PROCEEDINGS OF NATIONAL CONFERENCE ON

"NEP 2020: A Transformative Educational Policy for Aspirational India"

July 22, 2023

Organized By

Internal Quality Assurance Cell

NAAC ACCREDITED

SANT HARI DASS COLLEGE OF HIGHER EDUCATION

Affiliated to G.G.S.I.P. University, Dwarka, New Delhi

Opp. AirForce Station, Bani Camp, Najafgarh, New Delhi – 110043

ABOUT THE COLLEGE

Sant Hari Dass College of Higher Education (SHDCHE), a NAAC Accredited & ISO 50001:2018 certified institute duly recognized by N.C.T.E., Govt. of India and affiliated to GGSIPU University, Delhi was established in 2009 under aegis of Sant Hari Dass Education Society (Regd.). It is also recognized and rated as "A" category & Joint Assessment Committee Govt. of NCT of Delhi and also by Academic Audit, GGSIP University, Delhi.

The institute is imparting value based quality education in the field of Education & Management for **Bachelor of Education (B.Ed.)** and **Bachelor of Business Administration (BBA) General** with a intake of **100 (Hundred)and 60 (Sixty) students** respectively.

OUR VISION

➢ To make quality education accessible to students particularly residing in the rural areas, where the college is situated.
➢ To form an academic excellence with innovational teaching approach imbibing educational values.
➢ To be a national leader in transforming lives through an innovative, rigorous and compassionate approach to education.
➢ To strengthen and improve the positive impact on our students and community and transforming their lives.

OUR MISSION

➢ To develop academic excellence along with the harmonious and holistic development of the students by inculcating and nurturing competencies, by providing them value based quality orientation in various functional areas of Education and Management.
➢ To prepare and empower students to be successful by having knowledge, skills and attitude and to adopt and thrive in the increasingly diverse and ever changing world.

QUALITY POLICY

To pursue global standards of excellence in all our endeavors for nurturing the pillar of the nation we are committed to design, develop & maintain the quality education and its enhancement through processes of self-evaluation and continuous improvement with our core values-

• Recognize teaching as a unifying activity
• Nurture integrity, creativity and academic freedom.

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Preface

Sant Hari Dass College of Higher Education ensures upgradation and enhancement of knowledge of its students and faculty members from time to time in order to meet the challenges of this competitive era. In the light of this objective, a National Conference was organized in July 2023 in virtual mode

The National Education Policy 2020 (NEP 2020) which outlines the vision of India's new education system, was released under the Ministry of Human Resource Development (MHRD) on 30 July 2020. With the motto of Educate Encourage Enlighten, this is the first education policy to be released in the last 34 years in India. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. It envisions to bring significant reforms in education to cater to the changing landscape of knowledge and create global standards.

This book is the compilation of the research papers of the academicians and Teacher Educators. These papers were part of the National Conference on " NEP 2020: A Transformative Educational Policy for Aspirational India" held in July 2023. The papers were categorized under the following themes:

- **Prospects and challenges of NEP-2020**
- **Paradigm shift in School education**
- **Revolutionary reforms in Higher Education**
- **Innovative Pedagogy-Transforming Teaching learning practices**
- **NEP 2020- Fulfilling 21st century needs and achieving Learning outcomes**
- **Value based Education-An integral part of NEP 2020**

So, all the stakeholders like students, researchers, academicians, professionals, experts discussed and explored new avenues, challenges, opportunities and emerging aspects. Participants shared their experiences with their new ideas in the form of articles and research papers.

"NEP 2020: A Transformative Educational Policy for Aspirational India"

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"NEP 2020: A Transformative Educational Policy for Aspirational India"

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Innovative Pedagogy: Transforming teaching learning Practices, A Literature Review

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Abstract

EThis research paper explores the concept of innovative pedagogy and its transformative potential in the teaching-learning process. Traditional education systems have often relied on a one-size-fits-all approach, limiting students' engagement, motivation, and overall learning outcomes. However, innovative pedagogical approaches aim to revolutionize education by incorporating modern technologies, interactive teaching methods, and personalized learning experiences. This paper provides an overview of innovative pedagogy and its impact on student engagement, motivation, and learning outcomes through literature review. Additionally, it discusses the perception and experience of teachers & students regarding implementation of innovative pedagogy. This paper also highlights the recommendations of NEP 2020 regarding the use of innovative pedagogy.

Key Words: Innovative Pedagogy, NEP 2020, Interactive Teaching methods.

Introduction

Teaching was regarded as an art form throughout the ancient Greek era, when it was initially established as a role. Only the wealthiest families could provide their children the opportunity to attend school and receive an education. Since they imparted priceless knowledge and wisdom to the kids, educators were thought to play the most significant role in the learning process.

Educators weren't the first pedagogues, though. To transport their children to school, the wealthy residents of the neighbourhood employed slaves. They were regarded as the seasoned and knowledgeable teachers who passed on their wisdom to the kids they were escorting to school. The term "pedagogue" was coined in this manner. It is referred to as the "leader of kids." They guide the students academically as well as morally.

What is Pedagogy?

In pedagogy, teachers instruct students in both theory and practice. Pedagogy is influenced by educators' teaching philosophies and includes their knowledge of various learning styles and cultures. In order to consolidate earlier knowledge, it is critical for students to create meaningful classroom relationships. Pedagogy is the study of how to teach pupils, whether via theory or practical application. It is a connection between cultural norms and instructional methods.

Pedagogy in Teaching

Pedagogy in education can be defined as a teacher's comprehension of how students learn. The lecturers are concentrated on providing the pupils with a syllabus that is pertinent to their needs. Pedagogy requires teacher-student interactions in the classroom that have a profound effect on the learner's mind. Teachers can understand the finest techniques for a classroom setting with the help of pedagogy. They can personalize their lectures to meet the needs of each student by understanding how they learn and process information differently from other pupils. It will probably enhance both the standard of instruction and how well it is accepted by the pupils.

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What Is Teacher Pedagogy?

Teacher pedagogy refers to the pedagogy that is centred towards the teacher, who gives the most meaningful course information. In this approach, the teacher has a large responsibility of giving correct information to the students in the right way, irrespective of their teaching styles. The teacher can give a clear understanding of how the students are doing concerning their learning and also be an effective model for the target language.

Objectives

The following are the aims of this investigation:

- To study the review of literature regarding innovative pedagogy and its impact on teaching learning process.
- To analyse the recommendation of NEP 2020 regarding the use of innovative pedagogy.
- To identify the role of teacher in effective teaching strategies and tools for implementing innovative pedagogy.
- To discuss the role of pedagogy in effective learning.

Review of Related Literature

Innovative pedagogy refers to the application of new and creative teaching approaches that aim to enhance student engagement, critical thinking, and overall learning outcomes. As education continues to evolve, educators and researchers are exploring innovative pedagogical strategies to meet the changing needs of students in a rapidly evolving world. This literature review provides an overview of existing research on innovative pedagogy, focusing on its impact, effective strategies, and tools for implementation on the basis of some aspects.

Impact of Innovative Pedagogy: Numerous studies have examined the impact of innovative pedagogy on student engagement and learning outcomes.

Studies by **Santosa et al. (2019**) have shown that innovative pedagogy increases students' engagement, motivation, and critical thinking, thus giving them the reason to stay in school and complete their academic training.

Wang et al. (2019) investigated the impact of flipped classrooms, another innovative approach, and reported improved student performance and deeper conceptual understanding.

Furthermore, research has demonstrated that innovative pedagogy can enhance critical thinking and creativity.

For instance, a study by **Johnson et al. (2018)** found that project-based learning, a popular form of innovative pedagogy, positively influenced student engagement, motivation, and problem-solving skills.

In a study by **Robinson and Hullinger (2018),** it was observed that incorporating inquiry-based learning strategies into the curriculum fostered critical thinking skills among students.

Naz and Murad (2017) stated that "the foundation of innovative pedagogy is based on the belief that every learner has the potential to learn and succeed." Therefore, educators should view each student as having distinct personality traits that can be enhanced through the use of cutting-edge instructional techniques.
Hattie (2009) also stated that the utilization of collaborative learning, a crucial element of innovative

pedagogy, had a considerable positive impact on student creativity,

Effective Strategies and Tools for Implementing Innovative Pedagogy: Implementing innovative pedagogy requires effective strategies and tools that support student-centered learning environments. One widely recognized strategy is problem-based learning (PBL). PBL engages students in authentic problem-solving activities, encouraging them to apply knowledge and skills to real-world situations.

Akçayır et al., 2016- Digital tools such as learning management systems, interactive multimedia, and virtual reality can create immersive and interactive learning experiences. For example, augmented reality (AR) has been used to enhance hands-on learning in science education.

Research by **Savery and Duffy (2015)** indicated that PBL enhances student engagement, collaboration, and critical thinking. Technology plays a crucial role in supporting innovative pedagogy.

Kapp, 2012- Gamification is another tool that can be used to transform the learning process by incorporating game elements to increase student motivation and engagement.

According to **Mandula et al. (2012)**, innovative pedagogy is a creative use of the right teaching methods and learning materials for students' benefit. To achieve this implies effectively combining the right teaching and learning methodologies with materials to facilitate active technique that helps teachers develop students' learning abilities.

Perceptions and Experiences of Teachers and Students: Understanding the perceptions and experiences of teachers and students regarding innovative pedagogy is essential for successful implementation. Several studies have explored these perspectives.

In a study by **Kuhne et al. (2018),** students reported positive experiences with inquiry-based learning, highlighting its impact on their critical thinking skills and engagement.

For instance, a study by **McInnerney and Roberts (2004)** investigated teachers' experiences with online collaborative learning and found that they valued the increased interaction and collaborative opportunities it provided.

Stensaker (2008) argued that in order to achieve quality teaching and learning, greater attention must be paid to teaching and learning practice. It is clear that traditional methodologies of 'talk and chalk' which are teacher centered are not adequate for current students and that effective teaching and learning is not taking place at the desired level.

Students must be immersed in authentic curriculum contents and tasks that are demanding and relevant to their lives and futures as suggested by **Crosling et al., 2008**. The teaching is mainly based on the syllabus and prescribed textbooks. In many lecture rooms, teaching and learning techniques are outdated and theoretical knowledge is still disseminated through the technique of talk and chalk.

Overall, this review of related literature underscores the transformative potential of innovative pedagogies in education. It provides valuable insights for educators, policymakers, and researchers, fostering a deeper understanding of the impact of these pedagogical approaches on teaching and learning. The literature review demonstrates that innovative pedagogy has a positive impact on student engagement, learning outcomes, critical thinking, and creativity. Effective strategies, such as problem-based learning, and tools, including technology and gamification, have been identified to support the implementation of innovative pedagogical

approaches. Understanding the perceptions and experiences of teachers and students is crucial for successful adoption and implementation of innovative pedagogy. Overall, this review highlights the importance of embracing innovative pedagogy to transform the teaching and learning process and meet the evolving needs of students in the 21st century.

Recommendations of NEP-2020 regarding the use of innovative pedagogy

1. The National Education Policy 2020's guiding concepts are to recognize and nurture each student's unique potential through fostering creativity and critical thinking to support rational decision-making and innovation.

2. It also makes it easier to employ technology extensively in teaching and learning, removing constraints related to language and educational management. Through autonomy, sound governance, and empowerment, it promotes innovation and unconventional ideas. It encourages excellent research as a requirement for excellent teaching and deployment.

3. The NEP-2020 recommends the need for innovation across all facets of education and envisions fostering it. It places a strong emphasis on encouraging creativity and critical thinking, both of which support innovation.

4. The goal of the policy is to make India into a thriving knowledge society while also raising the standard of education by giving both creativity and innovation equal footing.

➤ The creation of a national repository of excellent materials on fundamental literacy and numeracy is discussed, and these materials is accessible via the Digital Infrastructure for Knowledge Sharing (DIKSHA) for supporting teachers and assisting in removing any potential language barriers between them and the pupils.

➤ In order to enhance the quality of education, books that are enjoyable and inspirational for students at all levels will be created and widely distributed in both schools and neighborhood public libraries. These books will be translated in all local and Indian languages using high-quality translation (technology assisted as needed).

➤ Open and Distance Learning (ODL) Programs offered by the National Institute of Open Schooling (NIOS) and State Open Schools will be strengthened and expanded with the aid of technology and innovation in order to meet the educational needs of young students who are unable to physically attend school.

➤ To make it easier to teach all languages and to encourage multilingualism through cutting-edge and immersive approaches, such as gamification and apps, and by including the cultural aspects of the languages, such as movies, theater, stories, poetry, and music.

Role of Teacher in Nurturing Innovation in Classrooms

Children must be raised in such a way that innovation becomes second nature if we want to make them innovative. For this, the teachers need to be prepared to handle the impending difficulties in the strict classroom environments. Walking along a new and unexplored route requires overcoming fears, taking chances, and being prepared to fail. However, there are numerous methods that instructors might strive to progressively integrate innovation in the classroom if they think outside the box. Among them are:

Constructivist Approach

In this approach, the students are allowed to be present in the process of understanding and gaining knowledge rather than just passively receiving information. This encourages critical thinking among the

students and gives a learning environment in which they can connect with what they are hearing.

Collaborative Learning

Here, the students form groups of learners that learn together and work to solve a problem, build strategies, ideas, create products or complete a task. This is a joint intellectual effort by the students among themselves or with the help of the teachers.

Integrative Approach

For the integrative approach, the students are given a learning environment that helps them in connecting with their learning across the syllabus. As per the reflective approach, the students are expected to evaluate themselves. It means observing the activities of the teachers and other students in the classroom and analyzing why they do it and how it works.

Inquiry-Based Learning

In the inquiry-based learning method, the educators are expected to not just answer the queries of the students, but also build a culture where their ideas are explored, challenged, improved, and refined. It aims to take the students from the position of wondering about a question to understanding the answer and then questioning it further. Besides that, teachers can enhance the learning of students by-

> ➢ Continuously presenting difficulties and problems to encourage students to think differently.

> ➢ Giving them problem-solving exercises.

> ➢ Giving them opportunity to think differently and work independently.

> ➢ Accepting many viewpoints and be open with them.

> ➢ Using a variety of pedagogies to engage students in learning rather than just sticking to the standard method of instruction, such as collaborative learning, storytelling, and the integration of art and music.

> ➢ Fostering a sense of interest and enticing pupils to jointly ask questions and look for solutions.

> ➢ Giving the pupils plenty of time to reflect, take action, repeat, and innovate.

> ➢ Making the entire teaching and learning process pleasurable by building on the knowledge that the students already possess.

> ➢ Constantly inspiring the students.

Role of Pedagogy in Effective Teaching Learning Process

1. Improves Quality of Teaching

If a well-thought pedagogy is implemented in the classrooms, the quality of education can show a drastic improvement. This will benefit the students by helping them thoroughly understand the education material, thereby improving the **learning outcomes.**

2. Encourage Cooperative Learning Environment

The implementation of pedagogy in education encourages the students to work together towards completing a task and learn together. This increases their perceptions by understanding and taking views from the other students, thereby adapting the cooperative learning environments making them better leaders in the future.

3. Eliminates Monotonous Learning

Pedagogy and child development work hand in hand. It helps the student to think in different ways and move beyond the traditional methods of memorization and comprehension for learning. It invokes complex processes of learning among the students such as analysing, creative thinking, and evaluation. Further, it makes students more receptive to what the teacher is teaching.

4. Student Can Follow Their Ways of Learning

A well thought pedagogy can help the students to grasp education in various ways. It caters to the learning abilities of different students. Students can follow their preferred ways of learning and stick to them. In this way, the students develop a better understanding of the subject, which eventually improves their skills and learning outcomes.

5. Convenient Learning Approach for All

Students with special needs require different ways of learning and teaching in the institutes. I

mplementation of a suitable pedagogical approach will help them learn better and encourage them to be a part of the mainstream learning community.

Suggestion for improvement

On the basis of literature review, it is suggested that-

> Barriers to creativity and innovation must be overcome.

> Innovating new ways to nurture the creativity of children must be a regular practice at all levels of school education.

> Students must be provided opportunities to experiment and reflect in all the subject areas, not only in science or mathematics.

> In order to enhance the learning following approach should be used - Constructivist Approach, Collaborative Approach, Inquiry-Based Approach, Integrative Approach and Reflective Approach

> Respect the diversity of ideas and nurture them, creating an enabling atmosphere in the classroom to innovate

> Develop the capacity of teachers in this area, to various resources for supporting students and help in creating an enabling environment.

> Encourage flexibility in the classroom process

> Provision of incentives and awards to motivate the teacher to do continuously better

Conclusion

Creating a conducing and enabling environment for innovation and not merely sticking to the traditional method of teaching and testing is the need of the hour. Combining various disciplines, moving beyond the basics, reaching out of the classroom and achieving altogether a new and different outcome will help in developing a streak of innovation in students right from the starting. While knowing the basics is an initiating point, it has to be further leveraged to apply and find solutions by exploring until students find the be stanswers.

This quote from poet William Butler Yeats is a fitting parallel for the role of innovation ineducation:
"Education should not be the filling of a pail, but the lighting of a fire.

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Innovative Pedagogy: Reforms in Curriculum, Assessment & pedagogy for the development of Enjoyable learning in light of NEP 2020

Dr. Shikha Ranjan,

"Education should not be the filling of a pail, but the lighting of a fire." -William Butler Yeats

Abstract

*Quality Education is the need of the hour and the government is trying to accomplish the same through National Education Policy 2020 (NEP – 2020). It has brought in transformation in the education system and it would not be wrong to say it has completely evolved the system of education from NEP.NEP 2020 mandates that the learning should be holistic, integrated, inclusive, **enjoyable**, and engaging. In order to minimise rote learning and to encourage holistic development and 21st century skills such as critical thinking, creativity, scientific temper, multilingualism, problem solving, ethics, social responsibility and digital literacy; curriculum, textbooks, pedagogy and assessment at all stages of school education shall be transformed. It stresses that in all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports- integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. (Para 4, NEP-2020). In this process it is essential to understand **the innovative ways of teaching and showcase, disseminate and replicate the innovative strategies of successful teachers.***

Key Words: Education, Enjoyable, Holistic, Innovative.

1. INTRODUCTION

Innovation and diffusion of knowledge are at the heart of the growth process, be it in the are a of education or industry. Continuous innovation is, therefore, crucial for all the educational systems. The skill to think and to innovate is a desirable 21st century skill from the students. Innovation in education encourages students and demands teachers to be proactive to Research explore, and use multiple strategies to come out with novel ideas or a strategy to uncover something new.

Innovation involves a different way of looking at problems and solving them. It also contributes to improve overall quality of education because it catalyses students to think out of the b ox, and helps to solve complex problems. The school environment must focus on giving space and encouragement for teachers to innovate. Increasingly, innovation in education at school is more than just a buzzword. It is fast becoming a way of learning and teaching for both students and teachers respectively. It is commendable that India is moving forward on innovations, as the Global Innovation Index Report 2020 (World Intellectual Property Organization (WIPO)) has ranked India as the 48th most innovative nation in the world amongst 131 countries. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, **enjoyble**." Emphasis on the concept of **'enjoyable learning'** has been given in NEP 2020.

It has been mentioned in three different sections of NEP 2020, namely, Section 2 - Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning
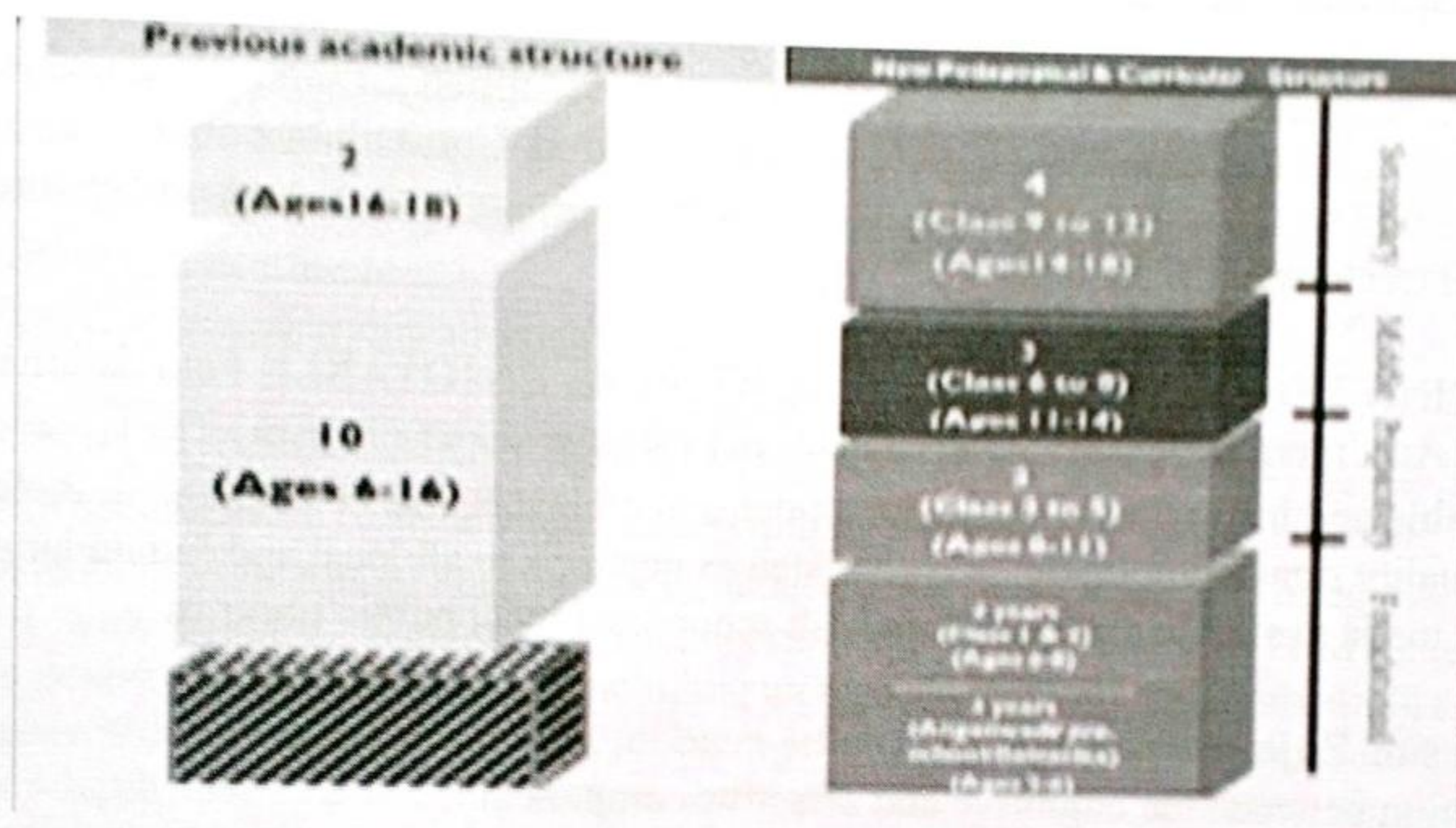
Section 4 - Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, **Enjoyable**, and Engaging

Associate Professor, GIAST

2. SHIFT IN EDUCATION- CONTENT ORIENTED TO LEARNERS ORIENTED Section 4 -
Curriculum and Pedagogy in Schools: Learning Should be Holistic , Integrated, **Enjoyable**, and Engaging
Point 4.10

Each of the four stages of school education, in accordance with what may be possible in different regions, may consider moving towards a semester or any other system that allows the inclusion of shorter modules, or courses that are taught on alternate days, in order to allow an exposure to more subjects and enable greater flexibility. States may look into innovative methods to achieve these aims of greater flexibility and exposure to and enjoyment of a wider range of subjects, including across the arts, science humanities, languages, sports, and vocational subjects.

Restructuring school curriculum & Pedagogy in a new 5+3+3+4 Design

Foundational Stage (in two parts, that is, 3 years of Anganwadi /pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8)

Preparatory Stage (Grades 3-5, covering ages 8-11),

Middle Stage (Grades 6-8, covering ages 11-14),

Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).

3. REFORMS IN CURRICULUM

- Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, **Enjoyable**, and Engaging

- All languages will be taught in an **enjoyable** and interactive style, with plenty of interactive conversation, and with early reading and subsequently writing in the mother tongue in the early years, and with skills developed for reading and writing in other languages in Grade 3 and beyond.

- Sanskrit textbooks at the foundational and middle school level may be written in Simple Standard Sanskrit (SSS) to teach Sanskrit through Sanskrit (STS) and make its study truly **enjoyable.**

- Thus, mathematics and computational thinking will be given increased emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods,

including the regular use of puzzles and games that make mathematical thinking more **enjoyable** and engaging.

4. CURRICULUM AND PEDAGOGY IN SCHOOLS: LEARNING SHOULD BE HOLISTIC, INTEGRATED, ENJOYABLE, AND ENGAGING

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21ˢᵗ century skill. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals.

Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning.

- DEVELOPING TEACHING LEARNING RESOURCES **ENJOYABLE** Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning.
  - o **Enjoyable** and inspirational books for students at all levels will be developed, including through high-quality translation (technology assisted as needed) in all local and Indian languages, and will be made available extensively in both school and local public libraries.

EXAMPLES: For Enjoyable learning
  · Interaction between the cognitive and affective component

In a science classroom: Issue of 'global warming'
  ❖ Is merely becoming aware of the issue.
  ❖ Will show willingness to participate in activities related to global warming.
  ❖ If the learner is able to see his/her role in addressing the issue.
  ❖ Share their own ideas about the practices related to our lifestyle that leads to increase in greenhouse gases in the atmosphere.
  ❖ Shows commitment to the cause which is not because of compliance to any norms or rule but because the learners him/herself feels for the cause.
  ❖ Is able to take their own standpoint regarding the use of CFCs

Story telling session: Stories have always been a very important part of children's lives, and are very effective modes of interacting with them. Such as, the story of the life of Mother Teresa, including anecdotes from her life that depicted her boldness, empathy, integrity, sensitivity, vision, optimism, and perseverance. The students can be asked certain questions focusing on her personality, and how she was different from other people. The session can be concluded by sharing responses of the students.

Inter Class Activity:

Street play: A street play on the life of any social leader as Mahatma Gandhi/ Swami Vivekanand showing various phases of his life. This can be followed by a discussion, which gives the students the opportunity to find out more about the life of Mahatma Gandhi and his rational attitude, sensitivity, integrity, proactiveness, and boldness. Make them discuss critically how his attitude got reflected in his conduct or how his attitude influenced his action

Intra Class Activity: All sections studying a related topic in any subject Live interactions with social leaders:

Such as interaction with *Chipko Andolan* activists can be seen as an opportunity :
- To Understand other's context
- To listen to their original experience
- To understand how they fought for their environment.
- To understand their relationship and sensitivity towards their environment
- To realize that how we can question rationally, boldly as well as work towards it positively

Class Activity

Role Play 'scarcity of water'

The students can be asked to experiment for one day, in which they had to manage their day-long activities with only one bucket of water. During the next session, they can share their experience, focusing on the various challenges and the alternatives or adjustments they had used.
- Will sensitize them to the issue
- Will motivate them to looking for alternatives
- Work with Positive attitude
- Proactiveness towards trying alternatives

6. TRANSFORMING ASSESSMENT FOR STUDENTS' DEVELOPMENT

Section 11 Towards a More Holistic and Multidisciplinary Education.

- Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently showed positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and **enjoyment of learning**. Research is also improved and enhanced through a holistic and multidisciplinary education approach.

7. CONCLUSION

"Till date, we've been focusing on 'What to Think' in our education policy. In the NEP2020 , we are focusing on "HOW TO THINK" There is an avalanche of information in this digital era, and thus, we've tried to filter out what's not needed. How can our youth think critically and innovate unless we ensure a purpose in the education system...unless they can be passionate. The 5+3+3+4 structure - moving forward from 10+2 structure - is a step in this direction."

Enjoyable Learning helps in Holistic learning which involves overall development of the child that is cognitive, affective, emotional, social and moral/ ethical. **Enjoyable learning** requires a variety of experiences whether in school, home or community. Creating a conducing and enabling environment for innovation and not merely sticking to the traditional method of teaching and testing is the need of the hour. Combining various disciplines, moving beyond the basics, reaching out of the classroom and achieving altogether a new and different outcome will help in developing a streak of innovation in students right from the start. While knowing the basics is an initiating point, it has to be further leveraged to apply and find solutions by exploring until students find the best answers.

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Flexibity in The National Education Policy

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Abstract

The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 3% to 6% of the GDP as soon as possible. The National Education Policy 2020 has 'emphasised' on the use of <u>mother tongue</u> or local language as the medium of instruction till Class 5 while, recommending its continuance till Class 8 and beyond. <u>Sanskrit</u> and foreign languages will also be given emphasis. The Policy recommends that all students will learn three languages in their school under the 'formula'. At least two of the three languages should be native to India. It also states that no language will be imposed on the students. The National Education Policy (NEP) 2020 is independent India's third Education Policy and the first in quarter of a century. Its effectiveness must be assessed based on the extent to which it contributes to the realization of article 21A of the Constitution, addresses its segregated education system, is gender transformative and closes the gap between the education for India's elites and its poor and historically marginalized groups including Dalits, Adivasis, Muslims. Its implementation must contribute to improved realization of the RTE Act, lead to the strengthening the public education system and stem the rising commercialization of education.

Keyword: NPE, flexibility, Multi-Disciplinary Approach

Introduction

The National Education Policy (NEP), 2020 is the third in the series of National Education Policies (1968 and 1986 modified in 1992) in India. Its stated five guiding pillars are Access, Equity, Quality, Affordability and Accountability. The Draft NEP was 484 pages. The Ministry undertook a rigorous consultation process in formulating the draft policy: "Over two lakh suggestions from 2.5 lakh <u>gram panchayats</u>, 6,600 blocks, 6,000 <u>Urban Local Bodies</u> (ULBs), 676 <u>districts</u> were received. In October 2022, Ministry of Education released New Curriculum Framework for 3-8 years children and National Credit Framework inline of NEP 2020. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 3% to 6% of the GDP as soon as possible.

Some of its provisions in school education include universalization of pre-primary and secondary education, curriculum and examination reform including a move to a 5+3+3+4 design covering children aged 3-18 years, enhanced flexibility in the choices of courses for students in schools, revamping of teachers' education, governance and regulation reforms, enhanced use of technology for education and a push towards greater vocationalisation of education. The NEP includes several positive suggestions, including but not limited to, recognition of the continuum of learning from early childhood and secondary education, introduction of school breakfast, introduction of a range of staff at the complex (social workers, counsellors, health personnel, support staff, special educators), the focus on liberal education and the intention of removing silos of academic/non-academic, vocational/ academic, freeing teachers from non-teaching work and providing a career path and continuous professional development for teachers. The policy's intent that private schools are not run by commercial operators is appreciated. The idea of School Complexes offers intriguing possibilities in terms of both pedagogic renewal and as an alternative of closure of schools. It also commits to a gradual enhancement in the allocation to education, especially by the union government. The positive features are, however, counterbalanced by some limitations which would need to be addressed during the course of its implementation. The Ministry of Education has developed a detailed action plan for its implementation named 'Students' and Teachers' Holistic Advancement through Quality Education '(SARTHAQ)1 . Most

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state governments have started rolling it out2 and the development of the National Curriculum Framework in line with the NEP is underway.

Flexibility in New Policy in Education

Flexible education systems enable learners to move within and across education, training and employment. Flexibility means that young people can adapt their learning pathway as they go along, to suit their interests and abilities. Curriculum flexibility is conceptualized in terms of adaptability and accessibility of the curriculum to students' needs and capabilities. Concept of flexibility in curriculum is introduced to benefit backward or disabled children so that they can learn according to their needs. New National Education Policy allows both horizontal and vertical mobility of students as well as mid-term course correction wherein students can swap their chosen majors with minors and vice-versa after their third semester of a UG degree, thus providing them the flexibility to move from one discipline of study to another. The main points describe which show flexibility in new policy discussed below:

❖ During the process of gaining knowledge and completing their degree programmes students can take multiple entries and multiple exits depending upon their personal needs, interests and family commitments.

❖ They can stay away from their colleges for a maximum period of three years, re-enter and complete the whole UG degree within a total duration of seven years.

❖ This will be particularly useful for the students hailing from rural areas who might occasionally need to lend a helping hand to their families back in their farms during the harvest season or have some other important assignments to attend.

❖ Similarly, the students opting for some kind of start-ups, entrepreneurial and industrial ventures can take a break from their college routines and complete their assignments without affecting their career prospects adversely.

❖ An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized institutions of higher learning. This will allow students to gain the required number of credits from different educational institutions within the country and move around in an unhindered manner from one institution to another.

❖ This will also help them gain diverse experiences and insights in different cultures and learning environments of different academic institutions while at the same time giving them freedom to move from one station to another, with or without their family members while pursuing their UG or PG degrees.

❖ NEP-2020 promotes semester-wise, choice-based-credit-system that presents a cafeteria model wherein students can choose open and generic elective courses and teachers of their own choice and do not have to necessarily get taught by only a specific teacher or group of teachers working in a particular educational institution or teaching department of that institute.

This will lure greater number of students towards more enterprising, proficient and effective teachers and will generate a healthy competition among teachers motivating others to perform better and create demand for themselves in their respective institutions and teaching departments.

❖ Teachers who make use of innovative teaching pedagogies and make learning fun and enjoyable will obviously be in greater demand rather than teachers who believe in chalk and talk method of teaching and rote-learning by students.

❖ Students who have already enrolled and are pursuing UG programme as per Choice-Based-Credit-System will also be eligible to pursue 4-year undergraduate programme and the university

concerned may offer bridge courses (including online courses) to enable them for transition to curriculum and credit framework for undergraduate programme (CCFUGP) notified by UGC.

❖ It gives equitable weightage to all thus allowing students inclined more towards sports, arts, music, dancing, social work etc to pursue their careers with full vigour without losing on their academic scores and grades.

❖ New policy encourages formative assessment over summative assessment, continuous over terminal assessment, conceptual understanding over rote-learning and flexibility over rigidity. Thus the students need not cram their curricular contents for their terminal examinations and need not get sleepless nights while preparing for the same.

❖ They can just relax and get themselves evaluated on continuous basis soon after they acquire the requisite knowledge, skill or competence in any specific portion of their curriculum because as per NEP-2020 education will be learning outcomes based wherein students will be evaluated on regular (weekly, monthly or quarterly) basis for the accomplishment of their learning objectives.

❖ Progress towards achievement of learning outcomes will be assessed using time-constrained examinations including closed-book and open-book tests, problem-based assignments, practical assignment laboratory reports, observation of practical skills, individual project reports (case-study reports), team-based project reports, oral presentations including seminars, viva voce interviews, computerized adaptive assessment, examination on demand, modular certifications, etc.

❖ Learning objectives and outcomes will be divided into programme learning outcomes for the whole UG or PG programme and course learning outcomes for various courses within a specific UG or PG programme.

❖ New education policy allows special attention for slow learners through special mentorship guidance and extra-hours of grooming through one-to-one sessions.

❖ It also seeks to promote local language, culture and heritage while at the same time inculcating a sense of deep rootedness and pride in India through an understanding and appreciation of its rich ethos, traditions, diversity and contributions to the world of science, mathematics, literature and knowledge.

❖ It envisages to make education and research more socially and locally relevant by promoting community outreach and extension activities. Skill enhancement and entrepreneurship development will be promoted through promotion of innovation-incubation and start-up culture.

❖ Industrial visits, internships and on-the-job training of students will be fostered with a view to help them meet the emerging challenges of highly dynamic global job markets and make them more employable as per contemporary industry needs.

❖ New policy seeks to give impetus to online and e-learning with a view to make education more accessible, affordable and accountable and for this endeavor it aims to bridge the digital divide by providing free gadgets to students hailing from far-flung areas and belonging to lower strata of the society.

❖ Collaboration between colleges and universities across the nation will be promoted under the post-NEP era wherein student and teacher exchange programmes will receive a flip and more and more MOUs would be signed in future between inter and intra-national universities in diverse areas of mutual interest.

❖ In nutshell students will enjoy greater autonomy, freedom and flexibility under the new policy and relish their studies rather than view them as some kind of unwanted burden.

❖ Role of teachers will also be transformed from that of passive transmitters of knowledge to active facilitators and reliable mentors and the educational institutions too will enjoy a higher degree of