

Proceedings of National Seminar on

Reforms in Higher Education, Post NEP 2020: Challenges and Opportunities

14 & 15 October 2022



Organized by

**Internal Quality Assurance Cell (IQAC)
Al Ameen College, Edathala, Aluva**

In collaboration with

UGC – HRDC, University of Kerala, Thiruvananthapuram



Proceedings of National Seminar on

Reforms in Higher Education post NEP 2020: Challenges and Opportunities

14 & 15 October 2022



Organized by

Internal Quality Assurance Cell (IQAC)

Al Ameen College, Edathala

In collaboration with

**UGC – HRDC, University of Kerala,
Thiruvananthapuram**



Al-Ameen College,
Edathala, Aluva, Ernakulam (Dist.), Kerala,
India.
Pincode-683 564.

Title of Book:

Reforms in Higher Education post NEP 2020: Challenges and Opportunities

Copyright@2022 by IQAC, Al-Ameen College, Edathala, Aluva.

The proceedings are published subject to the condition that it shall not, by way of trade or otherwise circulated without the publisher's prior written consent in any form of binding or cover other than that in which it is published

ISBN 978-93-5768-134-6



Published by

IQAC, Al-Ameen College, Edathala, Aluva Ernakulam (Dist.),
Kerala, India. Pin code - 683 564.

Editors: Dr. Leena Varghese, Ms. Rahimol Ramesh

Printed by Al-Ameen Printers

Executive-Committee

Chief Patron: Dr. Junaid Rahman (Manager)

Patron: Dr. Cini Kurian (Principal)

Convener : Dr. Leena Varghese

Joint Coordinator : Dr. Sreeja S

Committee Members:

Dr. Shaniba MH

Ms. Shahanoor Beegum

Dr. Leji Latheef

Dr. Vinita T

Ms. Aiswarya Pushpakaran

Ms. Reyza

Ms. Rahimol Ramesh

Mr. Nandhu R

Ms. Beenatries N Joy

Ms. Sangeetha G

Foreword

With the implementation of NEP, last year witnessed a lot of transformations in the arena of higher education. NEP changed the rigid face of the current education system and restructured it to adapt the global changes happening in this field. The new policies put forward by NEP envision a holistic and multidisciplinary education which develops all capabilities of human beings. The future imagined by this policy will be achieved only by the integration of sustainable development goals in the education system.

According to the structural and functional shifts brought by NEP in the higher education sector, the assessment and accreditation system is also revamped to include the changes taken place in the curriculum, pedagogy, research and extension. In this context, we wish to address the most important dimensions of NEP such as blended learning and its challenges, outcome based education and its attainment, academic bank of credit, skill and vocational education etc.

We believe that the seminar will make the teachers to understand the need of design and development of new need based policies that include creativity and critical thinking which will help the achievement of key component put forward by NEP.

We hope the seminar will give a strive to our IQAC to revamp the strategies and initiatives taken in the field of Academic, Administrative & Financial auditing, designing of quality oriented academic and research programmes, introducing skill based valued added programmes that ensure employability, mapping of effective academic programmes for various sections of society, integration of modern methods of teaching and learning, ensuring accountability of evaluation procedures and research sharing and networking with other institutions in India and abroad

The institutional administration will understand the importance of developing and determining quality benchmarks, role of institution in disseminating knowledge, need of contributing in organization of workshops, seminars, conferences on quality and relevant themes and promoting quality as per local and situational need

We know that technology plays a vital role in Higher Education and HEIs must get accustomed to new technologies and ways of imparting education. Efforts and initiative to address these components are a few in many institutions. We believe the sessions on this seminar will throw light on the importance of development of Incubation Centres, start ups and an active Research Promotion Cell that promote innovative and state of art projects, encourage researchers to pursue ideas into prototypes, boost product development and inculcate creativity clubbed with social problem capabilities.

*Dr. Leena Varghese,
Ms. Rahimol Ramesh*

CONTENTS

Keynote Address

Actualizing OBE Through Curriculum Management

- Biju K**, Ph.D, Assistant Professor, Department of Education, School of Education & Training Central University of Tamil Nadu 2

Abstracts of Contributory Papers

- National Education Policy 2020 And Higher Education 15
Aslam Ansari

- Scope of Skill Oriented Courses in India - In the Context of NEP 2020 17
Blessy Paul P

- Adaptability of Social Media Marketing Among Students in Ernakulam District 19
Dr. Nemat Sheereen S

- Reforms in Higher Education POST NEP 2020 21
Shri Narayan Singh

Full Papers

- National Education Policy (NEP 2020): An Analytical Study of The Reforms It Will Bring in School and Higher Education in India 23
Abhishek Sarta, Sandeep Kaur

- Restructuring the Higher Education of The Film Institutions in Delhi Post NEP 2020 36
Vikas Singh

- NEP 2020-Is It A Hit or A Miss 44
Roshin Rafi

KEYNOTE ADDRESS

ACTUALISING OBE THROUGH CURRICULUM MANAGEMENT

Biju K, Ph.D, Assistant Professor

*Department of Education, School of Education & Training Central University of
Tamil Nadu*

Thiruvavur- 610005

bijuk@cutn.ac.in, +91-8943327651

Abstract

Rejuvenation of higher education is in high demand post-pandemic. The National Education Policy-2020 (NEP-2020) accelerates the process. Though the policy sounds to be participatory, there are lots of doubts and vagueness still pending, even in midst of its implementation. Structural and systematic changes that the policy proposes and the new governing bodies suggested shall aid to achieve quality in higher education. Introduction to following Outcome Based Education (OBE) at all levels of education is a significant change experienced by the stakeholders. Though tested in different countries and resulted in criticisms and discourses, OBE is expected to bring significant changes in the curriculum and methods of higher education. This paper attempts to review the different dimensions of OBE concerning curriculum management in light of NEP-2020.

(Keywords: NEP-2020, OBE, Curriculum)

Introduction

Paradoxes and prejudices always tremble human life. The conflicts that raise at each time are answered through intellectual discourses. Praxis has shown us the path to solving new complexities of human life, which necessitate participation.

Participation in any human endeavor makes it either possible or impossible. How one marks participation in the discourses is more important than what is been solved. Life on the earth is continuing with and without uncertainty. Uncertain are those which develop in the background, offering too much to solve the newer complexities. Certain are those which we need to address right now before it adds to the newer complexities. Education nowadays approaches to be complex in its pursuit.

The content and context of education have become more complex, since the takers' profile changes in every second. Breaking the ordinary and traditional paths is not so easy to embrace new ways of education. There is a realignment of educational goals in contemporary society. Coping with realignment requires accountability and commitment. The recent reforms in higher education in particular are in this direction.

New Education Policy- 2020 (NEP-2020) is the policy of the new century, which our country looks at with greater hope. The structural and essential changes that the policy brought are seems to be acceptable, but with doubt. The policy is getting implemented in various forms. But still, it seems to be not very clear, as it needs to be reflected in the other earlier policies and legislations. The intertwined complexities are not been tackled yet; rather disruptive styles of implementations could be witnessed.

Any policy document is a political document and hence there needs to have political dialogues and discourses, which would bring a lot of criticisms in terms of budget allocation, resource mobilization, exclusion of the cardinal constitutional principles, etc. For academia, the policy needs to be treated academically.

Curricular Challenges

The policy suggests ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, as the goal needs to reconfigure the

education sector. Multi-disciplinary approach and dual degree provisions seem to increase educational access, but may not be the affordability. Aspiring to be the knowledge economy, higher education needs to undergo structural as well as systematic transformations considering reality.

The new trend is introducing liberal arts and allowing for multiple packaging for the students. Liberal arts education aimed to produce a person who was virtuous and ethical, knowledgeable in many fields, and highly articulate. In ancient years it was the trivium- grammar, rhetoric, and logic, shifted to quadrivium in the medieval time- arithmetic, geometry, music, and astronomy. Developing well-rounded individuals with general knowledge of a wide range of subjects and with mastery of a range of transferrable skills is the core aim of any liberal arts curriculum. In the modern context, the borders of these subjects become narrow, and a typical liberal arts program is interdisciplinary, covering topics within humanities, as well as social, natural, and formal sciences.

Benefits of liberal arts education include preparation for work in a variety of sectors as it provides a wider range of knowledge expansion. The career choices can be redefined, and the different meaningful combinations of knowledge realms would open up better-informed career decisions. Better socialization can enable students to adapt and thrive in the world, communicate with them, and understand other members of the community. But whether the follow-up systems are restructured according to the multi-disciplinary liberal arts structure is the doubt that the students and parents raise. The placement evaluation and even the recruitment rules have to support structural and systemic changes.

Reorienting and restructuring the curriculum in higher education is in high demand. The pandemic experiences have shown the incapability of the existing

curriculum even for meaningful technology integration. Policies and drafts are recurring with an emphasis on technology integration. The infrastructural and human capital orientation towards technology integration itself is a tremendous task that needs to be completed. Completing the capacity building of the teachers with the existing curricular and assessment structure seems to be another challenge. One can be ambitious to increase the curricular load, but the reality in terms of rigidity of assessment and course structure becomes the hurdle in achieving these goals.

The Methodological Revival of Higher Education

Expansive intellectual grounding in all kinds of humanistic inquiry should become the agenda for any curricular revamping. Keeping the curricular revamping aside, the big question about methodological reforms in higher education is still unquestioned. Adopting the latest technologies and techniques should result in methodological shifts in higher education classrooms. Achieving lifelong learning and learning to learn is possible only through revived methodologies of teaching learning and assessment. Increased access to the information and the capacity to construct their knowledge of the learners are still not considered while designing the curriculum as well as during the delivery of traditional curricular content. Forward-looking and utilitarian principles of curriculum construction have to be realized when the reformations in the curriculum are planned. Updating and upgrading the standards of the curriculum with alternative methods resulting in more experiential learning should be emphasized. One should also explore the scope of vertical and horizontal planning.

Outcome Based Education (OBE)

The outcome-based educational concept has evolved beyond mastery learning, which Benjamin S Bloom has proposed. Mastery learning seems to be a tool/technique

that one can use in achieving OBE, aiming at what students should be able to do successfully.

In 1981, they were able to develop a document that defined the philosophy and approach. The operating characteristics were the set of principles, in implementation would get higher learning success (success related to the expectations the people have about what students are capable of). "Outcome Based Education means focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences" (Spady, 1994)

Outcomes are clear learning results that we want students to demonstrate at the end of significant learning experiences. They are not values, beliefs, attitudes, or psychological states of mind. Instead, outcomes are what learners can do with what they know and have learned they are the tangible application of what has been learned. This means that outcomes are actions and performances that embody and reflect learner competence in using content, information, ideas, and tools successfully. Having learners do important things with what they know is a major step beyond knowing itself. When defining and developing outcomes, educators must use observable action verbs like describe, explain, design, or product rather than vague or hidden non-demonstration processes like know, understand, believe, and think.

"To me, outcome-based education is a consistent and systematic application of four key principles that should be part of every educator's plan in any learning system- a clarity of focus on outcomes of significance for students, an expanded opportunity for successful learning, high expectations for a high level of performance, and the practice of "designing down" or building backward from where you ultimately want students to end up"(Spady,1998). OBE has attempted to overcome the restrictive, limiting, and

arbitrary nature of the traditional system of education. The philosophy of commitment to all students being successful makes OBE more acceptable.

5Ps of OBE Pyramid

The 5Ps of OBE should serve as the basis for curricular revival if focusing on outcome achievement. Converting the existing curriculum to OBE format is been seen as easy in general, converting the curricular objectives to outcome terms and blind mapping of the program, course, and course-specific outcomes.

1. *Paradigm*- what and whether students learn successfully is more important than when and how they learn something.
2. *Purposes*- equip students with the knowledge, competence, and qualities to be successful after they exit the education system; structure and operate schools so that the desired outcomes are achieved/maximized for all students.
3. *Premises*- all students can learn but not at the same time/same way; successful learning breeds more successful learning; schools control the conditions that direct learning.
4. *Principles*- clarify of focus on exit outcomes of significance; expanded opportunity/support for learning success; high expectations for all to succeed; design down from culminating outcomes
5. *Practices*- define outcome; design curriculum; deliver instruction; document results; determine advancement

Before basing a system on outcomes, the university and the competent authorities should establish a clear framework of learning that students will be able to master successfully at their culminating points of learning. Defining, organizing, structuring,

focusing, and operating the activities based on the culminating outcomes should also be synchronized. The time and accomplishments should mesh if one needs to implement OBE. Some of the examples of the outcome-based model presented by Spaddy include apprenticeship training in the skilled trades, personnel training in Business, Military training programs, flight schools, etc, were clearly defined competence and performance are essential to carry out a role effectively.

Approaches to Curriculum Design, Instructional Delivery, and Learning Assessment

The curriculum needs to be designed and developed such as to give clearly defined exit outcomes. The curriculum should also enable the teachers to design instructional strategies, assessments, and students to follow the performance standards.

In the OBE curriculum, instruction and assessment should be viewed as flexible and alterable means of accomplishing clearly defined learning "ends". Time in an outcome-based system is used as an alterable resource, depending on the needs of teachers and students, contradicting the traditional system where time defines most system features, an inflexible constraint for teachers and students.

In OBE, standards need to be criterion based rather than comparative/competitive. The OBE system focus on increasing students' learning and ultimate performance abilities to the highest possible levels before they leave the institute.

Ensuring that all students are equipped with the knowledge, competence, and qualities needed to be successful after they exit the educational system; structuring and operating higher education institutions so that those outcomes can be achieved and maximized for all students.

Mapping the curriculum to the designed program outcome, course outcome, and course-specific outcomes in a democratic and collaborative environment is a serious academic task. It's not so easy to fill up the matrix in terms of mapping. The course-specific outcomes need to be evolved from the course outcomes, which are supportive of the program outcome. Selecting the appropriate cognitive process to frame the outcome would direct the teacher to design the most relevant and adequate learning experiences, selection of methods and materials, and decide the learner role and even the assessment method which in turn assures the achievement of the immediate outcomes.

The opportunity for the learners to access significant curriculum and resources and the structuring of curricular experiences is essential to actualize OBE. Opportunities for repeating critical learning experiences, higher-order thinking capacities, extended learning trajectories, higher levels of analysis, and verifications are also crucial factors for the learners to actualize the outcome if they are been designed collaboratively. The curriculum should reflect the scope for self-learning, peer-learning such that teachers can facilitate the learning, support the learners to develop learning plans, and monitor their learning progress. Assessment needs to be an inbuilt and inseparable part of the curriculum, maximizing the scope for personalized objective, and transparent assessment.

Different Dimensions of OBE

The three key dimensions of high expectations in an OBE curriculum are raising the standards of acceptable performance, eliminating success quotas, and increasing access to a high-level curriculum. The high expectations need to be worked out with the standards also if meaningful results need to be achieved.

The operational system includes the standards and accountability structure, curriculum content, instructional process, and technology structure, and eligibility, promotion, and assignment structure. This means, the program, courses of study, subject areas, organization of instruction and the technologies to carry it out, student grouping, scheduling, assessment, grading, report cards, credits, placement, promotion, and advancement through the curriculum.

Total quality management, organizational reengineering, systemic changes, corporate excellence and a host of other organizational improvement approaches are all compatible with the philosophies of "all can learn and succeed".

OBE curriculum development and management need to consider the paradigm shift from the time-based industrial age to the outcome-based information age. Spaddy explains these two paradigms, highlighting their characteristics.

- *Components of time-based industrial age paradigms:* calendar defined, constrained opportunity, custodial credentialing, content segmentation, curriculum coverage, cumulative achievement, collection categories, contest learning, comparative evaluation, and cellular structure.
- *Components of Outcome-based Information Age paradigms:* outcome defined, expanded opportunity, performance credentialing, concept integration, instructional coaching, culminating achievement, inclusionary success, cooperative learning, criterion validation, and collaborative structure.

The analysis of the information age paradigm allows the curriculum designers to adapt the outcome-based approach in its essence. The robust design of the curriculum shall not highlight not only the outcome but also the instructional coaching, cooperative learning, criterion validation, and collaborative structure. The curriculum needs to

explore the common categories of outcomes such as content focus, time referenced, curriculum scope, jurisdictional domain, competency complexity, and operational function. The curriculum management needs to focus on the three critical domains of outcome: performance abilities, content (essential core knowledge without which performance is not possible), and literacy (which represents language and numeric tools for acquiring knowledge and developing other kinds of competence).

Standards for OBE implementation

The following are the standards explained by William G Spaddy for the OBE implementation.

1. A collectively endorsed mission statement that reflects staff commitment. This should aim to achieve learning success for all students on future-focused, higher-order exit outcomes essential to their future success as students and adults; and, implementing conditions and strategies that maximize all student's opportunities for success on these significant outcomes.
2. Clearly defined, publicly derived exit outcomes. These outcomes shall directly reflect the knowledge, competencies, and performance orientations needed by positive contributing adults in an increasingly complex, changing world, and, all students successfully demonstrate before they leave school.
3. A tightly articulated curriculum framework of outcome performance that: a) is derived directly from these future-focused higher order exit outcomes, b) integrates knowledge, competence, and orientations across domains of learning; and, c) directly facilitates these exit outcomes.
4. A system of instructional decision-making and delivery that consistently: a) assured successful demonstration of all outcomes and performances for all

students; and, b) makes needed instruction available to students on a timely basis throughout the calendar year, c) employs a rich diversity of methods and strategies that encourages all students to be successful, and d) deliberately provides more than one uniform, routine chance for students to be successful, even after regular reporting periods and semesters have ended

5. A criterion based, consistently applied system of assessment, performance standards, student credentialing, and reporting that: a) is tightly aligned with all significant, future-focused exit outcomes, b) emphasizes applied learning in relevant, life-role contexts, c) documents what students do successfully whenever they can do it, d) encourage students to attain high-performance levels on everything they pursue, e) enables students to demonstrate and receive full credit for improved learning on a timely basis any time before graduation, and f) prevents and avoids invidious comparisons among students.
6. A system of instructional placement, grouping, and eligibility that enables students to advance through the curriculum whenever they can successfully demonstrate essential performance for new learning experiences.
7. An ongoing system of program improvement that expands: a) staff vision of potential goals and modes of operation, b) staff accountability for the results of their decisions and practices, and c) staff capacities for effective leadership, performance, renewal, and change and d) structures that both encourages staff collaboration as well as support effective and responsive program implementation.
8. A database of significant, future-focused outcomes for all students plus other key indicators of school effectiveness, which is used and updated regularly to improve the conditions and practices that affect students and staff success. (p 102-104)

Conclusion

OBE is not something new, but rather a system focusing on the instructional outcomes that the learners need to be achieved. There is a lot of courage and a strong support system that are needed to overcome the criticisms of outcome-based education. The implementation of OBE can either be addressed through the program alignment approach or the system transformation approach. For a practitioner, the simplest and easiest way would be the program alignment approach, which also requires improved curriculum design, instructional delivery, and flexible assessment methods. One may appreciate the scope of designing meaningful outcomes, which explore the multifaceted potential of the learners and achieve through creative and socially relevant methodologies.

References

- Spaddy, Willaim. G (1994). Outcome Based Education: Critical Issues and Answers, American Association of School Administrators, Arlington, Va.
- <https://www.tandfonline.com/doi/pdf/10.1080/10656219809484858?needAccess=true>
- National Education Policy -2020. Ministry of Human Resource Development, GoI,
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- https://www.ugc.ac.in/pdfnews/4598476_LOCF-UG.pdf

***ABSTRACTS OF
CONTRIBUTORY PAPERS***

NATIONAL EDUCATION POLICY 2020 AND HIGHER EDUCATION

Aslam Ansari
Research Scholar
Eklavya University Damoh MP
aaansariblp@rediffmail.com

Abstract

This conceptual research article is based on NEP 2020 focuses on Higher Education (HE). Authors of the article intends to discuss background and emergence; to highlight vision, focus thrust areas and principle guidelines; and necessarily to bring out features, impact areas and opportunities to stakeholders as well. Finally, they are emphasizing the need for planned, systematic and careful implementation of the policy.

1 - In Higher Education, a lack of multi-disciplinary approach and flexibility with regards to subject choice, assessment as well as a skill-gap: Dropout rate is also increasing in higher education institutions. At the same time Gross Enrolment Ratio (GER) is decreasing and remained about less than half of that is in middle and secondary education. It means many students are not enrolling in higher education. Hence, the policy mainly focuses on to minimizing dropout rate and increasing GER in higher education institutions.

2 - Moreover, overall thrust areas for NEP 2020 include childhood care, curriculum design, language/medium of instruction, teacher training, teacher appraisal, assessment pattern and evaluation and exam format. A new assessment centre called, PARAKH i.e. Performance, Assessment, Review and Analysis of Knowledge of Holistic Development is proposed to determine the standards for education.

3 - Lastly, issues with regulation, recruitment of teachers and the absence of common standards and norms for universities are the additional areas in this new policy.

National Education Policy 2020 (NEP 2020) is a welcome and ambitious re-imagination of India's education system into a modern, progressive and equitable one. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, NEP 2020 is aligned to the 2030 Agenda for Sustainable Development (SD). It aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multi-disciplinary, suited to 21st century needs. The policy calls for a large-scale implementation of a magnitude never before attempted anywhere in the world. The actual transformations will start from the academic year 2021-22 and will continue until the year 2030, where the first level of transformation is expected to be visible. The mission is aspirational but the successful implementation depends upon how well implementers understand the challenges and try to overcome it.

To realize the dreams it contains, we Indians must overcome substantial execution challenges in a sustained manner for years and decades to come. Lastly, to say, *“National Education Policy (NEP 2020) brings in ambitious changes that could transform the education system. But the key here is good implementation and execution”*.

SCOPE OF SKILL ORIENTED COURSES IN INDIA - IN THE CONTEXT OF NEP 2020

Blessy Paul P,

Research Scholar at SOCS,

MG University, Kottayam

blessypaul91@gmail.com

Abstract

In the next few decades, India will be the human capital with world's largest young working age population and viewed as the potential talent pool. Even if there are many job opportunities in India, the lack of manpower training on technological advancements and 21st century economic skill is the reason for unemployment. To address this problem, the government has initiated a number of vocational education initiatives. Studies are needed to highlight the need for vocational courses as the society does not understand the importance of such courses as compared to regular courses.

Skills and knowledge are the backbone of economic growth and social development in India. In the higher education sector, knowledge and skills are necessary for a diversity of employment needs in the education, health care, and manufacturing sector. The lack of 'skilled' workforce is a result of poor skill oriented education system. Regardless of whether there are numerous degree courses in India, the pace of joblessness is expanding day by day. It is because of normal graduation courses have less skill training and practical sessions. Better Skill development courses will affect all those in the labour force, including those who entering the labour market for the first time. In India, there is New Education Policy [NEP] which supports this skill development education system. The integration of skills in higher education under the National Skill Qualification Framework[NSQF] and incorporation of skills and ability enhancement

courses through Choice Based Credit System for sustainable skill development is also recommended along with the full time vocational degree / diploma programmes and add on courses being offered through Community Colleges, B.Voc and Deen Dayal Upadhyay centres for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood [KAUSHAL]. Researches need to come forward to evaluate the employability and predict the future of skill development courses and initiatives of vocational education and training in universities and colleges under the University Grants Commission [UGC]. Through this, Government authorities could understand the existence and future of the advanced courses they have introduced.

Objectives

- ➔ Skill development of student.
- ➔ Faculty development.
- ➔ Development of a skilled workforce.
- ➔ Reduce migration of international students.
- ➔ Industrialization.

ADAPTABILITY OF SOCIAL MEDIA MARKETING AMONG STUDENTS IN ERNAKULAM DISTRICT

Dr. Nemat Sheereen S

Assistant Professor

School of Legal Studies

CUSAT

nematsheerin3@gmail.com

Abstract

The shift of marketing from traditional to digital is increasing day by day (economic times, 2022) and this results in increased return on investment when compared to the traditional strategies of marketing. The use of digital channels to market the products and services to reach the consumers and the transparency of the internet allows the marketer to have access to the product in a near real-time fashion. It also gives space for the customers to know about sound pricing and have a better study about the convenient place where the product or service will be kept for sale. Even in the field of education social media marketing plays a significant role in influencing brand equity of higher education institutions through brand credibility. Even though online shopping has got enumerable benefits there are uncertainty and unfavourable consequences. Traditional online shops are not effective when compared to the advance and interactive social space where customers are learning more about the product through various sources. To influence prospective customers the organisations adopt various marketing strategies. The strategies include search engine optimization, paid advertising, email marketing, social media marketing, mobile marketing, etc to facilitate the achievement of the organizational goal. These marketing strategies play a vital role in the selection of products, the marketplace, marketing tasks, and marketing resources for offering

value to customers. Live streaming and social commerce enhance digital marketing credibility as the customer and the vendor are engaged in real-time chats. The current study aims to examine the various digital marketing strategies adopted in e-marketing and identify the most influencing strategies among the young generations in Ernakulam District.

REFORMS IN HIGHER EDUCATION POST NEP 2020

Shri Narayan Singh

Research Scholar

Eklavya University Damoh, Madhya Pradesh

Abstract

One of the stronger themes across the entire policy document is around quality improvement in the learning outcomes. A series of initiatives has been highlighted in the NEP around quality learning environments, use of ICT tools for training, experiential learning, improving the quality of faculty among others. Recommendations on moving ECCE and school pedagogy to the 5+3+3+4 structure and a three-tiered institutional architecture in the higher education segment (research focus, teaching focus and autonomous degree-granting colleges with strong employability focus) are welcome steps from the sector standpoint.

The NEP 2020 has outlined an ambitious task of nearly doubling the GER in higher education from 26.3 per cent (2018) to 50 per cent by 2035 while improving quality of Higher Education Institutions (HEI) and positioning India as a global education hub. The focus is on providing a flexible curriculum through an interdisciplinary approach, creating multiple exit points in what would be a four year undergraduate programme, -catalysing research, improving faculty support and encouraging internationalisation. One of the paradigmatic shifts will be the setting up of the Higher Education Commission of India (HECI) for the entire higher education segment. The HECI will act as a single regulator and several functions, including accreditation, funding and academic standard setting, will be carried out by independent verticals. These entities will eventually replace other regulatory bodies like the University Grants Commission (UGC) or the All India Council for Technical Education

FULL PAPERS

NATIONAL EDUCATION POLICY (NEP 2020): AN ANALYTICAL STUDY OF THE REFORMS IT WILL BRING IN SCHOOL AND HIGHER EDUCATION IN INDIA

¹ Abhishek Sarta, ²Sandeep Kaur

¹Assistant Professor, Department of Public Administration, SGGGS College, Sector - 26, Chandigarh, Contact: 8146171831

sartaabhishek@gmail.com

²HOD, Department of Public Administration, SGGGS College, Sector -26, Chandigarh

21sandeepkaursindhu@gmail.com

Abstract

NEP is the first education policy of 21st century .During the COVID-19, the only positive that happened in the field of education in India was this policy which promises to transform the education system of India. As they say, change in the law of nature but this changes was overdue for more than 35 years .The last time we saw a similar change in the field of education was back in the year 1986. For anything to survive in this dynamic world it is important to adapt to the changing scenario. Same goes for education, with changing information and communication technology (ICT), industrial requirement, there is need for change in the way we learn .And as the global scenario in education has been changing rapidly witnessing a paradigm shift in the overall system .It was important for India also to catch up with that change, an effort in this direction has been made through NEP 2020 to reform the education system in India.

The study is purely qualitative in nature as it relies solely on secondary data sources. And the secondary data sources used are books, journals, research articles, websites, newspaper, and different government publications. An effort is made to study the provisions of the policy and how these will contribute towards improving the education at school level and in the higher education. The study will also look into the challenges in implementing those provision in place of the existing system of education in India.

Keywords: *NEP 2020, School Education, Information and Communication*

Technology (ICT), Higher Education, Reforms.

Introduction:

India being one of the largest countries in the World when it comes to population .Keeping in view this fact it becomes really important that the focus should be on better education and skill development which has to do with the human resource development. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Many efforts were made in this direction from time to time with constitution of various committees and commission and incorporation their recommendations into the education system. After independence, India has come up with three polices at the National level. The first was national education policy in India in the year 1968 and the second in 1986 which was revised in the year 1992 .The third being the recent one which came in the year 2020 (Pankaj Thakur).With such a large population it is challenge for India to ensure education for all and make sure that dropout rate is at the lowest as it is not only about bringing a child to the school, retaining that child is also a bigger task. According to 4th goal of United Nations Sustainable Development Goals (SDGs), which aims to

“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. India believes that through this new national education policy 2020, it can achieve this goal at least by 2040 with equitable access to high-quality education to everyone irrespective of social and economic background. Thus, a lot is expected out of NEP 2020 as it focuses more on skill, innovation, problem solving .NEP has diminished the walls of separation between the disciplines and advocated the importance of interdisciplinarity and creativity. The policy expects a new set of regulations to make the education pedagogy more experimental, inquiry-driven, discovery-oriented learner centered, analysis-based, flexible, enjoyable, and futuristic so that the educated output can support countries economic growth, social justice and equality, scientific advancement, cultural preservation, and national integration (G.)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, higher education as well as vocational studies in India. The policy aims at changing the education scenario in India. (B.Venkateshwarlu). The idea behind introduction of such policy is bridging the gap in the existing system of education and learning in India .And this gap can be bridged only if new reforms are incorporated into the system of education in India .This has been done through NEP 2020 where focus areas are innovation ,skill ,equity , quality in learning . India as a country is hoping that it will have a leading education system by the year 2040 .Globalization and the market trends has already given a sense of adaptive changes which are required . Now it is not only about knowledge and education, the focus on skill, innovation, market demand is equally important when it comes to shaping up students. Therefore, there is a need to move towards less content, and more

learning. The students should be taught to be active learners and their critical thinking ability should be developed. Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment. (National Education Policy 2020)

Objectives of the Study:

- To analyze the provisions of the policy for school and Higher education in India in terms of their contribution to the existing system of education.
- To study the about the challenges which will be there in the implementation of this policy.
- To provide suggestions which can contribute towards the better implementation on NEP.

NEP about School Education:

The new NEP is based on four pillars which are Access, Equity, Quality, and Accountability. (Negi).NEP 2020 mainly talks about a journey from early childhood to higher education including vocational education .It has suggested for changes at all these levels of educations .The major reforms suggested in NEP about school education includes replacing of the existing 10+2 structure in school education with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18.NEP also talks about early childhood care and education and how this foundational level of education can be strengthened .For ECCE ,the NEP Supports flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, comprising of alphabets,

languages, numbers, counting, colors, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. To boost this NCERT should develop Curriculum for children up to 8 years of age. MHRD also has an important role to play in ensuring the strong foundation for students at early stage of their lives. Foundational Literacy and Numeracy should be achieved by all the states and UTs by 2025. It should be the priority of MHRD to ensure that and a National Mission on this should be set up by MHRD. There is a mention about dropout rate as well. It is quite evident from the fact that GER (Gross Enrollment Ratio) from grades 6-8 is about 90.9% which comes down to 56.5 in 11th and 12th indicating a heavy drop out. In order to reduce this NEP suggested that trained teacher and better infrastructure can help in keeping this to minimal. NEP advocates that there should be a reduction in the content of the syllabus at different level. And focus should be on discovery, discussions, critical and analytical thinking (National Education Policy 2020). These are the major provisions regarding the school education other include education in mother tongue, Experimental learning, flexibility in curriculum, Summative to formative style of assessment which promotes skill, competency, critical thinking and clarity.

NEP about Higher Education:

In India, higher education (HE) multiple regulators are going to be united in to Higher Education Commission of India (HECI) as single regulator for HEIs. The certification establishments (NAAC and NBA) are going to be replaced and a sturdy National certification Council (NAC) will be constituted. The research and innovation funding in higher education would be supported by National Research Foundation. NEP has

mandated for multidisciplinary education model for higher educational institutions. These intuitions should have campus with minimum 3000 students. The deadline provided to become multi-disciplinary is 2030 and they are expected to have strength of 3000 students by 2040. Further, these Multidisciplinary Universities should either focus on research or teaching and can become specialized institution in one of them. The colleges have been given option to become autonomous and award their own degrees or they can also become a part of existing university. NEP also speaks about how to increase student's enrollment in all form of educational institutions. GER has been matter of concern in India so; present education policy has got special focus on it. NEP emphasizes on holistic and multidisciplinary education approach and research now is encouraged from UG level only. Present policy stress on over all development of a student with cross- disciplinary and outcome based education. There is a proposal of Academic Bank of Credit at National level to provide flexibility in acquiring degrees and multiple entry-exit option at all levels of education. Several digital platforms will be either started or existing one will be revamped to encourage online learning and digitalization of libraries .Student focused teaching & learning method is going to be enforced rather than current teacher focused teaching model. Evaluation model will be revamped from Choice based to Competency based. Evaluation and assessment model is also going to change from End semester examination system to continuous assessment system. All HEIs will have to focus on skill education. They also need to have provision for counseling centers with counselors to take care of mental well-being of students. Conventional education is going for massive transformation as it will be market driven hence forth. Indian government has aimed to establish world class educational institutions and attract lot of international students. Further, the courses completed in foreign universities by a student will be given weightage and considered

equivalent in India. This will provide students flexibility to start a degree abroad and later on complete in India (National Education Policy 2020).

Some Targets in NEP:

- All the provisions of the policy will be implemented by 2040.
- 100% Gross Enrolment Ratio from Pre-School to Secondary level will be achieved by 2030.
- Teachers to be prepared for assessment reforms by 2030.
- There will be common standard for learning in private and government school
- Foundational numeracy and basic literacy to be achieved by Grade 3.
- Universalizing early childhood care and education by 2030.
- Vocational training for at least 50% learners by 2025 (B.Venkateshwarlu, A CRITICAL STUDY OF NEP 2020: ISSUES, APPROACHES, CHALLENGES, OPPORTUNITIES AND CRITICISM).

Challenges in Implementation of NEP 2020

National Education Policy (2020) is reformatory step toward changing the education system of India for the better .A lot of effort has been put in framing the policy, it is the result of in-depth research, deliberations and discussion that we have arrived at something as comprehensive as NEP. But, there exist few changes in the successful implementation of these reforms which are as follows:

- There is a lack of infrastructure and funding to incorporate such massive changes into the system .The national education policy 2020 focuses on making India a global destination for education by stressing upon quality and

dynamism. The policy focuses on raising expenditure in the education sector to reach 6% of GDP at the earliest. But figures gives a very contracting picture .It is not for the first time that there are talks about increasing the investment in education .The economic survey 2019-20 says India spends only 3.1 % of its GDP on education sector even after continuous talks on spending patterns .So the first thing is to priories education as a top priority and channelize the investment towards this goal (Soni).

- From the policy documents is seems quite obvious that there will be more stress on privatization of education .In a country like India where affordability of education is still the biggest issue ,privatization seems like a major hurdle in implementation of the policy. Although NEP does mention about the need of transparency in fee structure but there is no mention about how they will curtain the growing fees of private institutions and make them function in a manner where utilitarianism will be the focus not profit maximization.
- There is no mention is the NEP 2020 about how it will be ensured that the benefits of education reaches the marginalized section of society. The explicitness about the inclusion of every section of the society is missing in the policy document .The roadmap for any such action is missing.
- Ensuring the accountability of each stakeholder is a huge task .The comprehensiveness of the policy require many stakeholders working together in a close knitted and well-coordinated relationship .The kind of changes the implementation of this policy will bring to the system is massive in terms of impact and outreach .Thereby expecting cooperation and acceptability of each stakeholder is a tedious task in such a large setup.

- The policy document talks about top foreign colleges setting up their institutions in India .However to what extent it will solve the problem for India is debatable as setting up institutions in India will Cost them hefty amount of money which they will be recovering from the fees and related charges which will ultimately increase the burden on the student making it difficult to enroll themselves in such institutions.
- NEP advocated that mother tongue will also be a medium of instruction till class 5 ,preferably till class 8 and beyond it wherever possible .But is has a negative side attached to it also as it will further intensify the gaps between students who knows English or Hindi and who doesn't know these .Secondly, it will be difficult to standardize the reading material in absence of any script making it a tedious task .It will require larges investments and positives coming out of this investment seems less likely and there are chances that it might create a bigger gulf in the education system .
- NEP 2020 talks about experimentation in the pedagogy since the foundational years of study has brought about a Paradigm shift in the way of learning which a welcome change is. But this will require well trained teachers to ensure that this experimentation, flexibly goes well with the students, only then the strategical advancements in the curriculum can be achieved for the betterment of students. So, the taring of teachers to adapt to such flexible ways is a must which is lacking at the moment (Soni).
- Inter-disciplinarity in higher education demands a paradigm Shift ,many have appreciated the step towards portioning inter-disciplinary learning .As it will create amongst learner a wide range of experience and perspectives about all the different things those exist around .But to bring such thing into action is a

task which requires drastic changes .Indian system of education has been compartmentalized for decades now and to adapt to this idea of multi-disciplinarity there will be need to cultural and behavioral shift .The professors and the learners both should develop respect and curiosity to learn new things from multiple disciplines not keeping themselves in an air bubble .This will require 20-30 good years to create a positive atmosphere for such change (Viswanathan).

Findings:

Looking at the prospects and the challenges related to Education in the National Education Policy (NEP) 2020 one can make out that it appears as if it will changes the overall gamut of education within the country .But some of the recommendation made in the NEP seems less practical and more ambitious . Taking nothing away from the Policy Makers one can say that it is distinct dream that can change the system of learning in India and make India an educational hub. But, we need to realize that we need to fix some of the basic things fist then only we can move to the higher goals .For say more focus should be given to teacher training, penetration of technology in education, training students to be learner, increasing our investment in education, ensuring that our dropout rates are within safe limits. Once all these things are taken care of then we can aim for higher goals. However, it is also a truth that if we as a country will not manifest for these changes and will keep our focus limited to basic issues .We will be left behind many of the counties which are already working on new advancements in the field of education and continuously striving to achieve greater

heights in the educational field. Some of the Suggestion that can add to the effective implementation of NEP are:

- Adequate awareness should be created amongst all the stakeholders involved in the successful implantation of the Policy
- The coordination between the Centre government, States and the Local bodies should ne worked upon in order to make this policy a success.
- Timely feedback from parents, Students, industry will also help in successful implementation of the policy.
- More focus should be given on training of teachers and inculcate the required skill in them .Same goes for the students.
- More investment should be directed towards education in order to make this policy a clear winner for improving the overall educational scenario in India.

Conclusion

NEP 2020 is a document that has been perceived with a lot of hope and optimism in bringing about a paradigm changes in the overall education system of the country. Change is the law of nature and it is important to adapt with the changing environment .The old education system and practices are no longer holding any relevance in the modern times .For example we have seen during the COVID- 19 that how important it is to make ICT an active part of teaching learning process, And how we as a country need to train our students and teachers to learn this skill to make the overall process of learning more enriching and satisfying. It has become meaningless to continue with outdated education system. On the part of the Indian government a lot of changes would be required to be brought to the curriculum of higher education absorbing the global demand for receiving skilled manpower. Thus, implementation NEP 2020 would be a

great challenge. Overall, NEP 2020 is largely a very progressive document, with a firm grasp on the current socio-economic landscape and the prospect to meet future challenges. Well, no policy bears any fruit if that is not implemented in an appropriate way. Anyways, this proposal seems to be well thought and genuine attempt to remodel Indian Educational system. This policy highlights the integration of professional education in HEI for skilling and employment generation. It won't be wrong to conclude that NEP 2020 has laid a concrete roadmap for India 2.0 and if implemented properly; then it has got everything to make India global hub in education by 2030. (Kumar).The future of the nation depends heavily on the kind of education imparted within that state .NEP 2020 is a ray of hope in that direction .But India as a country need to ensure that the promise made under this should not remain on papers and become a reality and that will only be possible with effective implementation of its provision with proper coordination from all the stakeholders.

References:

- B.Venkateshwarlu. "A CRITICAL STUDY OF NEP 2020: ISSUES, APPROACHES, CHALLENGES, OPPERTUNITIES AND CRITICISM." INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH (2021): 191-196. English.*
- "A CRITICAL STUDY OF NEP 2020: ISSUES, APPROACHES, CHALLENGES, OPPERTUNITIES AND CRITICISM." INTERNATIONALJOURNALOF MULTIDISCIPLINARYEDUCATIONALRESEARCH (2021): 191-196. English.*
- G., Prahlada. "Role of NEP 2020 in Transforming Higher Education in India." International Journal of Science and Research (IJSR) 11.5 (2022): 682-682. English.*
- Kumar, Alok. "New Education Policy (NEP) 2020: A Roadmap for India 2.0." W. B. James, C. Cobanoglu, & M. Cavusoglu. Advances in global education. Vol. 4. n.d. 1-8.*

National Education Policy 2020. Government Document. New Delhi: Ministry of Human Resource Development, 2020. English.

Negi, Pradeep. New National Education Policy 2022 नई शिक्षा नीति What is NEP 5+3+3+4. 5 October 2022. English. 10 October 2022.

Pankaj Thakur, Dr. Rakesh Kumar. "EDUCATIONAL POLICIES, COMPARATIVE ANALYSIS OF NATIONAL EDUCATION POLICIES OF INDIA AND CHALLENGES." International Journal of Multidisciplinary Research (2021): 13-16. English.

Soni, Rachna. "CHALLENGES AND ISSUES IN NATIONAL EDUCATION POLICY 2020." International Research Journal of Modernization in Engineering Technology and Science (2022): 2026-2031. English.

Viswanathan, Kapil. A reality check on NEP 2020: 6 major challenges in implementation. 14 August 2020. English. 10 October 2022

RESTRUCTURING THE HIGHER EDUCATION OF THE FILM INSTITUTIONS IN DELHI POST NEP 2020

Vikas Singh

Ph.D. Scholar, School of Human Studies, Ambedkar University Delhi.

Abstract

In India, apart from Covid-19, one of the significant transformations that have taken place has been the development of the New Education Policy (NEP) 2020. This paper intends to identify the concerns and focus of the NEP 2020. How it has been reformed in Higher Education of film institutions in Delhi? And why is it important to restructure film or audio-video making training in the current education of various fields? This study would like to argue that the restructuring of curriculum, pedagogy and academic framework based on NEP 2020 adopted and implemented in film institutions has not only improved the preparation of students of these institutions but will in time support other various disciplines/fields and most people consider the policy as a positive and convivial measure. The study has used a qualitative research method¹ with content analysis techniques to understand the critical areas of focus of policy documents with the thoughts and beliefs of various film institutions (govt. and private) and their academicians in Delhi. The research also uses both primary and secondary sources of data.

Keywords: *New Education Policy (NEP) 2020, Delhi, Film Institutions, Qualitative Analysis.*

Introduction and relevant literature

The Union Cabinet chaired by Prime Minister Sh. Narendra Modi approved the National Education Policy 2020. The new policy aims to pave the way for transformational reforms in the country's school and college systems. Countries plan their education systems to further develop (Rizvi & Lingard, 2009). To promote education in all economic classes and to the mainstream, the common/ordinary people, the Government of India (GOI) has formulated the National Policy on Education (NPE). This policy has a wider scope, starting from primary school education (literacy level) to higher education (the focus of specialization) – in both rural and urban settings.

Third National Education Policy, 2020

In 2019, the Ministry of Human Resource Development (MHRD) released the draft NEP 2019, followed by several ideas and consultations offered by stakeholders and the public. The NEP proposal discusses the reduction of curriculum content in order to improve basic learning and critical thinking. The aim is to promote holistic learning based on experience, discussion, and analysis. He is also talking for the first time about curriculum revision. There is a significant change in the pedagogical structure from the 10 + 2 + 3 system to the 5 + 3 + 3 + 4 system. It is an effort to optimize learning based on children's cognitive development. On 29 July 2020, the Cabinet (Senate) approved the NEP with the intention of introducing numerous changes to the prevailing education system in India. The reasonable and liberal scenario of NEP 2020 represents significant progress in our education system.

Course syllabus and academic framework for students

NEP 2020 envisages broad-based, multi-disciplinary, holistic graduate and post-graduate education with flexible curricula, creative combinations of subjects, and integration of professional education with relevant certification. The UG curriculum is a three-year course divided into six semesters with relevant certification during that period. While PG is a two-year course divided into four segments with respective certifications in that period. The course has been set up to recognize, identify and promote the unique abilities of each student by sensitizing both teachers and parents to support the holistic progress of each student in whether in academic and non-academic fields.

Being a multi-disciplinary course, it focuses on holistic education across all subjects. The primary emphasis is on conceptual understanding rather than rote learning and learning for exams, and is aimed at enhancing creativity and critical thinking to support logical decision-making and innovation.

The three main points on which the course stands are (i) the details of the course are rooted in the Indian ethos, which directly contributes to transforming India, i.e. Bharat, sustainably into an equitable and vibrant knowledge society by providing high-quality education to all, thereby India has become a global knowledge power. (ii) curriculum and pedagogy aimed at developing a deep sense of respect for fundamental duties and constitutional values, a bond with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. (iii) to inculcate a deep-rooted pride in being Indian, not only in thought but also in spirit, intellect, and deed, and also to develop knowledge, skills, values, and dispositions that promote responsible

commitment to human rights, sustainable development, and life and global well-being, reflecting a truly global citizen.

Dr. Kamal Bhattacharyya² in his article Polyhedral Education: Inclusive Education in the Perspective of NEP 2020 stated that a modern education system requires modern minds and modern minds need support and thinking. The teaching method cannot be defined as static. Change in teaching is inevitable. Dr. J. P. Dubey³ believes that the modern generation is equipped with the immense power of technology; therefore everything is at hand for them. New subjects like AI, ML, and Big Data are rapidly developing and being adopted by universities and colleges. Institutions like AJK MCRC (Jamia Millia Islamia), School of Culture & Creative Expressions (Ambedkar University Delhi), believe that teaching and learning are no longer a one-way process nor confined to four walls.⁴ Students of this era are equipped with a very powerful tool called the Internet. The internet has made a dull subject quiver with life. X or XII student class knows what activities take place in the furnace using virtual learning. The aim of this study is not to discuss the clichés about the education system. Here it would be appropriate to think that education is further as far as possible by incorporating the Internet into the curriculum.

Dr. Sandeep Marwah⁵ believes that modern education needs a modern mind and a modern mind needs to think. NEP 2020 opened a new horizon by opening the barrier

² Experienced Assistant Professor Of English with a demonstrated history of working in the education management industry.

³ Director, Delhi School of Journalism, Delhi University.

⁴ Official websites- AJKMCRC JMI and SCCE, AUD

⁵ President- AAFT (Asian Academy of Film & Television) and Founder of Filmcity, Noida, UP.

gate and dividing the arts, science, and commerce. Although not unique, earlier students could study subjects of their choice. Many students who come to learn filmmaking at AAFT come from diverse backgrounds such as medical science, IITs, or business. Today, however, the academic world has become more professional than amateur. Students are more interested in their careers. Colleges and universities are adapting their syllabi to match the professional world and be tailor-made. Yet the curriculum of any subject commands respect among students because it cannot bring them joy. Including films in the curriculum could alleviate their plight. Instead of prescribing a book, the entire film can be included in the syllabus. More recently, Delhi University took a step forward in 2017 by including films in the curriculum of the English department. One of the students, Shantanu Shekhar⁶, mentioned that after watching Laurence Olivier's Hamlet, he was able to understand many psychological aspects of Hamlet. His passionate acting with the "to be or not to be" doubt opened up the meaning of this dramatic scene. Since today's generation is already equipped with technology and its applications and is also aware of social activities, it may be a better idea to teach them media movies. The smart classroom is now passé, Kumar Gaurav⁷ believes he has seen students in schools take an interest in the smart classroom as they are already exposed to the smart world through social media.

Dr. Anita Cherian⁸ believes that movies are great for visual learners. All student has their individual distinctive learning approach. Sometimes listening learning or learning through reading is not easy for students. Movies are a great resource for visual learners because they allow them to understand concepts without barriers to learning. Movies

⁶ M.A. Journalism student, DSJ (Delhi School of Journalism, DU)

⁷ M.A. Journalism student, DSJ (Delhi School of Journalism, DU)

⁸ Dean, School of Culture & Creative Expressions (Ambedkar University Delhi)

allow students to see life from different points of view. Just like books, movies allow students to see the lives of different characters, how their perspective differs and how they handle certain situations. Movies can show students how different people in different parts of the world live their lives. This can be particularly useful in subjects such as geography and social studies. School of Arts and Aesthetics, JNU, believes that films provide a visual aid to understanding historical events⁹. When students learn about history in the classroom, it's not always easy to fully appreciate how a historical situation would actually feel. For instance, a historical drama like *Saving Private Ryan* can help students understand World War II and a film like *Les Misérables* can help students understand the French Revolution in a suitable manner.

Journalism students at Delhi University, who have Indian and foreign languages in their UG and PG curricula, found that films help students understand concepts like a theme, style, and genre, students often struggle to understand these concepts when about heard in English or art classes. . Identifying theme, style, and genre in film allows students to grasp these concepts in a medium they are more familiar with. Foreign films can help with language learning. Movies help students learn a language. When students are learning a new language, such as French, it helps them to watch a movie in French and try to watch as much as possible to apply everything they've learned. Another bold step may be to include social media in the curriculum. In this way, a bad effect can be converted into a good habit. The madness of social media can be twisted into a applicable educational device. It will also reduce the negative effects of social media.

⁹ Official website SAA, JNU

The New Education Policy 2020, apart from enabling a curriculum framework for academic studies in educational institutions, has enriched the field of film and music, and performing arts. In the article NEP 2020: Studies in Films, Music, Performing Arts Gain Success, Nagesh V. Bettakote, Vice-Chancellor of the University, said that NEP is a major step forward in providing a course curriculum and academic framework for music and performing arts students. He believed that although classical dance and music are part of the cultural fabric of society, no effort has been made to promote and study them systematically. It was left to interested students to pursue the art form through a traditional system of learning from gurus, which helped keep the culture alive. Convivial the NEP, he said the direct impact would be the myriad of opportunities that would open up for music and performing arts students. “They used to render songs or perform at functions, while some have evolved to host concerts. But now they also have the opportunity to be employed as auxiliaries in schools and colleges.” He pointed out that the NEP has made it mandatory to offer courses and electives in music, performing arts or films at various levels of education and this will be a game changer for students of film, music, and other forms of performing arts.

Further, in the same article, Prof. Bettakote mentioned that the university has already prepared a curriculum framework for implementation under the NEP, which will help in generating qualified resource persons in creative fields. Dr. Aarfa Rajput¹⁰, one of the members of the Curriculum Committee, said that guidelines have been issued to

¹⁰ Associate Professor, ISOMES, Media Institute, Filmcity, Noida

prepare the syllabus of the courses under the NEP 2020 in the field of films. The task before the commission was therefore enormous.

Conclusion

Satyajit Ray¹¹ said that cinema is the highest form of art. Movies are not just for entertainment, they have many other benefits for society. History, geography, medical science, drama, novels, political science, philosophy—any subject can be read more critically in film. The restructuring of curriculum, pedagogy and academic framework based on NEP 2020 adopted and implemented in film institutions in their high education has not only improved the training of students of the institutions however in due course supporting other various fields of education and the academicians of interdisciplinary consider the policy as a constructive and convivial measure.

References

Bowen, G. A. (2009). Document analysis as a qualitative research method.

Qualitative 13

[education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)

[newindianexpress.com/states/andhra-pradesh/2022/may/06/nep-focuses-on-research-in-higher-education-guv-2450374.html](https://www.newindianexpress.com/states/andhra-pradesh/2022/may/06/nep-focuses-on-research-in-higher-education-guv-2450374.html)

Research Journal, 9(2), 27-40. [https://doi:10.3316/QRJ0902027](https://doi.org/10.3316/QRJ0902027)

[researchgate.net/publication/352719514](https://www.researchgate.net/publication/352719514)

Rizvi, F., & Lingard, B. (2009). *Globalising Education Policy*. Routledge.

[thehindu.com/news/national/karnataka/nep-2020-studies-in-music-performing-arts-get-a-fillip/article61423140.ece](https://www.thehindu.com/news/national/karnataka/nep-2020-studies-in-music-performing-arts-get-a-fillip/article61423140.ece)

timesofindia.indiatimes.com/readersblog/herbinger/the-polyhedral-education-inclusive-education-in-perspective-of-nep-2020-37600/?u=1933269416

¹¹ International Film maker

NEP 2020-IS IT A HIT OR A MISS

Mrs. Roshin Rafi
Al-Ameen College
Department of Computer Science
Edathala
roshin.alameen@gmail.com

Abstract

An Education Policy refers to guidelines or rules used to run a college or organization in a well-mannered and systematic way. Policies are important because they help a college or school or any educational organization to run in a proper way keeping the standards on mind and hence meet the high expectations. There is a need for New National Education policy to strengthen the major drawbacks in the traditional Education system. NEP visualize an Education System rooted in Indian ethos and culture that contribute directly to transform India into an equitable and vibrant knowledge reservoir and hence transforming India into a knowledge superpower. The NEP 2020 was approved by Union cabinet of India on July 28th 2020. After a gap of 34 years the Indian Government consolidated the feedback from village level stakeholders to two national parliamentary level committee, over 50 months of consultation and workshops.

NEP 2020 will bring out a drastic change in the area of Education. It is focussed on Pre-School level, School Level and College level. The area in which I am focussed is School level education which is from 3 years to 18 years of age. In this I will be focussing on 4 major areas including Early Childhood Care and Education, Foundation Literacy and Numeracy, Curriculum and Pedagogy and finally Learning and Assessment. The new policy aims for universalization of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education

by 2030 and aims to raise GER in higher education to 50 per cent by 2025. The 10+2 structure of school curriculum is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. It will include 12 years of schooling and three for Anganwadi and pre-schooling. Besides all this my paper presentation tracks whether NEP 2020 is a Hit or a Miss or Will it be a Hit or Miss focussing on school level of education

Keywords: *National Education Policy, ECCE, FLN, Curriculum And Pedagogy In Schools, Testing And Assessment, NEP A Hit Or A Miss*

Introduction:

Education is an inevitable right which should be provided to the society. It is needed to achieve and develop an equitable knowledgeable society and hence promoting national development. Providing universal access to quality education is very much important for economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's richest talents. India will have the highest population of young people in the world over the next decade, and our interest and ability to provide high-quality educational opportunities to them will determine the future of our country

NEP is a policy of the Indian government that aims to promote standard of education. This strategy is applied to various levels of education. It includes primary education, universities and colleges, and also professional education all over the India

The Education Policy (NEP) 2020 seeks to integrate widely available professional education in major areas such as agriculture, technology, law, pharmaceuticals, and other fields with the mainstream educational courses, as well as to generate a multifaceted educational ecosystem through all stages of a person's life. The goal is to provide a comprehensive and interdisciplinary curriculum which is of exceptional quality, has a high degree of global competency, and is appropriate to India's twenty-first-century development goals. The NEP 2020 is a possible document that sets out a broad scope for India's prospective higher education system, including liberalization and globalization of primary, middle and higher education, and also professional education

The global education development agenda is well explained and reflected in the Goal 4 of the 2030 Agenda for Sustainable Development, adopted by India in 2015 after the Millennium Development Goals and it seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such a goal is required for the entire education system to be reconfigured so that all of the critical targets and goals of the 2030 Agenda for Sustainable Development can be achieved

A. What is New Education Policy

Under the new education policy of 2020, the educational system has been fixed by 2030. The curriculum will be divided on the basis of the educational system of 5 + 3 + 3 + 4 in place of the currently running 10 +2 model. The investment targets of both the Central and State Government has also been set for the new Education Policy 2020 in which both will invest an equal percentage partition in education sector.

"We have tried to create a policy that will change the educational landscape in our understanding so that we can prepare the youth to face the current and future challenges. It has been a journey in which every member has taken a personal and collectively, we have tried to cover different dimensions of the broader educational landscape of our country. This policy is all based on the guiding objectives like access, capacity, quality, affordability, and accountability.

From pre-primary to higher education, we have taken this field Seen in an uninterrupted continuity as well as encompassing other areas connected to the broader landscape”(K. Kasturiranjana, committee chairman)

School Education

This policy eliminates that the extant 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 as shown in the representative figure.

Four steps of new education policy

1. Foundation Stage- Foundation Stage is set for 5 years from age 3 to 8 years children are included.. In which 3 years of pre-school education will be done in Anganwadi and class 1, 2 school education under which the language skills and skill level of the students will be evaluated and focused in its development.

2. Preparatory Stage – This stage is kept for 3 years. This stage includes children from 8 to 11 years. In which he will have children up to class 5. In this stage of the new education policy, special attention will be focused on strengthening the numerical skills of the students. At the same time, all children will also be given knowledge of the regional language. Along with this, children will be taught science, art, mathematics, etc. through experiments.

3. Middle Stage – The period of this stage has been fixed for 3 years. In This stage children from 6th grade to 8th grade have been included in which subject-based curriculum will be taught and coding will also be started from the children of 6th grade. At the same time, all the children will be given opportunities for vocational testing as well as vocational internship, whose aim is to make the children eligible for employment only during school education

4.Secondary Stage-The period is set to 4 years.It includes Grades 9to 12 in 2 phases ie,9 and 10 in the first and 11 and 12 in the second phase which cover the ages 14 to 18.The main change in this stage is the shift to a multidisciplinary system where students will have access to a variety of subjects combinations that they can choose as per their skills and interest areas instead of being strictly divided into Arts, Science and Commerce categories.

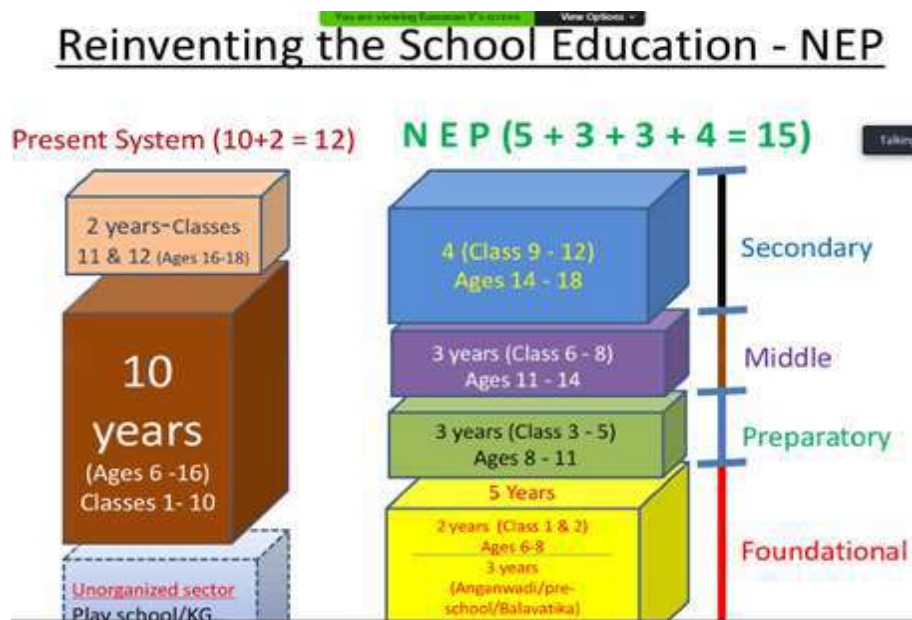


Fig.1

Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being.

1. Early Childhood Care and Education: The Foundation of Learning

Over 85% of a child's cumulative brain development occurs prior to the age of 6, so that in this stage the appropriate stimulation of brain should be done in order to ensure a healthy brain development and balanced growth. Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically weaker backgrounds. Strong investment in ECCE will make out a vibrant change such that there will be equitable access to all the young minds. It should be achieved as early as possible and not later than 2030 and should ensure that all the young ones entering the grade 1 are prepped up well.

ECCE consists of flexible, multi-faced multi-level, play-based, activity-based, and inquiry-based learning, which includes alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. The overall aim of ECCE will be to attain optimal development in the major domains of : physical and motor development, cognitive development, socio-emotional-ethical development, cultural extracurricular development, and the development in communication and early language, literacy, and numeracy.

2. Foundational Literacy and Numeracy: An Urgent & Necessary Need for Learning

The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an inevitable need for all future schooling. It is a basis for lifelong learning. However, various public as well as private surveys point out that we are currently in a learning crisis. More than 5 crore students who are currently in the elementary school have not even attained the foundational literacy and numeracy. They are unaware of basic addition subtraction and even they are not able to comprehend basic text properly. So attaining foundational literacy and numeracy for all children will thus become an urgent action with immediate measures. The highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. The rest of the keypoints could only be achieved only after attaining this basic requirement

In order to provide these students with proper information the role of teacher is inevitable. So the teacher vacancies will be filled at the earliest, in a time-bound manner especially in the disadvantaged areas and areas with large ratio of illiteracy

A pupil-teacher ratio (PTR) of under 30:1 will be ensured at the level of each school and the areas with socio-economical disadvantage will have a PTR of 25:1. Teachers will be trained, encouraged, and supported with continuous professional development in order to impart foundational literacy and numeracy.

A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA). Technological advancement and interventions are very much required to act as aid for teachers

3. Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging

Restructuring school curriculum and pedagogy in a new 5+3+3+4 design

The curricular and pedagogical structure of school education will be reconfigured to meet only the relevant developmental needs and interest of the learners at various levels of their stages, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design. The above-described stages are purely curricular and pedagogical, designed to optimize learning for students based on the cognitive development of children

4. Testing and Assessment in Schools

Testing and Assessment and very much required in part of schooling. National Curriculum Frameworks at different point of times, tried to bring out various significant recommendations of Committees, Commissions and policy in order to implement various strategies in the areas of teaching, learning and assessment. These improvement was required in the entire school education system. The frequent assessment pattern follow a routine of oral testing, written testing, public examination, internal and external assessment, continuous and comprehensive evaluation and competency based assessment. There are various attempts done to shift assessment from content based assessment to competency based assessment and it is still continued. There are various features of assessment:

- 1) Regular, Formative and competency based
- 2) Promote learning and development for students

- 3) Testing high order skills
- 4) Continuous revision of teaching learning process for an optimal learning

There are multiple kinds of assessments that can be used to measure learning levels among students. Here are the two major kinds of assessments:

- i) **Individual student assessments:** These assessments refer to the kind that evaluates each student individually. These can be formative where every student is assessed on an ongoing basis, or summative where each student is evaluated at the end of a module, chapter, or academic year.
- ii) **System-level assessments:** This assessment include evaluation of schools, regions, or education systems. Evaluating education systems at a large-scale provides a system-level understanding of learning outcomes to inform education policy and practice. These are held at a national or international level. Such assessments help identify factors that can improve student learning such as student-teacher ratio; provide recommendations for curriculum review and reform; monitor the quality of education provision; and support education policy development.

NEP 2020 -IS IT A HIT OR MISS

HITS:

- a) *ECCE is the stage where everything act as the base for an individual's growth and balanced development.The brain is very vibrant and spontaneous at this stage.*
- b) *The Right for free and compulsory education window extended from 6 to 14 years to 3 to 18 years*

- c) *The goal of bringing 100% of children school ready by 2030 pushes the universalisation of ECCE.*
- d) *Liberal investment in child play equipments*
- e) *Continuous professional development of Anganwadi teachers and workers through a 6 months certified program*
- f) *A three month preparatory course for students, access to digital content through energised textbooks (ETB-DIKSHA), are recommended as some of the means to achieve 100 percent learning by 2025*
- g) *There will be more and good job opportunities for well qualified teachers and the teacher vacancies to be filled in a time-bound manner*
- h) *It encourages local languages to be the medium of instruction at least up to Grade 5 and promotes bi-lingual education and textbooks for learning as well as multiple languages at middle and secondary levels*
- i) *Coding and computational thinking introduced at middle school level*
- j) *It focus on measurable learning outcomes at all levels of the newly proposed schooling system*
- k) *Promoting formative assessments, peer assessment, and holistic progress reports, to measure the ongoing academic progress of the children.*

MISSES:

- a) *Bringing 100% of children school ready by 2030-Is that a wise calculation telling 100%? Will it be possible to do so? Then what about the currently moving on students? What will be their future?*
- b) *Are we running out of money? Is India capable of moving forward with this NEP 2020*

- c) *Rather than keeping the curriculum and implementation under one ministry its kept under 3 ministries. So it requires a joint task effort and that feels like a drawback and improper planning of ECCE*
- d) *There is no details provided regarding the fact that that whether every anganvadi will be equipped with a high quality teacher and worker. Even if provided till what extend could we provide*
- e) *NEP encourages and promotes “Barrier free access to Education for all children with disabilities”. Less than 40% of schools have ramps and only 15% of schools have accessible restrooms. According to NEP children with disabilities will be able to participate equally in all aspects of the educational system. But no proper explanation regarding the same*
- f) *The ability to read and write and to do basic mathematical operations is the basis of future schooling. But as per various governmental and non-governmental surveys about 5 crore students have not attained foundational literacy and numeracy. So wat about them?*
- g) *There is no definite decision or guideline explained about language of instruction. For example, the policy says to use local languages ‘wherever possible’ which arise a lot of questions*
- h) *The policies have a list of skills, values and pedagogies which are all good to have but many of these are already present in NATIONAL CURRICULAM FRAMEWORK of 2005 and there are various challenges to make it applicable into teacher practices or student behaviours*
- i) *The issue of children’s ‘mother tongue’ and home has not been addressed in a proper manner especially in case of migrants*

- j) Integrating Indian Knowledge system with Yoga ,Indian Philosophy but the upskilling educators found it even difficult to teach basic subjects and syllabus
- k) The policy suggests formation of two new agencies: PARAKH and NTA— Performance Assessment Review Analysis of Knowledge for Holistic Development and National Testing Agency, respectively. These new agencies could lead to over-centralisation and testing of children at national and state levels
- l) Overlap between importance given to 12th standard board exams, as well as common university entrance examinations after 12th standard
- m) Funding linked to performance of states may actually result in low-income and low-performing states to get trapped in future for funds
- n) The policy suggests the development of a holistic progress report card for students and parents, that can be accessed through an AI based software for periodically tracking their growth. However, it is not well clarified
- o) The policy language mentions the focus on ‘gifted students’ to increase admission into IITs/NITs .Poorer families cannot afford preparation and exam fees for Olympiads even if included problems are not settled down

Conclusion:

The new National Education Policy, 2020, which has been approved by the central government to change the Indian education system to meet the needs of 21st century India,if it is implemented successfully, this new system will make India one of the world's super power in the field of Education. The aim of this new education policy, which came after 34 years, is to provide higher education to all students, which aims to

universalize pre-primary education. But keeping the hits asides there are various misses which are kept and left unnoticed. We have to keep an eye on our Education funding available. Actually we don't have an adequate funding available to spend on education. So it should not become an unhappened dream of future. There are still areas to be taken care and which we haven't discussed in school level of education. And with my paper I never meant a critic review of NEP 2020 as we all want India to be knowledge repository. But there are still many unanswered questions how will it happen

References

1. *Govt. of India (1968). National Policy on Education, 1968, 1968*
https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
2. <https://timesofindia.indiatimes.com/blogs/developing-contemporary-india/nep-2020-hits-and-misses/>
3. <https://idronline.org/india-cannot-afford-the-national-education-policy/>
4. *Govt. of India (1986). National Policy on Education, 1986*
5. *Govt. of India (2020). National Education Policy 2020.*
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
6. <https://www.slideshare.net/ProfAmitaPandeyBhard/national-education-policy-2020-an-overview>

Supported By

FEDERAL BANK
YOUR PERFECT BANKING PARTNER



Al Ameen College, Edathala
Affiliated to MG University, Kottayam

www.alameencollege.org

ISBN 978-93-5768-134-6



9 789357 681346

