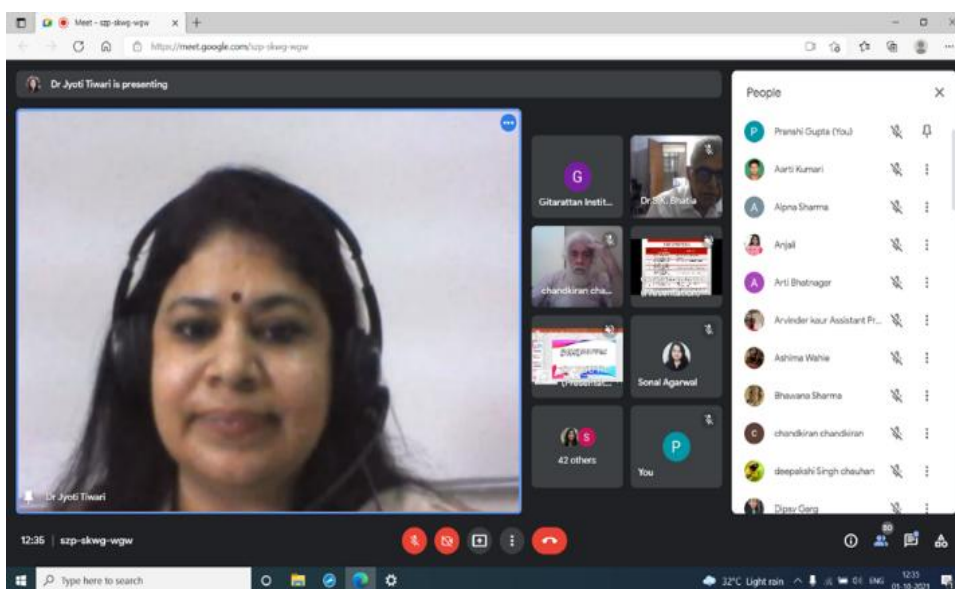
Prof. Chand Kiran Saluja addressed the Technical Session II of the National Conference. He discussed the National Policy on Education, 2020 and gave an insight into the present scenario of promoting quality education, rich talents and resources, life- long learning opportunities and the various aims behind the NPE. He also emphasized on the concept of experiential learning and how the purpose of teaching is not limited to what to learn but how to learn. In experiential learning, the teaching-learning process would become more interactive, encouraging, creative, innovative, collaborative, and fun. This is why NPE 2020 has focused on

the experiential, holistic, integrated, inquiry driven, learner-centred, discussion-based, and flexible teaching-learning approaches.

Experiential learning can be promoted through the past incidents of the students, adopting a practical approach, problem-solving practices and applying scientific methods in the classrooms. Prof. Chand Kiran canvassed that a child is not a tabula rasa, in fact, he enters into the classroom with his thoughts, feelings, habits, creativity, strengths, weaknesses, languages, and questions of experiences. Therefore, to promote experiential learning we should adopt the constructivist approach as mentioned in the National Curriculum Framework, 2005. The teachers should also encourage curiosity among students to learn new things. Teachers who encourage curiosity in their students will know that they made an impact that will last a lifetime.

Dr. Shikha Ranjan, following this called for an open discussion on Technical Session 2. There were four paper presentations including Ms. Bhawna Sharma (Assistant prof., Bhavan Leelawati Munshi College, Delhi), Ms. Neha Madan and Ms. Arti Bhatnagar (Assistant Prof. Guru Ram Das College of Education, Delhi) discussed their paper 'Reflection

on Online Vs Offline Teaching-Learning Process' and the main theme of the conference. The discussion was concluded by Prof. Chand Kiran as gave advice on self learning and the importance of language.
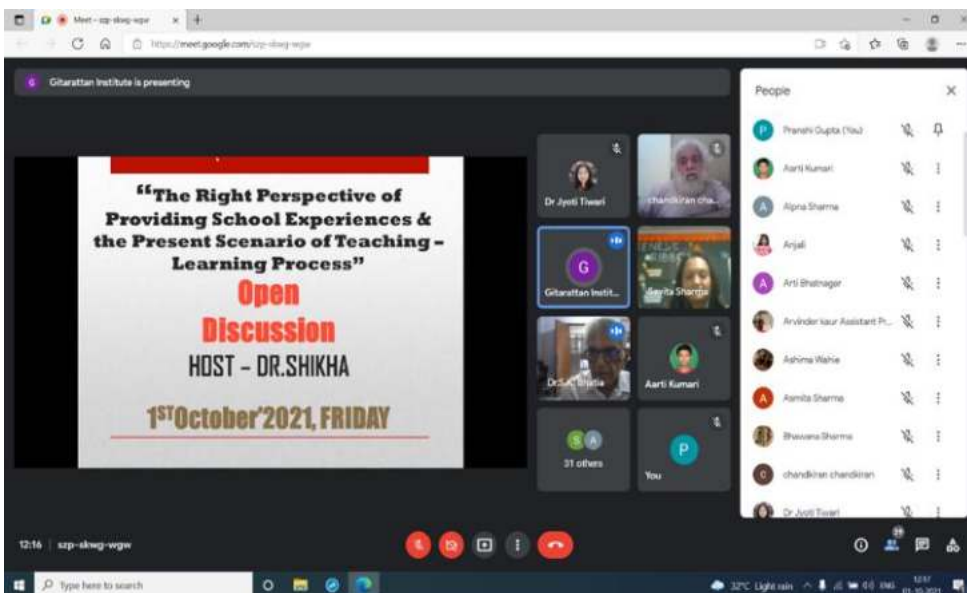
The National Conference addressed the present issues which are faced by the student teachers in their School Experiences Program. The different ideas were discussed to cope up with e-learning and to promote experiential learning in the teaching-learning process. It was a wonderful experience to listen to the opinions of such highly educated and reputed speakers and institutional researchers. The entire session came to its conclusion with Dr. Sonia Jindal expressing her appreciation towards all the participants and presenters for the informative session and highlighting the importance of the topic of the session. Dr. Aanchal Rana put forward her heartfelt gratitude in the vote of thanks bringing the session to an end.

External Workshop

"Web Publishing"

Date: **21st October' 2021**
Venue: **Google Meet**
Resource Person: **Ms. Chandni Aggarwal, HOD Computer Department, Maharaja Agarsen Model School, Pitampura, Delhi.**

Gitarattan Institute of Advanced Studies and Training organized an external workshop on 21st October, 2021 at 3:00 PM.

The speaker for workshop was Ms. Chandni Agarwal, who is a National ICT Awardee and Head of department of computer with renowned CBSE senior secondary school.

All the faculty members and all the teacher trainees of B. Ed 2nd year were assembled virtually on google meet to learn and get hands on experience through this workshop on "Web Publishing".

The workshop started with a welcome note by a teacher trainee Asmita Sharma as she welcomed our guest speaker for the day. Through this workshop, Ms Chandni Agarwal introduced all the trainees to the ways of making a class interactive as in today's era of technology and intelligence, and also this pandemic led virtual schools, children need active ways of learning and that is why now is the time of hybrid classes, proper use of ICT tools to enhance the teaching and learning process. She explained briefly that now is the time of 21st century skills and how proper and judicious usage of various ICT tools can help us to create an interactive content for our next generation students, which is also suitable at all levels of schooling.

She introduced students to a new website called "Genially" and it's distinct features, by demonstrating its usage on her screen. She thoroughly

explained every feature of this website and how we can use it to our advantage in our classrooms. The website has many interactive options for making a multimedia lesson and an interactive presentation for the students and which ultimately will help a teacher to attain his/her objectives in a classroom by seeking full attention and involvement of students.
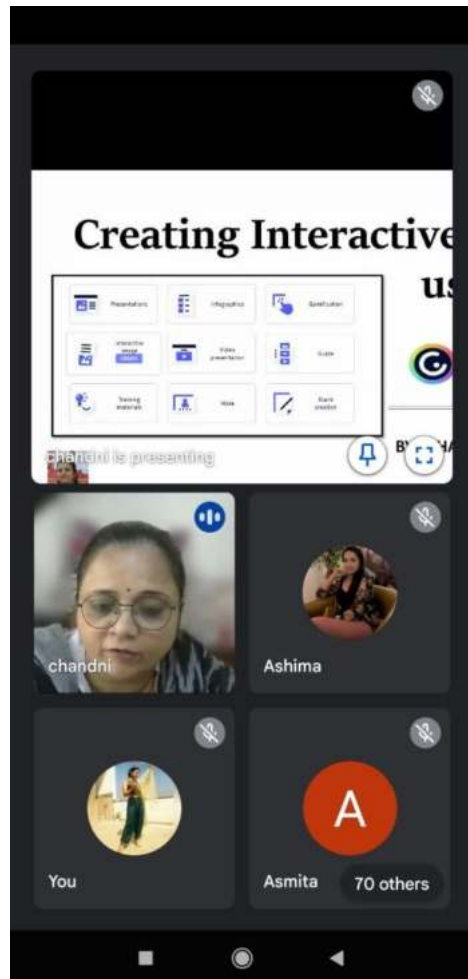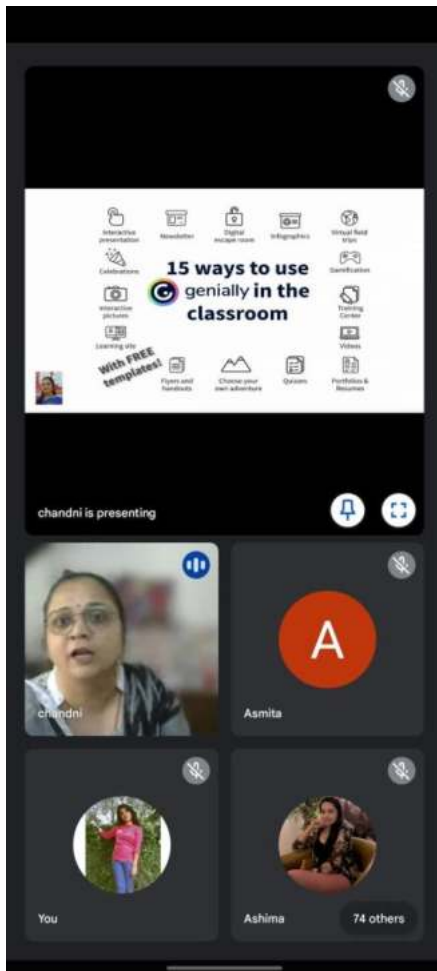
The workshop ended with a vote of thanks given by teacher trainee "Shruti Shukla" as she thanked the guest for giving her valuable time and sharing the knowledge to enrich all the teacher trainees.

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National Webinar

"Creating a Holistic Learning Culture"

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Date: **04th February' 2022**
Venue: **Google Meet**

"Education is not learning of facts but the training of mind to think"

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- *Albert Einstein*

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In recent years, the focus has shifted from the traditional idea of education, where education was all about transfer of knowledge from teachers to students, towards a more holistic approach, where an overall development of the student in all aspects has become important. Keeping this in mind, Gitarattan Institute of Advanced Studies and Training, Delhi took the initiative to conduct an online webinar to highlight the importance of holistic learning and the right manner in which teachers can implement it in classroom learning. This webinar was conducted on the topic **"Creating a Holistic Learning Culture**" on 4th February, 2022 at Google Meet Application.

Dr. Shikha Ranjan, Associate Professor, Gitarattan Institute of Advanced Studies and Training initiated the session by welcoming everyone. Dr. Aanchal Rana, Assistant Professor, Gitarattan Institute of Advanced Studies and Training preluded the schedule of the programme by quoting Swami Vivekananda, highlighting the importance of overall development of a child through holistic learning. To carry over the proceedings of the webinar, Cynosure was given by Dr. S K Bhatia, Former Associate Professor, CIE, Delhi University, where he related his own experiences and instances that helped to create holistic learning. He emphasized on the need to integrate life skills and highlighted the role of home that also has to contribute to the holistic

learning of the child as it lays the foundation. He addressed the contributions of various philanthropists and organization to holistic learning at the community level. He also focused that learning includes ability to communicate efficiently when asked and is not confined to school as it extends to community, society, neighborhood, friends etc.

Ms. Shikha Sharma, Assistant Professor, Gitarattan Institute of Advanced Studies and Training coordinated the Technical Session I by inviting the honorable resource person Dr. Anjali Shokeen, Assistant Professor, USE, GGSIPU and the presenters in which three papers were presented by guests.

Dr. Anjali Shokeen, Assistant Professor, USE, GGSIPU, focused on the ideas put forward in NEP 2020. She highlighted the importance of sensitizing teachers and parents towards equal importance of academics and non-academics. She addressed Gandhi's 'Nai Talim' to focus on working with hand and education closer to community. Creating a positive school and home environment to fulfill non-academic needs as well. She mentioned the need to revamp education system – make it holistic for all levels of education and the role of community that maintains andstrengthens relationships.
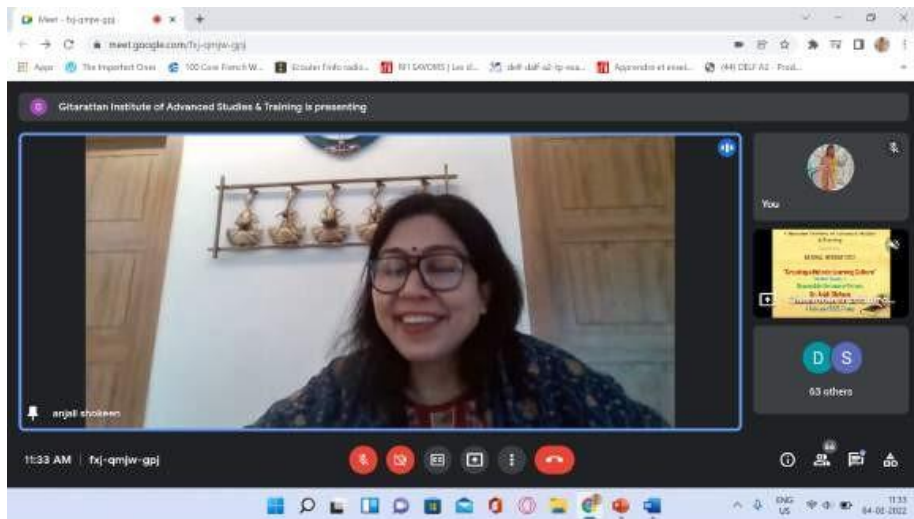
Ms. Dipika Malhotra, Assistant Professor, SCERT, Research Scholar, K.R. Mangalam University presented on "**Parental Role in Child's Holistic Learning**" and focused on the key elements of holistic development - cognitive, language, social-emotional, physical. She elaborated on the concept of each of these elements and explained the role of parents in developing a holistic learning and growth environment for the children to develop these factors efficiently.

Ms. Diksha Batra, Student, Sri Ram Institute of Teacher Education, Delhi – **School: A Miniature of Society** – Schools are considered as pacemakers as they set the pace for the future of the Nation as the children. The children spend major part of their life schools and develop their personalities through their learnings from the schools. Thus, they set the pace in which the child grows and this pace is not set for the child's growth alone but the entire nation as it completely depends upon its individual citizens.

Ms. Vaishnavi Tripathi, Navyug Kanya Mahavidyalaya, U.P. – **The Parental role in development of Child** – In her paper, Ms. Tripathi focused on the parents' role in providing an appropriate environment and guidance for their holistic development. Along with the schools, the parents also determine the kind of developmental environment a child is provided with and to ensure the children's positive growth accordingly, the parents need to be conscious of their responsibility too.

The Technical Session II was coordinated by Ms. Shalu Jarwal as she welcomed the speakers and presenters in which three papers were presented by guests.

Prof. Yukti Sharma, commenced with a question- How NEP 2020 is different from the earlier educational policies? Which she addressed by highlighting the prime idea, that the holistic understanding of the learners to ensure holistic learning. She highlighted NEP doesn't refer to the western philosophers but borrows critical ideas from the Indian philosophers, which talk about the learners, their ability, background, community, their needs. Focuses on the creativity ability and not just creative thinking and creates experience and opportunities for the learners so that they can grow according to their own learning which will be self-evolutionary. She focused on the need of cross-curricular pedagogical approach and dissolve the hierarchy created among the curricular and co-curricular activities.

Dr. Tanya Gupta (Director) **and Ms. Deepa Khatri,** Scholar, K.R. Mangalam University, Gurgaon **– "Prudent Parenting: A Wy to Nurture Holistic Learning in a Child"** – This paper focused on holistic learning based on the four pillars of learning provided by UNESCO. She elaborated on the parental role in holistic learning and different learning styles, especially based on Neil Fleming's VARK Model. She emphasized how different external factors affect parenting styles which include their own characteristics, the child's characteristics and the socio-cultural characteristics.

Ms. Eram Aziz, Assistant Professor, Institute of Vocational Studies, IPU, Delhi – **Reflection on the role of teacher in providing online education**. Ms. Eram stated that her contribution to the discussion was not based from her empirical research paper but a reflection on the importance developing different skills to become an efficient online teacher. She focused on the need to identify right content to be taught online and to collate them in a sensible manner. She also highlighted the positives and negatives of taking an online class which not only the teachers are experiencing but also faced by the students too.

Ms. Neha Madan (Assistant Professor) **and Dr. Arti Bhatnagar,**

Assistant Professor, Guru Ram Dass College of Education, Delhi – **"Holistic Development: A Holistic Development of the Child"**. They elaborated on the idea what exactly holistic development means and its importance and highlighted the aims of holistic development with reference to NEP 2020. The need for holistic development of children has been constantly highlighted in different policies but has been a major focus especially in NEP 2020. This paper too highlighted too the ways in which this particular policy tries to bring in an implementation of this holistic learning in a much more practical and efficient manner.
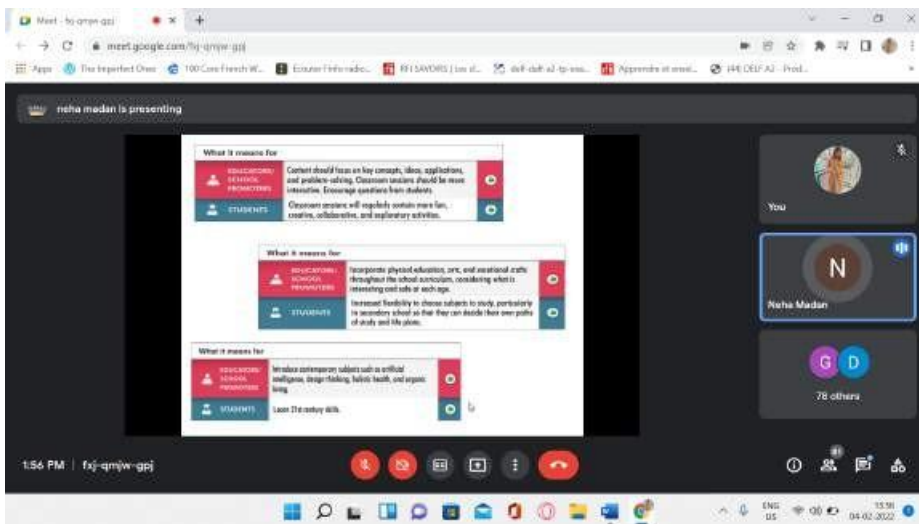
After the conclusion of these presentations, Prof. Sonia Jindal, Principal, Gitarattan Institute of Advanced Studies and Training welcomed all the participants on behalf of the institution. She addressed holistic learning in current context. She emphasized on the difference between literacy and education to understand the actual meaning of holistic culture. She linked the contentpresented by the presenters to the development of education system.

The session was concluded Dr. Yukti Sharma by highlighting the importance of parents' role in India in reference to Dr. Tanya Gupta and Ms. Deepa Khatri's papers. She focused on the changing demands of holistic learning according to changing society and highlighted importance points from papers of each presenter.

Ms. Garima, Assistant Professor, Gitarattan Institute of Advanced Studies and Training brought the session to an end with the official vote of thanks expressing the institutions gratitude towards all the resource people, the presenters and also, the audience.

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Extension Lecture

"Role of Artistic Activities in Life Skills"

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Date: **5th February' 2022**
Venue: **Gitarattan Institute of Advanced Studies & Training**
Resource Person: **Dr. Amit Ahuja, Assistant Professor, University
School of Education, GGSIPU, Delhi**

The extension lecture was delivered by Dr. Amit Ahuja, Assistant Professor, USE, GGSIPU, Dwarka. He is an experienced and one the finest educator and speaker delivering influential lectures inspiring students to take measures. He delivers forward thinking messages addressing the current need of life skills in education.

The opening of the session was warm and hearty where the speaker gave a brief introduction of life skills aiming at the development of professional and leadership skills, problem-solving, decision solving skills and universal human skills. He emphasized the need for skills based education. The speaker motivated the students and stressed upon focusing on life skills as well.

The workshop focused on the life skills that aim at the development of

- professional & leadership skills
- problem- solving
- decision making
- universal human values

The speaker carried forward with the conversation upon artistic activities such as dance, music and theatre as an integral part of life skills. Further the lecture continued with the discussion on development of various life skills such as self-confidence, dedication, imagination, attentiveness and commitment that can be attained through the artistic activities. The workshop was wrapped up with the questionnaire focusing on the

perspective building session on life skills, shared among all, to help the teacher trainees analyze their approach on life skills which was appreciated by all the students. All the students participated with full enthusiasm.
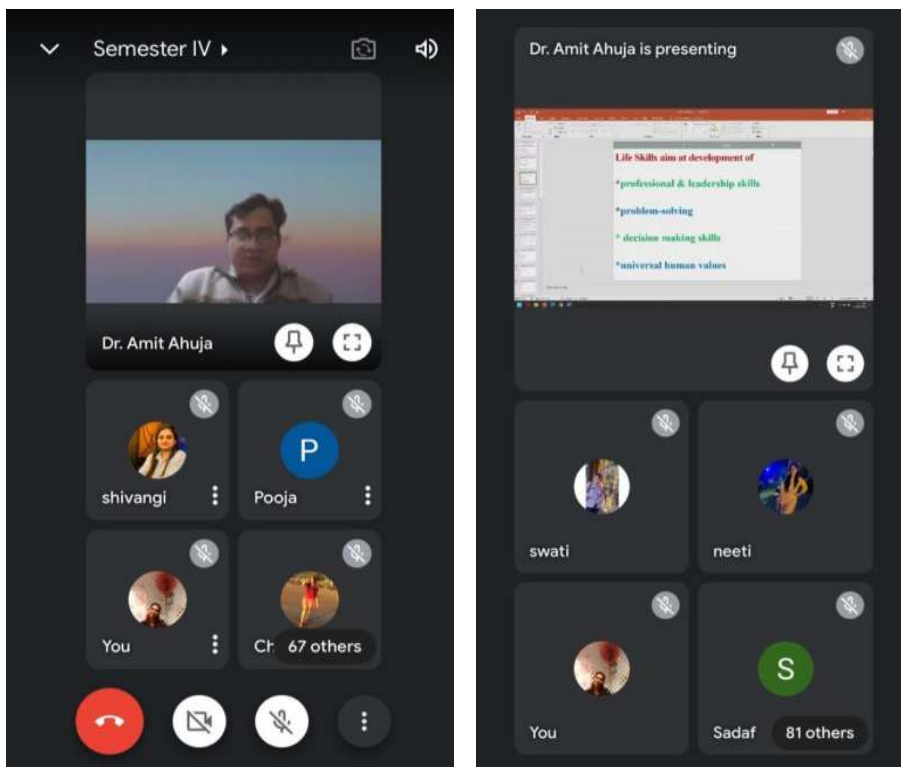
Dr. Shikha Ranjan, Associate professor, GIAST at the end appreciated and encouraged the efforts put by Dr. Amit Ahuja in the smooth conduct of the workshop and showed her willingness about the abundant future opportunities which is certainly motivating and encouraging both for the faculty as well as the students.

Extension Lecture

"Inclusion A Reality"

Date: **7th March' 2022**
Venue: **Gitarattan Institute of Advanced Studies & Training**
Resource Person: **Mr. Satish Kapoor, Social Activist**

"Inclusion is not bringing people into what already exists ; it is making a new space , a better space for everyone."

Inclusion is about including the diverse section of society without restrictions. In order to prevail the same concept, our institute GIAST organized an extension lecture on "Inclusion a reality" addressed by a social activist and an AcharyaVinobhaBhave National volunteer awardee Mr. Satish Kapoor. Our resource person discussed the key issues faced by the specially abled students in their environment.

The discussion progressed with the inputs of the participants as a healthy discussion took place.

Sir discussed in detail about certain concepts such as the conceptual meaning of inclusion and the difference between impairment, disability and handicapped. Sir played a youtube video of the National Anthem in sign language for trainees to understand the significance of inclusive education. He shared the need for corrective measures to aid the students in the classroom.

Sir shared an interesting concept of 3I's that stands for Interaction, Integration and Inclusion for creating an inclusive classroom. He held onto the importance of the need for a good environment for the specially abled students not only in the classroom but in the society. At last he focused on the various ways to create awareness in the society as we can use a third medium for the same.

At the end of the lecture, sir took the doubts session and addressed the questions of everyone and responded to them accordingly. We were glad that sir spared us his precious time and guided us on a very important topic - Inclusion in the school and society is the need of the hour as *"Everyone is normal with or without disabilities"*

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National Conference

"Revolutionizing Teacher Education with Entrepreneurial Inputs"

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Date: **07th April' 2022**

Venue: **Google Meet**

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"We do not need to teach creativity, but rather inspire its daily practice"

--- Diane Darrow

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The world is constantly changing and to keep up with its demands, it has become important to modify education so that the students can cater to the dynamic changes of the world. With the inception of NEP 2020, the focus has been laid to introduce innovation in the world of education. Encouraging discussion on this idea, Gitarattan Institute of Advanced Studies and Training, Delhi organized a National Conference. The conference was on the topic *"Revolutionizing Teacher Education with Entrepreneurial Inputs"* on 7th April, 2022on Google Meet.

The session began with a salutation by Ms. Shruti Singh, Assistant Professor, Gitarattan Institute of Advanced Studies and Training, as she warmly welcomed the resource persons for the day, Prof. Dhananjay Joshi, Vice Chancellor, Delhi Teachers University, Dr. S K Bhatia, Former Associate Professor, CIE, University of Delhi, Prof. Vandana Saxena, CIE, University of Delhi, Prof. Sonia Jindal,Principal,Gitarattan Institute of Advanced Studies and Training, other faculty members and guests along with the rest of the participants. The abridgement of the session was provided by Ms. Shikha Sharma, Assistant Professor, Gitarattan Institute of Advanced Studies and Training.

The discussion on the topic for the day was prefaced in the Cynosure by Dr. S K Bhatia, Former Associate Professor, CIE, University of Delhi.

During this, he emphasized upon how entrepreneurial subjects have already been introduced in curriculums of certain universities and it was high time it became an important part of curriculum within the mainstream Indian Education. He illustrated this idea with international and national renowned successful entrepreneurs like Steve Jobs, Jeff Bezos, Mukesh Ambani, G.D. Birla etc. Appreciating the efforts of entrepreneurs like G.D. Birla for bringing in innovation in education through establishment of institutes like Birla Institute of Technology and Science (BITS), Dr. Bhatia introduced the idea of an "edu-preneur". He explained that an educational entrepreneur is the need of the current Indian education system. He tried to draw a comparison between business entrepreneurship and educational entrepreneurship. He started off by listing the similarities between the both as they require creative ideas, management of resources and risk taking but difference arises in profitability as while business focuses on economic profit, education focuses on overall development of the students.
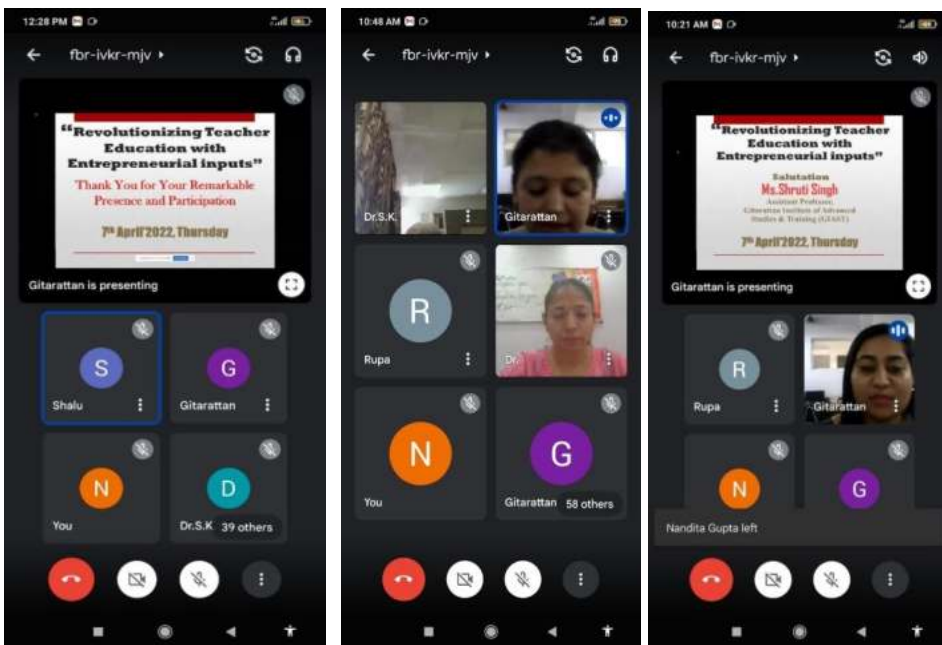
Before beginning with the Technical Session 1, the session was preluded by Prof. Sonia Jindal, Principal, Gitarattan Institute of Advanced Studies and Training. She welcomed all the participants on behalf of the institution and congratulated Prof. Dhananjay Joshi, the resource person for Technical Session 1 for his recent achievements. She highlighted the importance of the topic of the session in India's current education scenario.

The Technical Session 1 commenced with Prof. Dhananjay Joshi, Vice Chancellor, Delhi Teachers University reiterating the topic for the day. He began with explaining the concept of revolution that is mentioned in the title of the session by reminding everyone of the French Revolution and Rousseau's idea of equality, fraternity and liberty that laid foundation to the revolution. Drawing from this, he emphasized that with the introduction of NEP 2020, it has become important for teachers to revolutionize the education. He compared an educator to a creator while the rest of the professions become the creatures. He elaborated how teacher's or the educator's profession should take precedence over any other due to its ability to set the tone for the future advancement of the situation. Despite this, it is given the least importance. He quoted one of the statements from Kothari Commission, "Destiny of the nation lies in its classroom." He commented on how despite being aware of the immense responsibility within a teacher's hands, till now no step had been taken to improve the teacher's education which is the only way of improving the country's future. He emphasized on the shift of focus in education from students becoming job seekers to job providers. This is made possible only through encouraging entrepreneurial mindset within the students which had been proposed much earlier by Mahatma Gandhi himself. He concluded by reinstating the need for the system to change so that education as its sub-system can change which is possible when the stakeholders encourage innovation and initiation.

Ms. Garima, Assistant Professor, Gitarattan Institute of Advanced Studies and Training, next welcomed the resource person for Technical Session 2,

Prof. Vandana Saxena, Professor, CIE, University of Education. Taking forward from Prof. Dhananjay's ideas, Prof. Saxena asserted the need to redefine the goals of education. She looked back at India's educational history dating back to its colonial roots. British India's educational goals were set by minds like Macaulay who were focused on creating students who were "Indian in blood, British in thought". This was set keeping in mind the fulfillment of their personal agenda of creating trustworthy personnel to overlook their territory. This idea of education has been carried own till now as the focus was on preparing the students for job sectors. Prof. Saxena emphasized on the need to shift these goals which has already been initiated in NEP 2020. She elaborated that student should not be encouraged to expect something from the nation but rather on what they can contribute towards the nation's advancements. This can be achieved bydeveloping entrepreneurial education within the context of a student's socio-cultural background. This will persuade the society to reinstate the importance that was earlier given to local artisanal skills in India. She ended her session by highlighting the need to return to the grassroots of skill development in current education.
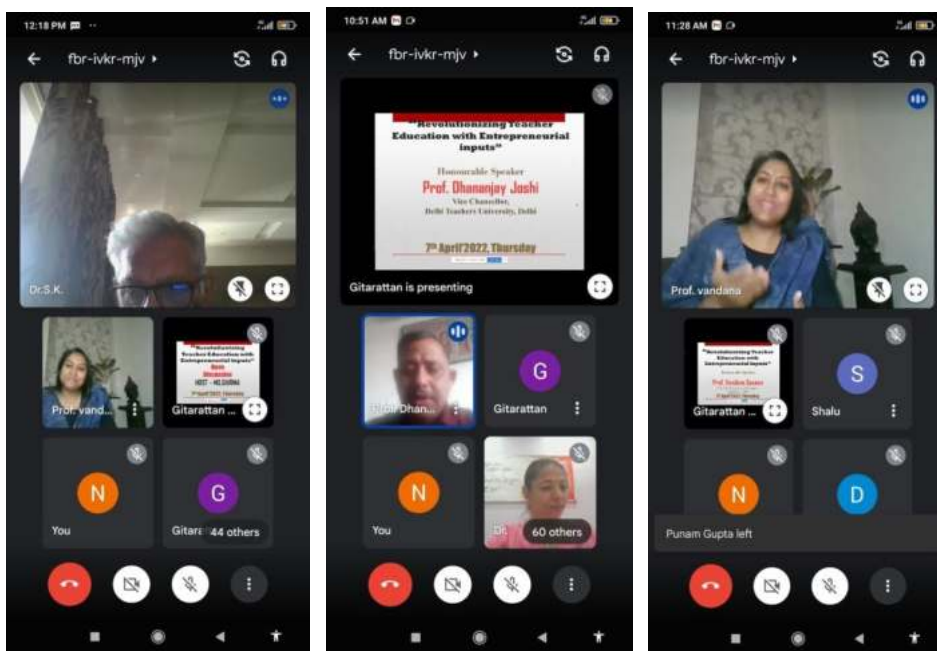
The Technical Sessions were followed by an Open Discussion, where participants were invited to put forward their queries and ideas.Dr.S.K. Bhatia contributed to this by establishing connection with his prior statements and Prof. Saxena's statements. Ms. Shikha Sharma, Assistant Professor, Gitarattan Institute of Advanced Studies and Training asked Prof. Saxena to suggest one pivotal point for teacher educators to prepare for entrepreneurship. Prof. Saxena answered it with the need to rethink the goals of education. The session came to its conclusion with expression of gratitude by Ms. Shalu, Assistant Professor, Gitarattan Institute of Advanced Studies and Training, as she, on the behalf of Gitarattan family, thanked the resource persons for their valuable inputs and the participants for their engagement in the session.

External Workshop

"Action Research: Concept and its Implications"

Date: **31st May' 2022**
Venue: **Gitarattan Institute of Advanced Studies & Training**
Resource Person: **Dr. Subhash Chander, Assistant Professor,**
Department of Education, C.I.E., University of Delhi.

Dr. Subhash Chander Sir, Assistant Professor, C.I.E, Department of Education, University of Delhi. His area of interest is Pedagogy of Integrated Science, Science Education, Education of Children with Special Needs, Inclusive Education and Education Technology. Sir is guiding M.Ed. M.Phil and Ph.D Scholars under his supervision. Sir has presented many papers in National and International Seminars and Conferences. Sir has published papers in reputed national and international journals and taken various workshops on different topics like reflection, parenting, blended learning and flipped classroom.

Dr. Subhash Chander sir enlightened the student with his thoughts on Action Research: Concept and its Implications. Action research which is a very important concept in the B.Ed course. Sir gave us a general idea about action research and its importance for the teachers. Action research is also known as practitioner research , the concept was given by Kurt Lewin's Lea in 1930's. He worked on the idea of action research which is done during action to find challenges and address these challenges.

Sir highlighted that how proper parenting, support and guidance affects the learning of a child, a teacher need to identify the reason. He also introduced the fact that how classroom teaching can be more effective through action research. It provides experiences to the teachers and also help the students to prepare and acquire real world skills. Dr. Subhash Chander sir introduced us to the process of action research and told us that research questions are sufficient for action research but more than that the most important thing is to define the context of action research. Identify the challenges and limitations, our role in the problem, and make a plan of action by using strategies. Sir also told us about tools which can be used in action research − observation, feedback from the students. With this, sir also discussed that action research should not be biased. The implementation and the evaluation of the tool should be correct. Sir also

told us that we can share our action research with our colleague or in the research paper if our research is field base.

It was a very informative session. As it makes learning an experience that moves beyond the classroom and strives to bring a more involved way of learning. It was a good learning opportunity for everybody.

National Webinar

"CUET Entrance Test Stakeholders' Views"

Date: **04th June' 2022**
Venue: **Google Meet**

"Education is not the learning of facts but the training of the mind to think."

~Albert Einstein

From the last many years, we have been seeing the trend of sky rocketing cut-offs at several central universities, including Delhi university for admissions to undergraduate courses.

As per experts, this is because CBSE, CISCE, and the different state boards in India all have different evaluation patterns, which makes it unfair for students applying to central universities with a wide diversity in evaluation patterns.

The National Webinar aims at exploring the views of stakeholders about the present scenario of the admission process in higher education. Encouraging discussion on this idea, Gitarattan Institute of Advanced Studies and Training, Delhi organised a national webinar on the topic "CUET ENTRANCE TEST STAKEHOLDERS VIEW" on 4th June 2022 at online platform. Webinar was organized in order to make Teacher Educators aware of their opinions about the CUET.

The session began with a salutation by Ms. Shruti Singh, Assistant Professor, Gitarattan Institute of Advanced Studies and Training, as she warmly welcomed the resource persons for the day, Dr. S.K. Bhatia, Former Associate Professor, Department of Education (CIE), Delhi; Professor Haneet Gandhi, Dean Admission, University of Delhi; Professor

Ashish Ranjan, Department of Education (CIE), Delhi, other faculty members along with the rest of other participants.

The abridgment of the session was provided by Ms.Shikha Sharma, Assistant Professor, GIAST and Ms. Garima, Assistant Professor, GIAST.

The discussion on the topic for the day was prefaced by Dr. S.K. Bhatia. During the session, he emphasized upon the current and the upcoming pattern of entrance exams for undergraduate level. He highlighted upon the major theme for the session which was, to ascertain the different stakeholders' views on CUET, 2022.
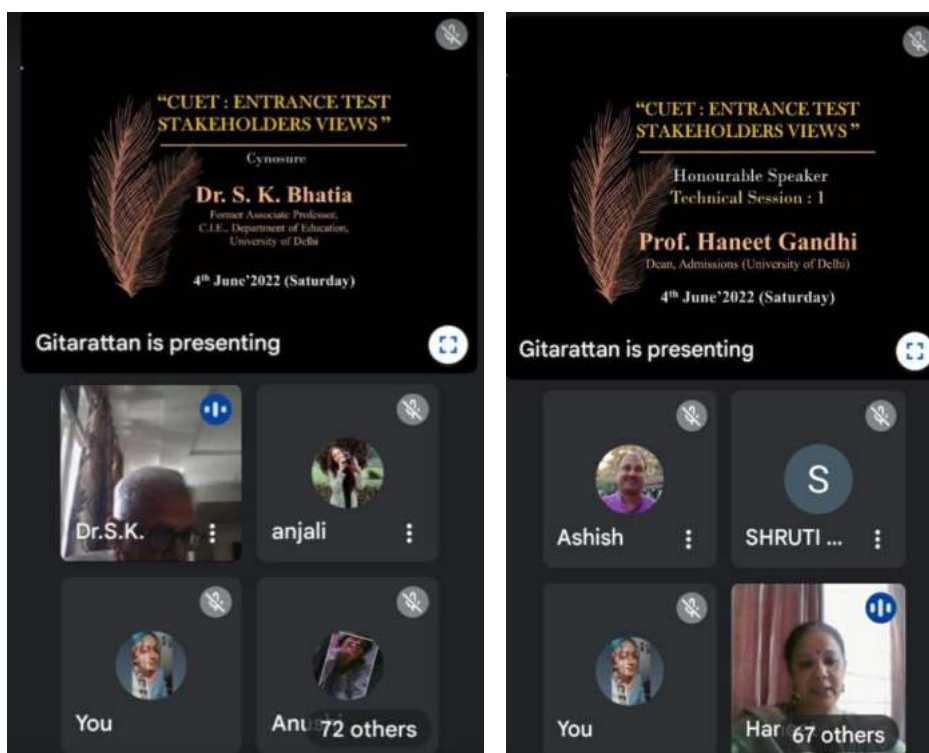
He also drew attention towards the mixed feelings of stakeholders and the negative feelings among many students who feel they're not getting

sufficient time to prepare and a rest-break right after their Board exams. He explained that how CUET is going to test students General Knowledge, mental ability and reasoning. And that, there are always some good and bad effects of anything that is launched for the first time, but one should always remain optimistic.

The Technical session commenced with Dr. Haneet Gandhi, Dean Admission, University of Delhi, reiterating the topic for the day. She began with explaining how the government was not able to conduct CUET last year due to several reasons, and in year 2022, around 119 universities participating in CUET. She elaborated how every board has different style of marking and how it's not reliable, that is why CUET was launched on 6th April last year for admission into all UG programs in all Central Universities for academic year 2022-23. The CUET is being conducted by the National Testing Agency (NTA).

She explained how with the help of CUET, students will be able to cover a wide range of topics and participate in the admission process for numerous Central Universities by taking a single examination. Around 87 private and 44 Central Universities are going to be part of CUET. She elaborated, how from assessment point of view Board exams will take form of achievement test where students will study to get understanding of the subjects and only the learning outcomes are to be considered.

She talked about some challenges, the CUET might face like marking scheme, negative making, exam practice centres for CBET etc. But she highlighted the positive impacts of CUET aswell. Like how CUET will bring inclusivity. Just one platform for all the subjects and emphasized upon, One Nation, One Test.

Ms. Garima, Assistant Professor, Gitarattan Institute of Advanced Studies and Training, next welcomed the resource person for Technical Session 2, Prof. Ashish Ranjan, Professor, CIE, University of Education. Taking forward from Prof. Haneet Gandhi's ideas, Prof. Ranjan asserted the objective of NEP 2020 which is inclusivity in education; this could be

ascertained through the CUET examination. Exemplifying, upon this idea he retraced the multiculturalism of India. In order to cater to this diversity and offer an equal opportunity to all students irrespective of their class, culture and regional backgrounds, CUET has offered instructions in the regional languages (Mother Tongue) of the students. Further, he also expressed his concerns regarding the CUCET exam.
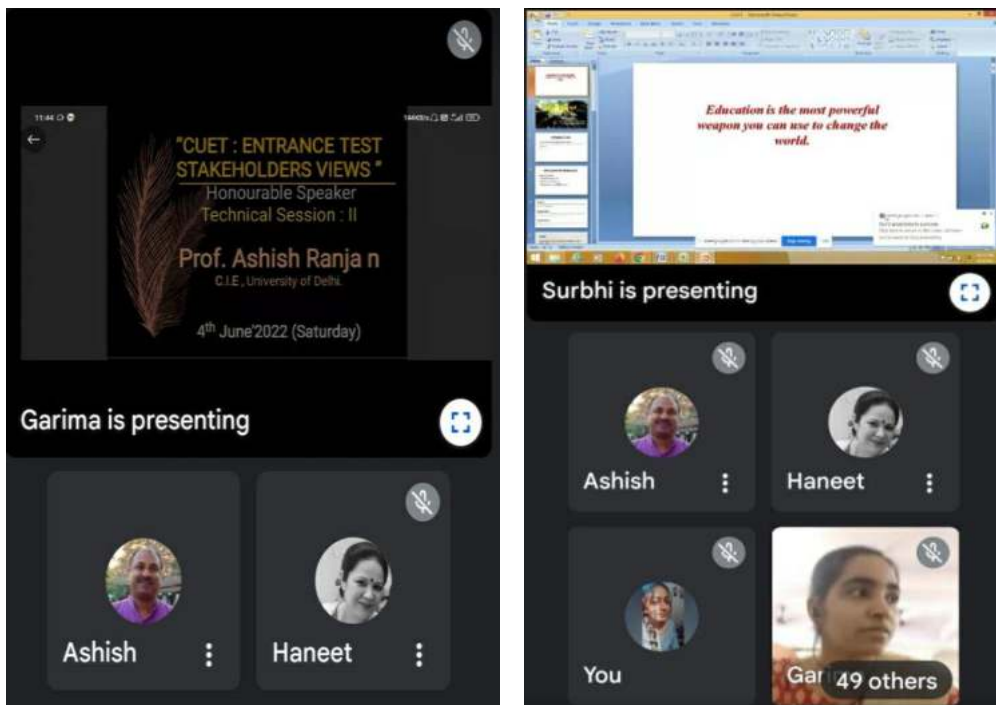
The negative shadow laid on examination which he classified is the teachers concerns that students won't take the board exams seriously. However, combating this concern, the stress levels among students to perform well will reduce, thereby witnessing a drop in the suicides. As an advisory caution, Prof. Ranjan emphasised how important it is to keep a check on the coaching centres, which will disturb the equilibrium and in turn create unnecessary panic amongst students.

Concluding his session, he focalized, the importance of a conducive environment for the students to learn, instead of creating the stress of examination and result. Finally, he appealed to all the students to take the examinations happily and without any burden.

The Technical Sessions were followed by Paper Presentation by Ms. Surbhi Bhardwaj, entitled, 'Mental Pressure of CUET'. Prof. Bhardwaj, initiated her presentation with a powerful quote by Nelson Mandela which stated, "Education is the most powerful weapon you can use to change the world." Highlighting the need for a conducive and peaceful environment, she explicitly stated the importance of CUET. The term 'Exam' is the major stimulus which causes stress amongst students which enables a chain of events which are competition, the pressure of success and the pressure of pride.

Further, Ms. Bhardwaj also implicated upon the negative aspects of CUET. The students will now not be pressurized to complete their course. At the end she concluded her paper presentation by stating that the soul responsibility to transform lies with the students, the teacher can also serve as a guiding light and show the correct path to the students.

Dr. Shikha Ranjan, Associate Professor, Gitarattan Institute of Advanced Studies & Training, concluded with a vote of thanks. Expressing gratitude to all the organizers for making the webinar a source of inspiration, motivation and an enriching experience for everyone. Also, she expressed her gratitude to Prof. Sonia Jindal, Principal, Gitarattan Institute of Advanced Studies and Training for giving this opportunity to learn about the importance of CUET.

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