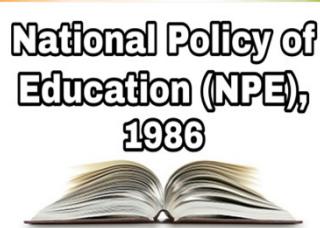
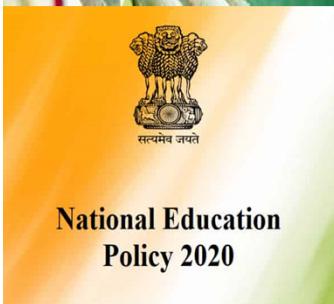


**PROCEEDINGS  
OF THE  
NATIONAL  
CONFERENCE**



**INDIAN SCENARIO OF  
SCHOOL AND COLLEGE  
EDUCATION IN  
2020 – 2021**

**Editor  
Dr. C. SUBATHRA**



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# **INDIAN SCENARIO OF SCHOOL AND COLLEGE EDUCATION IN 2020 – 2021**

**(A PROCEEDINGS OF THE NATIONAL VIRTUAL CONFERENCE)**

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She found a Trust in 2017, Registered under Indian Trust Act , named "OF BY AND FOR – YOU". The desirous establishment of the Trust is for fivefold objectives viz., Research and Development, Skill Development, Female Health & Awareness, Education & Child Development and Women Empowerment. She organizes several Programs under the CAPE FORUM, for the Academic and Research Community.

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## **ROOM LEARNING TO ZOOM LEARNING**

**\*Dr. D. KUMARESAN**

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Windows in the classrooms were closed while the windows in computers and smart phones have been opened. Once upon a time, the first benchers were given priority and the last benchers were not considered that much. All the students are now first benchers. Mere video viewers have become video conferencing participants. They are able to interact with the teachers and other participants. Those who are not able to speak can text the message in the chat box. Smart tools have made the students smart learners. Black boards are changed into colourful boards with animated power point presentations. Custom learning is now comfortable learning. Recorded video help the students for any time and any where learning. It has increased the learning time of the students. They can have repeated learning through recorded videos. Limited internet data cards provided unlimited academic data to the students. No need for travelling; no need for carrying books and notes; no need for hurry; of course no need for worry about missing the classes.

Teachers feel relaxed and stress free through online classes. Teachers are now accustomed with the technological teaching. Admission is made online; attendance is taken online; teaching is made online; examination is conducted online; and assessment is made online. Class room teaching is now shifted to Zoom teaching. There are several channels available for sending and receiving question papers. Students feel it comfortable and convenient. After the examination is over, the answer scripts are sent as softcopy immediately to the colleges and universities. The assessment is made simple and it is possible to publish the results at the earliest. Changes are inevitable accordingly teaching and learning is also subject to changes. These changes have made positive impact on the teaching and learning process. Both the teachers and students are able to learn more through online education system.

## **THE IMPACT OF LOCKDOWN IN CHILDREN EDUCATION**

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Coordinator,IQAC-NAAC

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---

The shutdown of all educational institutes due to the rapid spread of corona virus in the country has impacted the entire education sector in India. It is said that more than 1.5 billion children are already out of school. Widespread job and income loss along with economic insecurity among families are likely to increase child labor, sexual exploitation, teen pregnancies among other woes.

While the entire world is currently in lockdown because of the COVID-19 pandemic, businesses have adapted to work-from-home policies. More than 91 percent of the world's students are out of school, due to school closures in at least 188 countries.

The education sector is facing unprecedented challenges and needs to adapt and find solutions to keep children motivated and in their route to learning. School-going children are, naturally, the worst affected education sector stakeholders. For pupils, the lockdown doesn't just mean reduced cash flow or a professional setback but it represents an interruption to their learning journey. And in the case of dropouts, it was the final straw for at-risk children who struggled to get an education at the best of times. The lockdown has aggravated deep-set class and social differences among the children. Thus children have been affected in all aspects due to the lack of education during the time of lockdown.

## **RESHAPING THE EDUCATIONAL INDUSTRY DURING PANDEMIC**

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Associate Professor, Department of Management Studies  
Anand Institute of Higher Technology, Chennai

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### **INTRODUCTION**

The COVID-19 outbreak has been declared an epidemic all over the world. To combat COVID-19 pandemic, the lockdown was imposed during March 2020 which has adversely affected the education system in the country. The sudden shift to online learning during the pandemic has given a boost to the electronic educational experience, warming up the users to the digital experience and rested their apprehensions about the quality of online education.

### **FUTURE OF EDUCATION IN INDIA**

The pandemic has changed the entire world, with a greater extent of change, adaptation, and evolution even in the world of education. The lockdown forced the education institutes to innovate in order to sustain. As a solution, the education institutes were suddenly made to shift to the online mode of education without proper infrastructure. But that is what learning and adaptation are about.

This accelerated the adoption of technology in education to create more opportunities. As more and more institutes moved to this model, they did not have to invest as video-conferencing tools such as Zoom, Google meet, Microsoft Teams and other online-learning platforms supported the shift to online learning. Even though we have got vaccines for Covid-19, the education

institutes will look at including digital learning in their teaching model to maintain the status quo.

The pandemic has also demonstrated that people can be educated anywhere regardless of their geographical location if they are creative about it. The biggest victory for the education sector during the pandemic has been breaking the geographical barriers and overcoming infrastructural challenges to ensure that the students' learning is not hampered.

The other biggest change brought about by the pandemic has been to the job market. As we are witnessing an economic slowdown, the working executives were forced to think out of the box. to self-assess and understand the areas for self-growth in their career path. The need to skill, reskill and upskill has been foremost.

This led to a rise in applications for executive programmes as people understood the need for constant learning. The Covid-19 pandemic also made the educators re-think the course curriculum. We are witnessing a rise in the popularity of unconventional courses such as supply chain management, data analytics, strategic HRM etc.

## **CONCLUSION**

As more and more institutes adopted the digital learning medium, education has become more personalized and interactive. Therefore, academic institutions have to continue to focus on refining how technology is used as part of the student experience whether they are in the classroom or at home, or anywhere altogether.

## **PERCEPTION OF PARENTS ON COVID EDUCATION**

**\*Dr.A.ANITHA**

Head & Assistant Professor of BBA  
Senthamarai College, Madurai

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### **INTRODUCTION**

E-Learning has become a popular component during the COVID-19 pandemic for schools, colleges and universities. Despite its advantages for students, there are several holes in implementing E-Learning in India especially the parents' perspective. The resistance from parents occurs due to certain barriers including poor ICT infrastructure (e.g. the Internet, digital devices, electricity) and lack of technology skills. Parents are feeling dissatisfy with their placement of E-Learning for their children during this pandemic. They claimed that traditional learning in a physical classroom is more effective rather than the cyber one.

### **PARENTS PERCEPTION TOWARDS E LEARNING**

Parents are stated that E-Learning has no strength to improve the students personal development and their general skill. In the same way, parents are agreed that learning through the E-Learning method cannot motivate them to support their children to continue using it. They are feeling uncomfortable while their children are using E-Learning rather than traditional learning in school.. There is also certain barriers in implementing E-Learning during COVID-19 pandemic, namely ability to use technology, digital devices ownership, poor Internet connection, the issue in electricity, and the absence of mentor/instructor.

The Internet connection is the major barrier for E-Learning usage during COVID-19 pandemic inadequate Internet connection in India especially in Rural areas A proper ICT infrastructure is required to improve the E-Learning

implementation. There are some positives and negative thoughts from parents about online education.

Move towards Blended Learning, Rise in use of Learning Management Systems, Enhance the use of soft copy of learning material, Improvement in collaborative work-Rise in online meetings, Enhanced Digital Literacy, Access to digital world, Access to global education, Improved the use of electronic media for sharing information, Impact on employment. Unprepared teachers/students for online education, Increase Payment of Schools, Colleges fee got delayed responsibility of parents to educate their wards, Loss of nutrition due to school closure,

## **CONCLUSION**

COVID-19 has impacted immensely to the education sector of India. Though it has created many challenges, various opportunities are also evolved. The Indian Govt. and different stakeholders of education have explored the possibility of Open and Distance learning (ODL) by adopting different digital technologies to cope up with the present crisis of COVID-19. India should develop creative strategies to ensure that all children must have sustainable access to learning during pandemic COVID-19. The Indian policies must include various individuals from diverse backgrounds including remote regions, marginalized and minority groups for effective delivery of education.

## **LACK OF CONCENTRATION DURING ONLINE CLASSES**

**\*Dr. PRITI OJHA**

Principal

Delhi International school

---

### **INTRODUCTION**

Our education system was not ready and prepared to face such a devastating year of 2020. There are multiple reasons for students to unable to concentrate on online classes. Concentration of a student during a physical class room teaching of 40 minutes is not more than 20 to 25 minutes, as per my experience while teaching in a class.

When we teach virtually, we need to realise that students are isolated in a room with no classmate or teacher present with them physically. That scenario helps them to exploit that environment or if may say the space which they wouldn't had got in a physical class.

When children are put on mute mode while teacher is teaching children find ways to interact with other children through another device and participate in a conversation where they are comfortable and feeling excited of their hidden activity.

Interaction with each child in the class is extremely important but due to course and time limit when not possible children do not participate in the class and may sleep , or are engaged in another activity.

My observation is that children don't switch on their camera with some excuse which is empathetically accepted by teachers. Sometimes the children take advantage of this excuse and know that

the teachers will empathise with them, which again allows them to take their classes casually.

Home is a place where there is a lot of movement around the child with different kinds of sound like from the kitchen, doorbell, call on the phone, TV or some people talking next to the child also reduces the focus of the child

If the teacher is only speaking with inadequate methods to engage the child. If the teacher is not teaching through quiz, movie clip, picture or sound to influence the child's curiosity to learn that is also a reason for children to unable to concentrate. A heterogeneous group of children in a classroom may not be able to learn only through auditory mode but require various modes of learning.

The biggest hindrance is also if the teaching mode through technology is a challenge for a teacher and if her/his bonding with the children is not strong. Children may not allow her/him to proceed with her teaching as they will get an opportunity of avoiding the teaching to complete and also may give them a feeling of satisfaction of disturbing the teacher

If the topic taught to the child is not understood then also the children feel like avoiding the class and are unable to concentrate.

Above all, online exams provided students with the opportunity to be non-vigilant and to escape from their daily classes because they had every intention of opening the book, sharing answers with peers or someone else through various modes such as smartphone and internet. Some cities and regions which lack a good internet service, preventing direct audio or video, may also leave children with no choice but to concentrate on activities that are easier to do at home.

## **CONCLUSION**

The world of internet is an open ocean for various kinds of information and games which interest children to focus on and they get distracted to different zones which also unable students to focus on their online classes.

I feel sad to inform but the fear of corona, parents losing job, unexpected deaths of the family members, no help at home and isolation in the house is also a vital reason for students emotional and mental instability which made them unable to concentrate on online classes.

## **PARAMEDICAL EDUCATION 20- 21 LOCKDOWN EDITION**

**\*Dr. ANANDA VAYARAVEL CASSINADANE**

Professor & Principal,  
Sri Venkateshwaraa College of Paramedical Sciences, Ariyur, Puducherry

---

### **INTRODUCTION**

Every adversity has within it the seed of an equivalent or greater opportunity – Napoleon Hill. Covid-19 pandemic has changed everything upside down in all the sectors including the field of Education. There was a major paradigm shift from offline to online mode of teaching. This write up is a real story of what happened to my Paramedical students with regards to their learning process during this pandemic time.

### **PARAMEDICAL EDUCATION 20- 21 LOCKDOWN EDITION**

Last year, same month, nationwide lockdown was called for; which was initially conducive to both students and faculty. But as days progressed to weeks and months the pinch was felt among students and faculty and online mode of education began to emerge. This was a new experience to both of them. But we coped with the situation and started to teach through some online platforms. As usual any new approach will have its own challenges and criticisms. Technical glitches and connectivity issues were some of them, the main demerit of online teaching being the lack of face to face teaching and inability to monitor the student activity while teaching. Raising above the crowd and being aware of the fact that consistency and persistency is the art of mastery, we revised each and every chapter to make it easy for majority of the students to understand the subject. Regular online exams were kept, though most of it was not discussed post-test. Since ours is a practical oriented course, the main lacuna was felt, as it could not be compensated by online mode of teaching.

Online classes were started from the first week of April 2020 and I got an invitation to be a speaker for a national webinar from ICMLS (Indian Confederation of Medical Laboratory Science). Within two weeks I learned this online mode and presented it successfully; which reminded me of the saying, “do the thing repeatedly which you fear to conquer the fear”. I not only learnt how to present a successful webinar, but also had an opportunity to lead by example. It was during that time my students had an opportunity to participate in an online presentation in a national level Conference organized by JFMLT (Joint forum for Medical laboratory technology) and MLTWA (Medical Laboratory Technologists Welfare Association). Adequate training was given by the Course Coordinator and me and as a result of the students hard work, the first prize in all the three years was bagged by them.

Then came the University examinations which was online and it was a boon to the students. Finally in February 2021 regular classes resumed but again in March 2021 second lock down was levied for them. I made use of this opportunity to help 70 of them to write a small chapter in Anthologies. (Eg: Science, inviting your perceptions, ISBN: 978-81-949421-9-1)

## **CONCLUSION**

The future prospects of any student mostly lie in the hands of the Teacher/s who guide them properly. Tough times never last but tough people do – Robert H. Schuller. Though we couldn't provide the complete offline environment to our students, we tried our level best to make them understand the subject and keep the momentum going. In this way we were able to help the students even during these challenging pandemic times.

## **INDIAN SCENARIO OF LOCKDOWN LEARNING IN HIGHER EDUCATION IN 2020 – 2021**

**\*Dr. A.P.S GANDHIMATHY**

Faculty of Commerce, Government Arts and Science College,  
Arupukottai, TamilNadu, India

---

### **INTRODUCTION**

Indian Higher Education System is the Third largest system in the world next to United States and China. The University Grants Commission is the main governing body for collegiate education which enforces its standards and enriches the quality of education to the future leaders of our nation. Indian Education System was mostly based on the offline system and classes. The Government of India has ordered a nationwide lockdown from March 24h 2020 and due this pandemic our entire education system was collapsed and it shifted our whole education system into a virtual mode. This paper intends to critically understand the issues related to the impact of pandemic on Indian Scenario of lockdown learning in higher education in 2020-2021.

### **RESEARCHER'S VIEW**

In tune with the issues stated above, the present study aims at drawing a clear picture of impact of lockdown learning in higher education in this pandemic situation. There are some limitations of this study and the present study is limited to the higher education located in the geographical area of the Aruppukottai district and the outcome of the report does not cover either other higher educational institutions. The report is based on the primary data and it was collected from respondents, with the help of well-structured questionnaire sent through whatsapp contact link to the undergraduate students to know their

opinion of lockdown leaning. The data from the respondents were collected during the second week of April 2021, as per the class attendance record of higher educational institution of undergraduate students and on the basis of convenience sampling technique 53 respondents were selected and for interpretation simple percentage analysis have been used in this report. The following is the summary of findings of the study: The study depicts that out of a total of 53 respondents, 49.1 percent were male and 50.9 percent are females. The study indicates that 28.3 percent of the respondents are attending the online classes regularly. The study shows that 73.3 percent were females and 26.7 percent are males attend with interests.

## **CONCLUSION**

Lockdown learning has been on the fringe for a long time and covid-19 pandemic made it as a mainstream. The respondents felt that they learnt better in physical classrooms than virtual mode. The main hindrances in online classes was internet connections, their economical status to buy smart phones, environmental disturbances in their home, mobile data issues, decreasing level of education interest due to online exams and the positive side of the lockdown learning is that they were technically updated to attend e-classes and had learnt their techniques. However the students felt that online education is stressful and affecting their health and social life. Besides all they felt that e-classes helped to continue the teaching learning activities during restrictions because of covid-19 pandemic.

## **IMPACT AND OPPORTUNITIES IN EDUCATION SECTOR – COVID 19**

**\*Prof. INDIRA M MANDEY**  
HOD of Corporate Secretaryship  
Guru Shree Shanthivijai Jain College for Women, Chennai

---

### **INTRODUCTION**

2020 packed wallop unlike any other period in living memory. The year 2020 observed 2 historic events in Indian Education System, former being the release of National Education Policy [NEP] after 34 years and the latter being the large-scale closure of Schools and Higher Education Institutions affecting millions of students.

Throughout the unusual and challenging year, contemplating the future was difficult when the present feels so unsettling, especially in the classrooms. While the abrupt shift to a remote environment forced educators into unfamiliar territory, providing us with an opportunity to innovate and potentially change the course of education forever. COVID-19 has presented a real opportunity to rethink our current education system.

### **POSITIVE IMPACTS OF COVID-19 ON EDUCATION**

Any change is so disruptive to bring with new opportunities transforming the Higher Education System worldwide.

#### **Key areas of opportunities:**

- **Rise in Blended learning**

New base of delivering and assessments of learning outcomes have to be adopted opening immense opportunities for a major transformation in the area of curriculum development and pedagogy. Universities and colleges will pose way to Blended learning and both classroom and remote learning be a norm. This emphasise the faculty fraternity to be Tech-Savvy and undergo training modules.

- **Learning Management Systems to be the New Room**

A great opportunity will open up for companies that have been developing and strengthening LMS for use by Universities and Colleges.

- **Improvement in Learning Material**

Great opportunity for Universities and Colleges to start improving the quality of learning material used in teaching and learning process as blended learning will be the new format of pedagogy. A push to find new ways to design and deliver quality content with the use of LMS will bring more openness and transparency in academics.

- **Rise in Collaborative Works**

The teaching community to a large extent has been insulated. There is a new opportunity where collaborative teaching and learning can take on few norms. New form of an Online Conference platform will emerge as a Business Model.

Above all that, we can envisage how higher education will operate globally and in India. India does not go through a reform in HEI but will have a major transformation in general.

## **NEGATIVE IMPACTS OF COVID-19 ON EDUCATION**

**□ Sluggish Cross- Border Movement of Students:**

Universities in other countries are highly dependent on the movement of students from China and India. It is evidently clear, cross border movement of students will take a beat at least for the next two or three years leading to a major financial risk for Universities. Many parents avoid students going abroad for higher education due to pandemic.

**□ Passive learning by Students:**

The sudden shift to online learning without any planning, in countries like India where the backbone for online learning was not prepared and the curriculum was not designed for such a format - has created the risk of most of our students becoming passive learners. We may be leaving a large proportion of the student population untouched due to the digital divides which is part of many developing nations. Beginning to realize that online learning could be dull as it is creating a new set of passive learners which can pose new challenge.

**□ Unprepared Teachers for Online Education:**

Online learning is a special kind of pedagogy and not all teachers are good at or not all are ready for sudden transition from classroom learning to remote learning. This situation lands in a risk where learning outcomes may not be achieved and may be resulting in engaging students.

**□ Changing Format of Student Recruitment:**

Universities and colleges worldwide are facing a major risk in the area of student recruitment and retention. The risk of losing students is so high that relook at their admission practices, admission criteria and the overall recruitment process to be taken care.

## **CONCLUSION**

As the world slowly returns to normalcy with the promise of vaccine dosage and the idea of in- person instruction becomes a reality. The speed of the spread of the pandemic, the closure of HEI and the transition to remote learning was so swift, that we hardly gave any time to plan and to reflect on potential opportunities.

Thanks to the pandemic we have experienced first-hand the ups and downs of Virtual Learnings. When I look back at 2020, I see resilience and passion and looking ahead to 2021 and beyond, I see promises and opportunities. It's hopeful that we will take and apply the lessons learned this year to build a brighter and stronger future for our student community and the world.

## **ROLE OF PARENTS IN ONLINE LEARNING OF SCHOOL STUDENTS WITH SPECIAL REFERNCE TO ERANAKULAM DISTRICT**

**\*LEYA GILBERT**

Research Scholar, PG and Research Department of Commerce,  
Muslim Arts College, Thiruvithancode.

---

### **INTRODUCTION**

The widespread prevalence of COVID-19 pandemic has affected academia and parents alike. Due to the sudden closure of schools, students are missing social interaction which is vital for better learning and grooming while most schools have started online classes. This has become a tough routine for the parents working online at home since they have to ensure their children's education. The study Home Learning in Times of COVID 10 Vol. 7 No. 1 (June 2020) presented was designed to explore the experiences of home learning in times of COVID-19. A descriptive qualitative study was planned to explore the experiences of parents about home learning and management during COVID-19 to get an insight into real-life experiences.

### **NOVEL CORONAVIRUS DISEASE (COVID-19)**

The Novel Coronavirus disease (COVID-19) pandemic, which has already infected almost 3 million people in 148 countries has resulted in more than two hundred thousand deaths worldwide and has wrecked chaos around the globe. The crisis has already transformed into an economic and labor market shock. This has an immediate as well as a long-lasting Vol. 7 No. 1 (June 2020) 11 Bhamani, Makhdoom, Bharuchi, Ali, Kaleem & Ahmed effect, particularly for the more vulnerable and disadvantaged communities. Online communication apps (WhatsApp, radio, television, cell phones, computer and network hardware, satellite systems, as well as various services available with them such

as video conferencing and distance learning) are being used to ensure communication between teachers and students as well as among students in many countries. Interactive online classes are also providing opportunities for social interaction and facilitating the continuity of education for all via remote learning. As much as these initiatives are found to be appropriate to address the need of the time, it has also given a tough routine to parents who are working from home and simultaneously taking the responsibility that their children's learning process continues seamlessly during the times of COVID-19. Hence, the purpose of this small scale research study was to explore the experiences of home learning in times of COVID-19 from parents' experiences.

## **CONCLUSION**

Home learning has emerged as a substitute to the conventional schooling methods, which should be made effective to provide essential learning skills to children at home using the limited available resources. Online resources which are adapted to our curriculum's expectations can be implemented at home. The curricula should incorporate cautiously curated online courses which include physical and psychosocial components other than the academic goals (Mason, 2018).

## **EDUCATION 2020-2021 – MY VIEW**

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This decade has witnessed phenomenal changes in the field of education. I see a shift of focus from ‘Marks based’ academic curriculum to ‘life based’ overall development. Institutions could do very little these days with online mode—however, this will change gradually but surely.

At present, there is a large gap between what students study, and what the industry require from them. But that is about to end especially in Science Technology, and Engineering and Mathematics fields.

Technology has covered every aspect of education. In 2020, in India I see that students are learning through a combination of virtual, digital and classroom. There are many exciting changes fueled by the adoption of technology in higher education, such as Digitization of Books Open education Resources, Social learning etc .,.

Though outbreak of COVID -19 has created many negative impacts, Educational institutions of India have accepted the challenges and are trying their best to provide their best services to the students. Indian education system is transforming from the traditional system to a new era. The following points may be considered as the positive impacts -Move towards Blended Learning, use of Learning Management Systems, use of e-learning materials, online meetings, enhanced Digital Literacy and better time management. We need to realize that we need to adopt to these changes and adapt to the new practices that are to stay and are relevant in the years to come.

## **IMPACT OF LOCKDOWN IN CHILDREN EDUCATION**

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### **INTRODUCTION**

Lockdown is a crisis convention carried out by the public authority of India with a target to contain the spread of a novel Covid pestilence. The public authority carried out a 21 days countrywide lockdown toward the starting which was proceeded for a long time in 4 sections in the whole country and further the state governments executed it according to their state's necessities. directly from the morning to the evening.

Over 1.5 million schools across India shut down because of the pandemic A change to huge scope advanced training is beyond the realm of imagination now. Only 24% house-holds approach the web, as per a 2019 government study. In rustic India, the numbers are far lower, with just 4% families approaching the training service's spending plan for computerized e-learning was sliced to Rs 469 crore in 2020-21—the year Covid struck—from Rs 604 crore the earlier year. 50% respondents have likewise deserted designs to seek after advanced education abroad.

### **IMPACT OF LOCKDOWN IN CHILDREN EDUCATION**

The school specialists attempted to direct online classes, however under five percent of the understudies had solid and predictable web access. "understudies get exercises and schoolwork just to the small bunch of understudies who had cell phones and web associations. They helped some different understudies, yet it was in no way shape or form a substitute for study hall instructing,".

The training biological system of India, as of now overloaded by issues, for example, school dropouts, learning insufficiencies, educator non-

appearance, sex divergence and absence of foundation, presently faces one huger test the enlarging computerized partition. Indeed, even in the public capital, when government schools began online classes during the lockdown, the participation expanded in the middle "25 and 30 percent".

As per UNICEF, the Covid-19 pandemic has battered schooling frameworks all throughout the planet, influencing near 90% of the world's understudy populace. In India, over 1.5 million schools shut down because of the pandemic, influencing 286 million youngsters from pre-essential to auxiliary levels. This adds to the 6 million young ladies and young men who were at that point out of school before Covid-19. This interruption in instruction has extreme financial ramifications as well. A World Bank report, 'Beaten or Broken: Informality and Covid-19 in South Asia', has measured the effect of school terminations in money related terms-India is assessed to lose \$440 billion (Rs 32.3 lakh crore) in conceivable future income.

To retaliate the interruption and harm, instructive foundations the nation over accepted the computerized method of schooling as an answer for make up for the shortfall left by homeroom educating. With this, the heretofore fringe computerized training in India came the focal point of the audience and is currently progressively getting incorporated into the standard. The National Education Policy, delivered by the Union government in July, has likewise accentuated the significance of online instruction, mixed with the customary mode.

India has now arisen as the second greatest market for gigantic open online course (MOOC) on the planet after the US. Just 24% families approach the web, as indicated by a 2019 government overview. In rustic India, the numbers are far lower, with just 4% families approaching. A 2018 NITI Aayog report uncovered that 55,000 towns in India didn't have versatile organization inclusion. A 2017-18 overview by the service of country improvement tracked

down that more than 36% of schools in India worked without power. The accentuation on innovation driven instruction is additionally estranging numerous kids from the oppressed segments, keeping them from proceeding with their investigations. Much different partners are battling. Educators are not generally prepared and prepared to change to web based instructing.

As e-learning turns into the "new ordinary", the specialists have been finding a way to make digitisation of training open and moderate for all. The Union government is banking immensely on the Bharatnet project, which means to give broadband to 250,000-gram panchayats in the country through optic fibre to improve network. Broadband availability in gram panchayats is relied upon to assist country schools with giving on the web training to understudies who don't have web access at home. Other than building the computerized foundation, preparing must be given to the educators to utilize the framework to give legitimate and consistent instruction to the understudies. With the pandemic, for the first time, anganwadis across India have almost completely shut down. In cities like Mumbai and Delhi, they may not re-open for several more months. This could leave lakhs of children from low-income communities more prone to malnutrition and more vulnerable to communicable diseases.

## **CONCLUSION**

In the event that the Indian instruction framework needs to travel to web based learning without making a computerized partition, the Centre and state governments should raise the spending on schooling to at any rate 6% of GDP. As of now, focal and state portions to the area is under 3%. Incidentally, the training service's financial plan for advanced e-learning was cut to Rs 469 crore in 2020-21-the year Covid struck-from Rs 604 crore the earlier year. **To summarize** Successful conveyance of instruction is likewise being referred to on the grounds that taking in universities fluctuates from that in schools. Advanced training can't be applied a similar path at each level.

## **INDIAN EDUCATION: FROM BULLOCK CART TO CYBER MART**

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### **INTRODUCTION**

Till date India continued Lord Macaulay education structure which facilitates to neither think independently nor stimulate the thought process results in unemployment crisis. After 1990, the privatization policy, education sector converts into profit making industry. Percentage of marks/score is the measure of talent which correlates with employment. But they failed to solve the real life problem. The education system is just like bullock cart, which controls and pulls under certain driving force. It never enriches the curiosity and imagination power. Moreover it failed to transform information into knowledge. Finally education must correlate with your life.

### **INDIAN EDUCATION: FROM BULLOCK CART TO CYBER MART**

The progress of the education is depends on the development of science and technology. The privatization introduces the competition which is unfair in education. How government educational institute competent with private institute. The role of education shifts from knowledge to employment. The map of the education has been completely changed. It is time to find India and not Bharat on this map of cyber mart. Due covid 19 outbreak the education is mandatory shifts from offline to online. The covid19 pandemic create new challenges and opportunities in the world. To overcome these challenges the teacher must adopt innovative teaching methods as well as need to change syllabus. Therefore the students will able to convert information into knowledge and will inclined quality of education. The inclined quality of education will

resolve the problem of employability. The COVID-19 pandemic has presents an unprecedented challenge to education field. World is changing.

Due to the pandemic, this is first time happening in the history of education that the student is leading and teacher is lagging. The new generation students are very advance and modern. Technically teachers are lacking. They are reluctant to adopt technology for learning process. The purpose of education has changed from that of producing a literate society to a learning society. The learned knowledge based society will resolve the problems. Traditional education has change into the material friendly education. The advertisement “what an idea sir ji” was the alarm of new education system. Now we should accept the concept of school without books. Where is world is going where is education is going. Thus adopt technology based innovative teaching–learning methods to resolve challenges. An experiment means creativity. But we lost the experimental based learning over the period of time. Remember, we never shape the future without experimentation. Learning by doing and learning by experience must be enhanced with the help of cyber mart. Modern education allows learning without barriers, this result in enhancing research at international level; enrich creative scientist, creative authors, and creative teachers. So we will able to provide concrete solution to stop the COVID-19 pandemic and other Natural disaster.

## **CONCLUSION**

After the COVID-19 pandemic it is need to change our perspective towards the education. Today's education never gives the guaranty of character building, jobs or entrepreneurship. Intelligent parents, wise scientific institute, intelligent management and intelligent technology expand the dreams and vision of students.

## **ONLINE TEACHING DURING COVID-19 ITS IMPACT AMONG TEACHERS**

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Teachers are forced to reorient their methods due to the COVID-19 outbreak. Public and private schools around the world are closed because of the COVID-19 pandemic: almost one billion children have had their schooling interrupted. The abrupt shift has put a burden on families, who are faced with a new role in their children's day-to-day learning. School administrators, and especially teachers, also find themselves in uncharted waters. "All educators right now are in a pickle," Transitioning to online in such a short period of time is really tricky one day we were in school, and the next day, the whole world was kind of flipped upside down."

That goes for everyone, including parents. Teachers are juggling a full course-load of teaching while caring for her own young children at home—and students, who come from all walks of life and don't all have the same technology or support at home. A lot of kids are in different situations with different home lives. For teachers, the shift to online education has meant rethinking lesson plans to fit a very different format. "You sort of have to redo the entire curriculum so you can teach it online, because a lot of it was dependent on you being there and leading the students through certain things. Teachers all over the country managed to balance their home and their work especially women teacher felt it difficult. Anyways they carried out it in a successful manner. Online Teaching was useful for students to learn new technology but at the mean time the teacher felt that there lack a face to face interaction and school atmosphere. The teachers throughout the country did their work dedicatedly, they planned their classes choosing the right mode of application, conducted their internals, online assignment, seminars and online semesters. Everything was well conducted and reached to smooth running of the education to student is all because of the dedicated work of the teacher community. At this context I am proud to be a Teacher.

## **IMPACT ON ONLINE EDUCATION**

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### **INTRODUCTION**

Online education has gained wide popularity in higher education in the recent scenario because of the onslaught of covid virus across the world. Traditional pedagogy now witnesses an increased proliferation of virtual teaching methodology. The tried and tested traditional method faces transformation and this is unavoidable now. Instead of focusing on the pros and cons it is very inevitable to leverage online education to make our education systems more conducive

### **IMPACT ON ONLINE EDUCATION**

Educators must try to integrate traditional classroom teaching with virtual one in order to match the situation of the covid social distancing vogue and build up a better teaching and learning process. Online has its own positive aspect. Students in this frightful hour can't waste their precious time, so develop self-discipline and motivation for better learning indoors using technology to its fullest.

Teachers must design their role as facilitators and lead them to different avenues to learning. They have to provide awareness to enlarge their vistas of knowledge instead of spoon feeding inside the classroom. Teachers can suggest websites of relevant subjects and make students self-motivated for an elevated style of learning.

No doubt the future learning is virtual and hence grooming it according to our biological, sociological and psychological standards is the need of the hour. This has many positive sides as it has flexibility in working and learning hours. There is opportunity to reach many students at the same time so no time bound. Reusable online materials are a much favourable thing. It also helps to enrol students from various geographical areas. Digital resources do not cost more and it will be so congenial and affordable for all sections of the society. Students are exposed to international learning resources and discussions and get enhanced.

## **CONCLUSION**

To conclude there is more participation on the learner and parents can contribute for the growth of their children and two-way stimulation from the teacher and parent will surely lead to sublime heights.

## **IMPACT OF ONLINE LEARNING ON SCHOOL EDUCATION**

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### **INTRODUCTION**

Online education in India has witnessed an enhanced acceptance over a few years. It is becoming an integral part of the school, colleges and even in offices across India. One of the advantages of online education has is that this kind of education model is easily scalable. The Indian government is also allowing the universities to offer fully online degrees. The Indian Online Education Market is forecast to be worth S\$ 8.6 Billion by 2026.

Easy availability of the internet is the primary reason for the growth of online education in India. Between 2019 and 2020 the number of internet users in India increased by 128 million. For the first time, rural India has more number of internet users compared to urban India.

Online courses call for a greater amount motivation and self-discipline than a classroom-based course. A classroom has one or more instructors and peers, who can hold a student accountable for their course-work. In contrast, online courses involve setting our own goals, tracking progress and meeting deadlines. One does not learn effectively in isolation so online courses do offer discussion forums, email and one-on-one support. Technology also adds on to the visual experience by incorporating animations that can be used interactively for effective learning and communication.

### **THE CLASSROOM ADVANTAGE**

A school provides structure, support, and a system of rewards and penalties to groom its students. Traditional classroom education offers the

benefit of face-to-face interactions with peers which are typically moderated by a teacher. It provides children, especially those in their early developmental years, with a stable environment for social interactions, helping them develop skills like boundary setting, empathy and cooperation. It also allows plenty of room for spontaneity, unlike a virtual learning setup.

## **ONLINE EDUCATION IN THE CONTEXT OF SCHOOLING**

As students progress to higher classes in school, they seek more autonomy and intellectual freedom. Online learning can help them pursue highly individualised learning programmes, possibly even college level courses. These, combined with hands-on exercises, real world exploration, and thorough assessments, can be highly beneficial to their learning progress. They can explore their options by trying out introductory topics from different fields, before committing to a specialisation. Online learning platforms can help these students become more independent learners, before they make their way into college. I believe that we must not hold back students from pursuing an online course but instead provide them guidance as they navigate through it.

Mobile apps that provide enhanced learning opportunities for school children have become quite popular as of late. Since mobile phones have already found their way into their hands, these apps are being used to supplement classroom learning. Teachers and parents need to act as anchors and mentors, the kind of educational content students are exposed to, during this tricky phase of exploring the right career to pursue.

Virtual public schools, that offer full fledged K-12 education have already sprung up in some parts of the world. They even offer a combination of the traditional system with online education. There are programmes that provide support to families that wish to home-school their children in the form of online course material. These programmes bring parents and teachers into the fold, by

involving them in their child's education from the get go. However, their effectiveness in the long term needs to be studied.

Online learning programmes will also open up opportunities for children from the weaker socio-economic communities who have limited access to learning resources i.e. teachers, text books and infrastructure. It will connect them to a global network of online learners, exposing them to new perspectives. The ideas that they receive will not be limited by the number of heads in one classroom.

## **ONLINE EDUCATION FOR EDUCATORS**

Online education can also be designed to accommodate a variety of learning styles among students. As educators, it is likely that we will have to put in additional efforts to incorporate online learning programmes into the curriculum in the most suitable manner.

Online training programmes are helping teachers/educators advance their skills in curriculum implementation, policy, education systems and leadership, both independently and with the support of their institutions. It lets them collaborate with their peers and learn new instructional skills that are relevant to their career. These programmes can help them develop new skills and capabilities in their students with the help of technology and interdisciplinary approaches.

## **CONCLUSION**

As the overlap of the traditional and online modes of education is becoming more and more inevitable, we owe it to our students to make their education relevant to their future through ingenuity, passion and careful planning.

## **TEACHER'S ROLE IN EFFECTIVE ONLINE TEACHING METHODS**

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### **INTRODUCTION**

Education is the basic foundation of our life. Every citizen should get a quality education. It's also their fundamental right and needs. Due to the revolutionary changes in the field of education, at present ICT is becoming very popular for online education. Teacher, student, administrator and every people related to education are popularly used ICT. Teacher use ICT for making teaching learning process easy and interesting. A competent teacher has several skills and techniques for providing successful teaching. Teachers must know the use of ICT in their subject areas to help the learners for learning more effectively and to know integrated technology with class room teaching.

### **EFFECTIVE ONLINE TEACHING METHODS**

Teachers activities can be divided into two major tasks in technology based education.

- Planning and providing electronic content for learners
- Creating good relations between teacher and learners.

Traditional forms of teaching around the world are changing rapidly with the advancement of technology. Even in physical class rooms, technology has taken on a bigger role changing how lessons are delivered and received. While there are numerous teaching methods most of the traditional methods used in class can be applied equally efficiently online.

**The following are the effective online teaching methods will help simplify the delivery of virtual lessons.**

- a). Presentations
- b). Online Whiteboard
- c). Live Online Classes
- d). Pre Recorded Video Lectures
- e). Flipped Class Room
- f). Game Based Teaching
- g). Class Blog
- h). Live Chatting
- i). Discussion Boards and Forums.

These are the various online teaching methods used by the teachers .However this online education should not replace the traditional way of education. It cannot fully replace the human relationship that develops in a group.

## **CONCLUSION**

Teaching occupies an honourable position in the society. ICT helps the teacher to update the new knowledge, skills to use the new digital tools and resources. Online teaching has paved the way for new models of teaching and learning with worldwide school\College closure caused by COVID 19, the process only has accelerated. As students and teachers explore new ways to deliver and receive lessons virtually, we hope these techniques will help you explore something new and do it more effectively and change the nature of education and roles of students and teacher in teaching learning process.

## **MY OPINION ABOUT EDUCATION 2021**

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Karaikudi

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### **INTRODUCTION**

“Education Is the Most Powerful Weapon  
Which You Can Use To Change The World”  
- APJ ABDUL KALAM.

The world is fighting with pandemic situation, hoping that the almighty god will stop this diseases and bring back the normal life in the universe at the earliest.

“The roots of education are bitter but the fruits are sweet”  
- ARISTOTLE.

### **Inability to Focus On Screens**

For many students, one of the biggest challenges of online learning is the struggle with focusing on the screen for long periods of time. With online learning, there is also a greater chance for students to be easily distracted by social media or other sites. Therefore, it is imperative for the teachers to keep their online classes crisp, engaging, and interactive to help students stay focused on the lesson.

### **Technology Issues**

Another key challenge of online classes is internet connectivity. While internet penetration has grown in leaps and bounds over the past few years, in smaller cities and towns, a consistent connection with decent speed is a problem. Without a consistent internet connection for students or teachers, there

can be a lack of continuity in learning for the child. This is detrimental to the education process.

### **Sense of Isolation**

Students can learn a lot from being in the company of their peers. However, in an online class, there are minimal physical interactions between students and teachers. This often results in a sense of isolation for the students. In this situation, it is imperative that the school allow for other forms of communication between the students, peers, and teachers. This can include online messages, emails and video conferencing that will allow for face-to-face interaction and reduce the sense of isolation.

### **Teacher Training**

Online learning requires teachers to have a basic understanding of using digital forms of learning. However, this is not the case always. Very often, teachers have a very basic understanding of technology. Sometimes, they don't even have the necessary resources and tools to conduct online classes.

To combat this, it is important for schools to invest in training teachers with the latest technology updates so that they can conduct their online classes seamlessly.

### **Manage Screen Time**

Many parents are concerned about the health hazards of having their children spend so many hours staring at a screen. This increase in screen time is one of the biggest concerns and disadvantages of online learning. Sometimes students also develop bad posture and other physical problems due to staying hunched in front of a screen.

A good solution to this would be to give the students plenty of breaks from the screen to refresh their mind and their body.

## **CONCLUSION**

MY OPINION ON EDUCATION 2021, to overcome that struggle, and the situation return back to normal .all the children's and teachers will come to school like earlier stage. To make all the students became a pillar of the nation and the responsible citizen. Once again i pray for everyone and come back the normality at the earliest.

## **STUDENTS BEHAVIOUR IN ONLINE CLASSES**

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### **INTRODUCTION**

As we know the Pandemic situation due to Covid the schools, colleges, religious places everywhere lockdown from 2020 to 2021. Due to this students are missing lot of classes, lectures and all. So they have online classes. There are countless distractions while learning at home: a cat walking across the keyboard, a sibling goofing off in the background, a comfy bed to lounge on, a pantry full of tempting snacks. As teachers tread into uncharted territory with an abrupt mass transition to online learning, many now have to decide: How much should they be enforcing school rules via webcam?

### **EXPECTATIONS FOR ONLINE STUDENT BEHAVIOR**

“Find a quiet place, free from distraction (sibling, pets, parents, televisions),” one set of Zoom class rules said. “Video needs to remain ON to promote focus. Eye contact should be maintained. Refrain from chewing gum, eating, or drinking in front of the camera.”

According to a nationally representative Education Week Research Center survey of more than 900 educators, more than a fifth said that during school-building closures, they have taught live, virtual classes at specific, predesigned times where students can interact with each other and with the teacher. That can give students a sense of normalcy and connection—but it can also leave teachers trying to keep students on task and engaged in virtual environments they are not familiar with. As a consequence, expectations for student behavior in online classes range widely from strict adherence to

physical classroom rules to much more laissez-faire approaches during the school building shutdowns. One teacher, for instance, told students to dress appropriately as they would in school, not to eat or snack, limit distractions, and be mindful of their surroundings. Students who don't follow these rules will be removed from the virtual classroom and given a zero.

### **STRIKING A BALANCE**

Leah Smith, a 7th grade English teacher in Litchfield, has a few basic ground rules for her live virtual classes: Mute your microphone when others are talking, don't purposely distract others (that means no practicing TikTok dance moves on video), and above all, be kind and respectful. She hosts a 20-minute lesson each day on Google Meet, and then students can connect individually with her afterward. Teachers don't have the ability to mute the entire class in Google Meet, so establishing these classroom norms early on was important, said Smith, who adapted these norms from a colleague. (Zoom does allow teachers to mute everyone, but many schools have shied away from using the videoconferencing tool due to privacy and security concerns.) So far, there haven't been any major behavioral issues, Smith said. She's tried to strike a balance between maintaining order and embracing the quirks of learning from home.

### **BEHAVIOR OF STUDENTS IN ONLINE CLASSES.**

What I have observed in online classes. There are three categories of students.

- The dedicated student
- The forceful one
- The mischievous

## **CONCLUSION**

The online learning behavior is the kinds of learning behavior under the network environment. We focus on digging out the characteristics of learners from online learning behavior after analysis, in order to understand the student's performance. The core of learning behavior is the operation of online learning behaviors.

## **PROBLEM AND PROSPECTS IN HIGHER EDUCATION ON AGRICULTURE SECTION [B.SC. (AG)., M.SC. (AG) AND DOCTORAL DEGREE] DURING COVID-19**

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### **INTRODUCTION**

India is a large country and rank second in population. About 80 % population depends upon Agriculture, forestry for their livelihood. Soil type, climate condition, agricultural practice, rural lifestyle are quite different from region to region in India. Ahriculture Education is solely practical oriented. In this abnormal situation online higher education is helpful for the students to continue their education

### **PROBLEM AND PROSPECTS IN HIGHER EDUCATION ON AGRICULTURE SECTION**

People in rural areas in India are illiterate and have little knowledge on modern technologies for better earning from agriculture and forest. Knowledge on climate change in agriculture, forestry and natural resources management is essential at present time as climate is very fluctuating in my areas. They have little awareness about nature, environment and environmental pollutions. Agriculture production and forestry may not get higher level due to lack of awareness about climate smart agriculture and natural resource management. The whole educational system including Agriculture from elementary to tertiary level has been collapsed during the lockdown period of the novel corona-virus disease 2019 (COVID-19) not only in India but across the globe. This study is a portrayal of online teaching-learning modes adopted by the BCKV-Agriculture University, West Bengal, India for the teaching-learning process and subsequent semester examinations. It looks forward to an intellectually enriched

opportunity for further future academic decision-making during any adversity. The intended purpose of this paper seeks to address the required essentialities of online teaching-learning in education amid the COVID-19 pandemic and how can existing resources of educational institutions effectively transform formal education into online education with the help of virtual classes and other pivotal online tools in this continually shifting educational landscape. The paper employs both quantitative and qualitative approach to study the perceptions of teachers and students on online teaching-learning modes and also highlighted the implementation process of online teaching-learning modes. The value of this paper is to draw a holistic picture of ongoing online teaching-learning activities during the lockdown period including establishing the linkage between change management process and online teaching-learning process in education system amid the COVID-19 outbreak so as to overcome the persisting academic disturbance and consequently ensure the resumption of educational activities and discourses as a normal course of procedure in the education system.

## **CONCLUSION**

Most of cases agriculture higher education depends on field practical in the farmers' farm and field as well as University Laboratory. But students are facing problems through online education system. They are getting partial knowledge lack of fields and practical experience. Yet this system is beneficial as something is better than nothing. Their education is continuing which is too much beneficial for the students as well as teachers

## **MUSTARD AND TEMPERING IN ONLINE ENGLISH LANGUAGE TEACHING**

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### **INTRODUCTION**

In the age of digitization, we can no longer guess everybody to be involved with a basic exercise explanation. With the support of technology blended, self-paced e-learning approaches, Task-Based Language Teaching have offered numerous opportunities to learn new skills. To add spice to the English Language classes for instance, the personal expansion of Mustard and Tempering is, Mustard creatively stands for: Multimedia Used Specialized Techniques, Researched Designed and Tempering stands for: Teaching English Materialized, Practically Evaluated, Reflecting Integrated Necessary Goals.

### **In what way can we make teaching English exciting and amusing at the same time?**

Conduct classroom experiments, hands-on experiences and activities can benefit to progress and encourage students. The activities will help teachers to discover the role of creativity in the classroom equally in the sense of facilitating students to express their uniqueness and also by helping them to reason about and use language in an artistic way. The activities are appropriate for a wide series of students from beginner to advanced and from low to higher levels and can be combined with the existing syllabus and course materials to augment students' involvement of learning English.

Experimental sessions have shown accuracy and authenticity in Teaching and Learning English Language by Second language learners. Task-Based Language Teaching. Using other media: Multimedia sources like songs, movies, T.V series, play a very vital role in improving language. Many tasks can be used in English language teaching some of the tasks are mentioned below:

**Tasks 1:** Show images of cutlery set with names & ask students to bring the same from their kitchen. Sensory activities are implemented in learning vocabulary.

**Task 2:** Instruct students to carry pinch of spices like; Mustard, Turmeric, Whole spices, Black Pepper, Raisins and Dates. Teach them about what they taste like. Let them taste and repeat after the teacher. Mustard tastes bitter, Wholes spices and black pepper are hot, Raisins are sweet and sour, Dates are sweet. Furthermore, grammatically the classification of nouns can be taught; taste is an abstract noun; ingredients such as Raisins are countable nouns; turmeric uncountable nouns; adjectives: bitter, hot, sweet and sour.

**Task 3:** Assign students to write some folktales or bed time stories on their own and ask them to read the same in the class. The teacher's role is to teach with creativity and experience. The expertise is not limited only to tools and books. As per the student's needs teacher should modify, create & implement new techniques in English language teaching.

**Task 4:** Listening and Speaking skills: Any popular song can be played, using tools like: Amazon prime music application or Winkfree application. Students enjoy through entertainment and encouraged to sing a song. For example, the Tamil song "Vaathi Coming" from the Indian Tamil-language film Master and ask the students to say something about

film and lyrics in English. Of course, mistakes in translation method happens, but students will show more interest in the class.

**Task 5:** Use props and ask students to make acronyms, for example, Skechers brand can be expanded as: She Kindled Earth, Calling, Haunting, Ever Roaring, Singing. So, who is she? The answer for the riddle is a river.

## **CONCLUSION**

Having amusing activities should be a significance so that the students are encouraged and can be active learners. Mustard class or the real-life experiences would always help students to remember language-based activities and its outcome is long lasting. Students in online classes might be panicky, irritated or daunted without the same real-world contact. Therefore, engaging and incorporating creativity into online class is vital in helping the students learn better. Students adapt quickly and become more engaged. They substantiate more self-confidence, improve problem-solving skills, and restore time management. The above mentioned tasks are the realistic teaching experiences conducted in my English language teaching online classes via Zoom.

## **POSITIVE IMPACT OF COVID-19 ON EDUCATION**

**\*VARUN.V**

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### **INTRODUCTION**

The education sectors including schools, colleges and universities became closed. Classes suspended and all examinations of schools, colleges and universities including entrance tests were postponed indefinitely. Though it is an exceptional situation in the history of education, COVID-19 opportunities to come out of the rigorous classroom teaching model to a new era of digital model. The lockdown has compelled many educational institutions to cancel their classes, examinations, internships etc. and to choose the online modes. Initially, the educators and the students were quite confused and didn't understand how to cope up with the situation of this sudden crisis that compelled closure of the educational activities. But latter on all realized that the lockdown has taught so many lessons to manage with the emergence of such pandemics. Thus, COVID-19 created many challenges and opportunities for the educational institutes to strengthen their infrastructure. The lockdown has given them a ray of hope for teachers and students to continue their educational activities through online.

### **MOVE TOWARDS BLENDED LEARNING**

COVID-19 has accelerated adoption of digital technologies to deliver education. Educational institutions moved towards blended mode of learning. It encouraged all teachers and students to become more technology savvy. New ways of delivery and assessments of learning opened immense opportunities for a major transformation in the area of curriculum development and pedagogy. It also gives access to large pools of learners at a time. Enhance the use of soft

copy of learning material: In lockdown situation students were not able to collect the hard copies of study materials and hence most of the students used of soft copies materials for reference. Improved the use of electronic media for sharing information: Learning materials are shared among the students easily and the related queries are resolved through e-mail, SMS, phone calls and using different social Medias . World wide exposure: Educators and learners are getting opportunities to interact with peers from around the world. Learners adapted to an international community. Better time management: Students are able to manage their time more efficiently in online education during pandemics. Demand for Open and Distance Learning (ODL): During the pandemic situation most of the students preferred ODL mode as it encourages self-learning providing opportunities to learn from diverse resources and customized learning as per their needs. Collaborative work- There is a new opportunity where collaborative teaching and learning can take on new forms. Collaborations can also happen among faculty/teachers across the world to benefit from each other Enhanced Digital Literacy: The pandemic situation induced people to learn and use digital technology and resulted in increasing the digital literacy.

## **CONCLUSION**

The priority should be to utilise digital technology to create an advantageous position for millions of young students in India. It is need of the hour for the educational institutions to strengthen their knowledge and Information Technology infrastructure to be ready for facing COVID-19 like situations. COVID-19 crisis stretches longer, there is an urgent need to take efforts on maximum utilisation of online platforms so that students not only complete their degree in this academic year but also to get ready for the future digital oriented environment.

## **ONLINE EXAMS VS OFFLINE EXAMS**

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### **INTRODUCTION**

Knowledge is said to be an understanding which anyone acquires about anything. One such way of acquiring knowledge is education. The knowledge acquired through education is being assessed by the examinations. Examinations improve teaching by helping the teacher's planning and consistent student preparation. Examinations are not limited to measure educational or societal objectives and needs, but incorporated in a way of coping with the educational system. Exams generally determine the extent to which educational objectives are achieved as well as the extent to which educational institutions serve the needs of the community and society.

### **ONLINE EXAMS VS OFFLINE EXAMS**

Examination – Is a word which gives a panic state in the minds of students who either take up the board exams or graduation. The knowledge they had acquired in one whole year is tested with a list of questions which are being prepared and wanted them to complete within a fixed period of time. Sometimes there might be a thought on “Are the exams really important?” The answer is YES. Because, apart from saying that examination is helpful in assessing the knowledge of an individual , it helps them to have their knowledge sustained throughout. When the subjects they learn are tested through an examination, it helps them in constantly revising and learning what they have learnt. The traditional way of conducting an examination was in offline mode, where the students need to be present in person in the examination center with all required supplies, under an invigilation, gets the question paper and need to complete the

exam within a fixed period of time. This mode of examination, helps to bring in discipline among the students both on preparation and on attending the exams as well. It also helps the students to develop patience, confidence , memory , creativity. The preparation by the students for the exam will be focused on getting a good score on the day of the results. They feel a sense of satisfaction and happiness on discussing the correct answers which they have written among their friends. Though examinations create a panic feel in the minds of students, they would be on cloud nine when they come out with flying colors in the examination. The examinations in online mode are initiated due to the current pandemic situation. Assessing the exam papers might be an easy task but how far the students gets benefitted from online exams is the fact which is not known. In the online mode, the students feel it easier to write the answers for all questions. The fear of facing the examination is completely reduced. It becomes an easiest platform to score good and decent grades. The online mode helps the students to attend the examinations from their place which gives them a sense of comfort both physically and mentally. But the core object of conducting an examination does not serve the purpose. The technical difficulties, network issues are major flaws of online exams. Many students face the difficulties such as uploading the answer scripts in fixed time.

## **CONCLUSION**

The offline exams are more effective and the honest attempt to an examination is high when compared to online exams. The students who would prepare and write the exams honestly might change their minds while attempting online exams for securing more marks. Hence the genuineness of the answers written by the students also becomes a question mark. The credibility of performance goes down as a result of online exams. The current online modes of examination no doubt have an adverse impact on the students because of the academic misconduct.

## **STUDENTS BEHAVIOR IN ONLINE CLASS**

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### **INTRODUCTION**

Human behavior changes according to the environment

- Peter Gabriel.

Learning behavior of students through online platforms has been progressive to a greater extent. e-learning systems provide an easy and effective means of teaching and learning. A better interface between the faculty and the students has been created during the live interactive sessions. The students follow a pedagogical approach towards e-learning as they are in their convenient zone.

### **POSITIVE BEHAVIOR OF STUDENTS**

The word “behave” speaks about the way the person acts or responds. “When students feel better, they behave better”. Students ability to learn is much enhanced by their inter and intra personal behavior. As the current scenario demands learning to be done through e-ways, 90% of students are attending their classes online. With the rapid development of gadgets such as smart phones, i pads, the e-learning process has been made accessible by majority of the youngsters. The traditional way of assessing the students has been vanished by the new way of e-learning. Assessments are done only by online mode. All the questions are taken in MCQ type, so they have to concentrate on each topic in the book. They can make an attempt once they thoroughly understand the concept. This makes the students to learn

constructively and the fear of exam can be liquidated effortlessly from the budding minds.

During this lockdown, online classes give an opportunity for the parents as well to experience and see how their children are learning and this makes a transparency among the teacher, parent and the student. According to the survey conducted by the education services, 80% of the parents believe that online classes were beneficial.

## **CONCLUSION**

Even though there are niggling network connectivity issues during online class, the students could conveniently access the teachers and teaching materials at any time during the day. This means there is no need to commute from one place to another. To conclude, a satisfactory level of students' emotions is exhibited as they showed enthusiasm towards learning. With the advent of COVID 19, learning through online classes seems to be one of the safest and easiest ways to acquire new skills, explore new career options and get a better education.

## **SCHOOL AND COLLEGE EDUCATION**

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### **INTRODUCTION**

A very warm good morning to the learned academic ladies and gentlemen present here in this virtual meet of National Conference

I am indeed grateful for this grand opportunity for us to have this prestigious platform provided by Cape Research Forum to discuss about the state of the Colleges and Schools in our country.

### **SCHOOL LIFE**

The Indian Scenario of school life takes us back to the lower Kindergarten classes where the child is forcibly taken to the classes. The child carries a huge load of books and is forced to study it up without considering the interests of the child. Many times the desires unfulfilled by the parents are thrust into the students through tuition classes too. The child gradually gains interest due to the inspiration of the parents and teachers alike during our schooling. Of course the school provides essential services, access to nutrition, child welfare, such as preventing violence against children, Social and psychological well-being, access to reliable information on how to keep themselves and others safe and beneficial to society such as enabling them to work and serve the society as well as earn their livelihood.

## **COLLEGES**

Colleges enable students to specialize themselves in the disciplines of their interests and this in turn brings out laurels to themselves as well as the society to choose a career and inspires them to be better citizens. Earning a college degree is such an important step in life that it has become a central part of the "American Dream". Go to college, get a job, buy a house, raise a family. It may not always be that simple, but it all starts with your college education.

Earning a college degree is all about opening up opportunities in life. It prepares you, both intellectually and socially, for your career and your adult life.

But at this juncture of the dreadful Pandemic, one the one hand Thanks to the inventions and availability of the devices in the 21<sup>st</sup> century which enables the studies of school as well as college children at least online as the students would have lost their studies if not for these electronic equipments. But on the other hand the students are compelled to sit in front of the electronic devices and just follow it as a formality to complete their degrees. The children are compelled to log in to their classes which in many cases are vulnerable as employed parents are left to the option of leaving them alone at home with their gadgets. In this juncture let us hope and pray and be positive that this covid - 19 would cease at an early date, paving the way for us as well as the children to lead a normal and peaceful life and quality education of course with a tint of e-learning with all the recreations as well with the film shows, beaches, hill resorts, indoor and outdoor gaming etc. just as the scenario was before the advent of this killer virus. Long live our country teachers, students and all alike Jai Hind!

## **ROLE OF PARENTS IN ONLINE LEARNING OF SCHOOL STUDENTS**

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### **INTRODUCTION**

Being a good parent means they need to teach our child the moral in what is right and what is wrong. Setting limits and being consistent are the keys to good discipline. Focus on the reason behind the child's behavior. A student's life is a valuable period where they learn and grow. It is the happiest time in life, living with no worries. That same time, Students must learn discipline and skills to develop their personality. Finally, now a day's Online learning is the most popular form of distance education today. Within the past decade, it has had a major impact on school education and the trend is only increasing. We are living in an unexpected and unprecedented time. The current pandemic has had an enormous impact on global education as more than 1.3 billion learners are unable to go to school now (As per article by UNESCO, dated 29th April 2020). This “new normal” is not only a different concept for the learners but also for the parents and teachers. While teachers have geared up as content curators, parents are stepping in as facilitators and learning coaches.

### **ROLE OF PARENTS IN ONLINE LEARNING**

- ***Build and help your child create and stick to a Schedule-*** Daily schedule is key, and parents can be a huge help not only in building plan but also in making sure that it is followed.

- ***Model Hard Work and Persistence-*** Talking to your child about e-learning work. Tell him or her about difficult projects you're working on, new skills you're trying to master, and challenges you've faced.
- ***Set Up a Designated Workspace-*** Think about your child's personality and needs as a starting point to create a workspace. Parents must have a direct conversation with your child about where and how you most comfortable completing online coursework.
- ***Get to Know the Online Learning Platform-*** For parents, it's your time to learn with your child with what this platform looks like, how your child is using them, and what resources are available.
- ***Stay in Communication with Your Student's Teachers-*** Parents can be likely set some parameters around what communication will look like between students and teachers when the switch to e-learning is made.
- ***Stays protected in Cybercrime-*** Internet have unfiltered and uncensored content and children may have access to inappropriate content. Then they will suffer to cyber bullying and online game addiction. Please be protected our child and lock internet securities.

## **CONCLUSION**

For parents, it is definitely an added responsibility considering their personal work, household chores, as virtual classrooms are not as simple as plug-and-play. Finding the balance as a parent, between teacher and student, can be difficult. But, those who can master the technique will see great success from their rising stars. The good thing is, although parenting is hard, it is also very rewarding. But if we try our best now, we will eventually reap the rewards and have nothing to regret.

## **MY OPINION ABOUT EDUCATION 2020-2021**

**\*PRIYA A**

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### **INTRODUCTION**

India is one of the fastest developing nations in the world with diversified culture and tradition. The world is undergoing rapid changes in the knowledge with various advances to meet the need of digital era. Government of **INDIA** revised the education policy i.e., **NEW EDUCATION POLICY 2020** focusing on development of the creative potential of each individual, in all its richness and complexity. And also in the year 2020 the entire world faced a pandemic situation and triggered to accept the new way of learning called online learning.

### **ANALYSIS**

The New education policy was promulgated by Prime Minister *Narendra Modi* in 2020. The COVID -19 pandemic has triggered new way of learning and to accept online learning. After the pandemic all around the world, educational institutions, looking forward online learning and as well the new education policy emphasizes **Digital learning**, it has emerged as a necessary resources for students and school all over the world. The situation made favor towards education policy i.e. digital learning in the Covid pandemic. This is an entirely new way of education not only for students even for teachers also.

### **CONCLUSION**

The online learning system with its range of option and resources can be personalized in many ways. As well as offline learning, teachers could pay more attention to students and focus more on interaction process for the better way of learning. Therefore, hereafter it should be the blending of online and offline for holistic development of the students and the new education policy also focuses on the same.

## EDUCATION NOW AND THEN – AN OVERVIEW

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## EDUCATION



Education is a platform in which young generations are trained and make them future-ready. Education provides knowledge and skills which help the person to be employable. The Indian education system is very popular and diversified among other countries' education systems due to its change in the evolution from ancient to the modern education system. During the ancient and medieval periods of education, students were trained by teachers in such a manner that they can survive and live in that era. After independence, there is a tremendous growth in the Indian education system providing teaching and training in all aspects, but it does not satisfy the global demands of the market.

This chapter focuses on teaching methodology, curriculum, characteristics, methods of learning, aims of the Indian education system during the ancient and medieval period and how it differed in today's modern education and what are the things that our today's modern education need to learn and implement from ancient and medieval education. The mentioned points are used to differentiate ancient, medieval, and modern education with advantages and disadvantages. Through this chapter, students, teachers will get to know the difference in the education system and what else to be adapted in the future to overcome all the problems. Technological improvement has boosted the economic growth in India. Science and technology have an important role in the economic development of India. Compared to other developed countries, India has more youth manpower. Proper education will play a significant role in making youth future-ready and increasing economic growth by providing skilled persons which will also boost industrial development. In the modern era of education, every institution or university is adapting new teaching methods using their teaching methodologies. Indian education is the biggest and well-known education systems in the world. During ancient education, there were 5 big well-known universities like Takshashila, Nalanda, Vallabhi, etc., which focus on the all-round development of students and those in the medieval period there exists 2 institutions madrasah and maqtabs which mostly focus on building student religious and leaders of the future. In modern education, there are well known autonomous institutes like IITs and IIMs which are famous all around the world.

During ancient education, students live away from their parents, their education comprises of subjects like physical education, mental education, politics, economics, etc. They were shaped in a way that they can live in any condition considering how difficult the situation will be? Medieval education also followed the same protocol as ancient education in spite that their

education mostly focuses on religion. In today's modern era of big institutes like the Indian Institute of Technology (IITs) and Indian Institute of Management (IIMs), everything is changed like the living standard of students, curriculum, all-round development. The principle objective of the student has been to just achieve its goal and be successful. Only the big institutes like IITs, IIMs, and some other private and aided universities have adopted modern methods of learning. There is a difference in curriculum, teaching methods, and living standards of students in every institute. The syllabus of the current education system is not industry-oriented and also not according to new upcoming trends. The main objective of education is mostly theoretical and not practically implemented. From the time of Rigveda onwards, our ancient education system evolved over the period and focused on the holistic development of the individual by taking care of both the inner and the outer self. The system focused on the moral, physical, spiritual and intellectual aspects of life. It emphasised on values such as humility, truthfulness, discipline, self-reliance and respect for all creations. Students were taught to appreciate the balance between human beings and nature. Teaching and learning followed the tenets of Vedas and Upanishads fulfilling duties towards self, family and society, thus encompassing all aspects of life. Education system focused both on learning and physical development. In other words, the emphasis was on healthy mind and healthy body. You can see that education in India has a heritage of being pragmatic, achievable and complementary to life.

The ancient system of education was the education of the Vedas, Brahmanas, Upanishads and Dharmasutras. You must have heard the names of Aryabhata, Panini, Katyayana and Patanjali. Their writings and the medical treatises of Charaka and Sushruta were also some of the sources of learning. Distinction was also drawn between Shastras (learned disciplines) and Kavyas (imaginative and creative literature). Sources of learning were drawn from

various disciplines such as Itihas (history), Anviksiki (logic), Mimamsa (interpretation) Shilpashastra (architecture), Arthashastra (polity), Varta (agriculture, trade, commerce, animal husbandry) and Dhanurvidya (archery). Physical education too was an important curricular area and pupils participated in krida (games, recreational activities), vyayamaprakara (exercises), dhanurvidya (archery) for acquiring martial skills, and yogasadhana (training the mind and body) among others. The Gurus and their pupils worked conscientiously together to become proficient in all aspects of learning. In order to assess pupils' learning, shastrartha (learned debates) were organised. Pupils at an advanced stage of learning guided younger pupils. There also existed the system of peer learning, like you have group/peer work. In ancient India, both formal and informal ways of education system existed. Indigenous education was imparted at home, in temples, pathshalas, tols, chatuspadis and gurukuls. There were people in homes, villages and temples who guided young children in imbibing pious ways of life. Temples were also the centres of learning and took interest in the promotion of knowledge of our ancient system. Students went to viharas and universities for higher knowledge. Teaching was largely oral and students remembered and meditated upon what was taught in the class.

Gurukuls, also known as ashrams, were the residential places of learning. Many of these were named after the sages. Situated in forests, in serene and peaceful surroundings, hundreds of students used to learn together in gurukuls. Women too had access to education during the early Vedic period. Among the prominent women Vedic scholars, we find references to Maitreyi, Viswambhara, Apala, Gargi and Lopamudra, to name a few. During that period, the gurus and their shishyas lived together helping each other in day-to-day life. The main objective was to have complete learning, leading a disciplined life and realising one's inner potential. Students lived away from their homes for years together till they achieved their goals. The gurukul was also the place where the

relationship of the guru and shishya strengthened with time. While pursuing their education in different disciplines like history, art of debate, law, medicine, etc., the emphasis was not only on the outer dimensions of the discipline but also on enriching inner dimensions of the personality. Many monasteries/viharas were set up for monks and nuns to meditate, debate and discuss with the learned for their quest for knowledge during this period. Around these viharas, other educational centres of higher learning developed, which attracted students from China, Korea, Tibet, Burma, Ceylon, Java, Nepal and other distant countries.

The Jataka tales, accounts given by Xuan Zang and I-Qing (Chinese scholars), as well as other sources tell us that kings and society took active interest in promoting education. As a result many famous educational centres came into existence. Among the most notable universities that evolved during this period were situated at Takshashila, Nalanda, Valabhi, Vikramshila, Odantapuri and Jagaddala. These universities developed in connection with the viharas. Those at Benaras, Navadeep and Kanchi developed in connection with temples and became centres of community life in the places where they were situated. These institutions catered to the needs of advanced level students. Such students joined the centres of higher learning and developed their knowledge by mutual discussions and debates with renowned scholars. Not only this, there was also occasional summoning by a king to a gathering in which the scholars of the country of various viharas and universities would meet, debate and exchange their views. In this section we will give you glimpses of two universities of the ancient period. These universities were considered among the best centres of learning in the world. These have been recently declared heritage sites by the United Nations Educational, Scientific and Cultural Organization (UNESCO). In ancient times, Takshashila was a noted centre of learning, including religious teachings of Buddhism, for several centuries. It continued to

attract students from around the world until its destruction in the 5th century CE. It was known for its higher education and the curriculum comprised the study of ancient scriptures, law, medicine, astronomy, military science and the eighteen silpas or arts. Takshashila became famous as a place of learning due to its teachers' expertise. Among its noted pupils were the legendary Indian grammarian, Panini. He was an expert in language and grammar and authored one of the greatest works on grammar called Ashtadhyayi. Jivaka, one of the most renowned physicians in ancient India, and Chanakya (also known as Kautilya), a skilled exponent of statecraft, both studied here. Students came to Takshashila from Kashi, Kosala, Magadha and also from other countries in spite of the long and arduous journey they had to undertake.

Takshashila was an ancient Indian city, which is now in north-western Pakistan. It is an important archaeological site and the UNESCO declared it to be a World Heritage Site in 1980. Its fame rested on the University, where Chanakya is said to have composed his Arthashastra. Archaeologist Alexander Cunningham discovered its ruins in the mid-19th century.

Teachers had complete autonomy in all aspects from selection of students to designing their syllabi. When the teacher was satisfied with the performance of the students, the course concluded. He would admit as many students as he liked and taught what his students were keen to learn. Debate and discussions were the primary methods of teaching. Teachers were assisted by their advanced level students.

Nalanda, when Xuan Zang visited it, was called Nala and was a centre of higher learning in various subjects. The University attracted scholars from the different parts of the country as well as world. The Chinese scholars I-Qing and Xuan Zang visited Nalanda in the 7th century CE. They have given vivid accounts of Nalanda. They have noted that as many as one hundred discourses

happened on a daily basis, in a variety of disciplines through the methods of debate and discussions. Xuan Zang himself became a student of Nalanda to study yogashastra. He has mentioned that the Chancellor of Nalanda, Shilabhadra, was the highest living authority in yoga. The courses of study offered by Nalanda University covered a wide range, almost the entire circle of knowledge then available. Students at Nalanda studied the Vedas and were also trained in fine arts, medicine, mathematics, astronomy, politics and the art of warfare. The ancient Nalanda was a centre of learning from the 5th century CE to 12th century CE. Located in present day Rajgir, Bihar, India, Nalanda was one of the oldest universities of the world and UNESCO declared the ruins of Nalanda Mahavihara, a world heritage site. The new Nalanda University is envisaged as a centre of inter-civilisational dialogue.

At that time, knowledge was considered sacred and no fee was charged. Contributions towards education were considered the highest form of donation. All members of the society contributed in some form or the other. Financial support came from rich merchants, wealthy parents and society. Besides gifts of buildings, the universities received gifts of land. This form of free education was also prevalent in other ancient universities like Valabhi, Vikramshila and Jagaddala. At the same time in the south of India, agraharas served as centers of learning and teaching. South Indian kingdoms also had other cultural institutions known as Ghatika and Brahmapuri. A Ghatika was a centre of learning including religion and was small in size. An agrahara was a bigger institution, a whole settlement of learned Brahmins, with its own powers of government and was maintained by generous donations from the society. Temples, Mathas, Jain Basadis and Buddhist Viharas also existed as other sources of learning during this period. The Indian education system continued in the form of ashrams, in temples and as indigenous schools. During the medieval period, maktabas and madrassas became part of the education system.

During the pre-colonial period, indigenous education flourished in India. This was an extension of the formal system that had taken roots earlier. This system was mostly religious and spiritual form of education. Tols in Bengal, pathshalas in western India, chatuspadis in Bihar, and similar schools existed in other parts of India. Local resources via donations supported education. References in texts and memoirs inform that villagers also supported education in southern India. As we understand, the ancient education system of India focused on the holistic development of the students, both inner and outer self, thus preparing them for life. Education was free and not centralised. Its foundations were laid in the rich cultural traditions of India thereby helping in the development of the physical, intellectual, spiritual and artistic aspects of life holistically. Our present day education system has a lot to learn from the ancient education system of India. Therefore, the stress is being laid on connecting learning to the world outside the school. Today educationists recognise the role and importance of multilingual and multicultural education, thereby connecting the ancient and the traditional knowledge with contemporary learning.

## **ANCIENT EDUCATION**



During the ancient period, two systems of education were developed, Vedic, and Buddhist. The medium of language during the Vedic system was Sanskrit, while those in the Buddhist system were pali. During those times the education was of Vedas, Brahmanas, Upnishads, and Dharmasutras. From the Rigveda onwards, our ancient education started with the objective of developing the students not only in the outer body but also on the inner body. The ancient education focused on imparting ethics like humility, truthfulness, discipline, self-reliance, and respecting all creations to the students. The education was mostly imparted in ashrams, gurukuls, temples, houses. Sometimes pujaris of the temples used to teach students. The education system of ancient India has some special features and uniqueness which was not found in any other ancient education system of the other countries. The education was mostly given in forests under the blue sky, which keeps the student's mind fresh and alive. During ancient times people used to live a simple life and doing their work with devotion and hard work .

### **Aim of education**

The main objective of education was to equip the students with a good quality of education. The education mostly focused on the enrichment of culture, character, and personality, development, and cultivation of noble ideals. The objective was gaining the mental, physical, and intellectual personality of students, to make the students future-ready and survive in any situation

### **Characteristics of education**

During the ancient period, the state government and the people did not interfere in designing curriculum, payments of fees, regulation of teaching hours. There was a strong bonding between teacher and student. Every student was allotted with one teacher and more emphasis was given to the student-teacher

relationship, each student used to meet teachers personally to learn and gain instructions from them. During ancient times, royal families, as well as kings of states, used to donate their wealth to improve the education system and quality. The syllabus was designed in accordance with the demands of that era. At that time students used to leave their houses and went to live with their gurus until their education was completed. During the early Vedic period, women's education was also given more emphasis. The education focuses on the physical and mental development of students. The course duration was about 10–12 years, as there were no books so students used to memorize all things, memory played a crucial role during learning. The education was imparted in forests away from cities and peoples to give students a pleasant and silent environment of study.

## **Curriculum**

Curriculum plays an essential role in the education system. It was dynamic and not static; it was made up of different stages. The fundamental goal of building a good curriculum was to develop students physically and mentally. The curriculum consists of four Vedas, six vedangas, Upnishads, darshanas, Puranas, Tarka Shastra. The six vedangas were Shiksha, Chhandas, Vyakarana, Nirukta, Jyotisha, and Kalpawhile the darshanas were Nyaya, Baiseshika, Yoga, Vedanta, Sankhya, Mimasa. Algebra, Geometry, and grammar were also given more importance at that time. Panini was famous in the domain of grammar at that time. The curriculum of the Buddhist system consists of pitakas, Abhidharma, and sutras. Besides this medicine, Vedas were also given importance. Hindu learning was a part of Buddhist learning, although more emphasis was given to Buddhist learning. Both the systems were going hand in hand at that time. The education was totally through orals and debates, and the

exams were conducted every year. The education system of the ancient period focused on subjects like warfare, military, politics, religion.

### **Methods of learning**

The teachers at that time paid special focus to their students and teach them according to their knowledge and skill level. Teaching was basically via orals and debates, and the different methods were as follows:

At that time books were not there, so students had the habit to learn and memorize all the things taught in the class, and teachers also helped them in memorizing.

The students used to deep dive into the concepts taught by their teachers and explore new methods to learn it.

Listening, Contemplation, and concentrated contemplation were some new methods of exploring the way of learning.

The teachers used the storytelling methods to teach the students.

Students used to ask questions about the topics taught by the teachers and these topics were discussed and then answered to the students.

The education of that time mainly focused on practical knowledge of the topics taught in the class.

The students got plenty of knowledge through seminars and debates conducted at frequent intervals.

## **Educational institutions**

Gurukul was the hometown of teachers where students come after completing their initiation ceremony and learn until the completion of their study. The parishads or academies were the places of higher learning and education where students learn through discussions and debates. Goshti or conferences were the places where the kings of the states used to invite scholars from every institute to meet and exchange their views. Ashramas or hermitages were the other learning centers where students from various parts of the country used to come and learn from saints and sages. Vidyapeeth was the place of spiritual learning founded by great Acharya, Sri Shankara in places like Sringeri, Kanchi, Dwarka, and Puri, etc. Agraharas was an institution of Brahmins in villages where they used to teach. Viharas were the educational institutions founded by Buddhists where the students were taught the subjects related to Buddhism and philosophy.

## **Higher educational institutions**

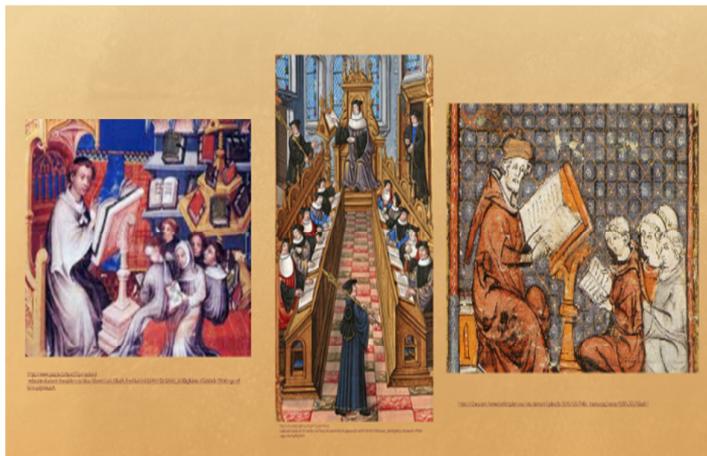
*Takshashila or Taxila:* Takshashila was the famous center of learning, including religion and teaching of Buddhism in ancient times. It was famous for his higher education learning comprising of subjects like ancient scriptures, law, medicine, sociology, astronomy, military science, and 18 silpas, etc. The well-known scholars from the university were great grammarian Panini, he was an expert in his subject of grammar and published his work on Ashtadhyayi, Chanakya who is skilled in statecraft both studied here. Students from Kashi, Kosala, Magadha, and also from different countries flocked into the university despite a long and arduous journey. Takshashila was an ancient Indian city currently situated in north-western Pakistan was the well-known center of learning and has been declared as an archeological site and world heritage by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 1980.

*Nalanda:* When Xuan Zang came to Nalanda it was called Nala, which was the center of learning in many subjects. The students used to come here from different parts of the country and the world to study here. Different subjects were taught, including the Vedas, fine arts, medicine, mathematics, and astronomy. Xuan Zang itself became the student of Yogashastra. Nalanda which is currently situated in Rajgir, Bihar, India was also declared as a world heritage site by UNESCO. The other famous institutes around ancient times were Vallabhi, Vikramshila, Ujjain, and Benaras.

## **Advantages**

- The system focuses on the all-round development of students.
- More emphasis was given to practical knowledge rather than theoretical knowledge.
- The students were not just involved in bringing the ranks, but their main focus was on knowledge.
- Classrooms were built-in forests which provide a pleasant study environment to the students.
- There was no pressure laid on students related to studies so that they can learn effectively.
- The government did not interfere with the formation of curriculum, kings at that time helped in the development of education.
- 2.8 Disadvantages
- Women were not admitted to the Gurukuls.
- There was caste discrimination as only Kshatriya was allowed, Eklavya was not given admission to the Gurukul.

## **MEDIEVAL EDUCATION**



During the eighth century Anno Domini (A.D) a huge number of Mohammadian invaded India. Mahmud Ghaznavi captured India and set up a large number of schools and libraries in the country by the looted wealth. Later Muslim leaders established their permanent empire in India, they brought a new system of education. The ancient education system was drastically changed. The Arabs and the Turks brought some new cultures, traditions, and institutions in India, in that the most remarkable change was the Islamic pattern of education which was different from the Buddhist and Brahmanic education system. The medieval age, education system primarily focused on the Islamic and Mughal System.

### Aim of Education

The main objective of education during the medieval period was the spread of knowledge and the propagation of Islam. The objective behind this era of education was to spread Islamic education its principles, and social conventions. The purpose of the education system was to make people religious minded.

### Characteristics of Education

The rulers helped in the spread and development of education. They helped in the establishment of different educational institutes and funded it, big landlords also gave them some wealth in the development of institutes. There was no control of rulers over the educational institutes and also to their management. The student-teacher relation was also good like the Buddhist and Brahmanic period, although students did not live with their teachers at that time. Teachers took interest in learning, at that time teachers were used to teaching students individually.

## **Curriculum**

During that time books were not there, therefore the students were used to write on taktis. The stress was laid on teaching the student from the beginning that is teaching them first alphabets and then words. Calligraphy and grammar were the most important subjects taught during those days. Students also learned “paharas”(multiple of numbers), and also they memorized it while learning. Arabic and Persian were the main languages of communication and these languages were important for the students who wanted to get higher posts. The recitation of the Quran was made compulsory, the students used to learn the Quran by heart as this was an important part of their curriculum. The students at their early ages were taught to recite the first 13 chapters of the Quran as a poem. Ibn Sina, an Islamic Persian scholar, and a teacher write that students during the age of 14 should be given the choice of selecting their favorite subjects for masters, for example, reading, manual skills, literature, medicine, geometry, trade, and commerce. There were two types of education during medieval times like secular and religious education. Religious education consists study of the Quran, Mohammad, and his invasions Islamic laws and Islamic history. The secular education consists of the study of Arabic literature,

grammar, history, philosophy, mathematics, geography, politics, economics, Greek language, and agriculture.

### **Methods of Learning**

Orals, discussions, and recitations of the lesson taught were the main methods of learning at that age.

Emperor Akbar encouraged the students to focus more on reading and writing and to reform the scripts. He wanted the education system to be systematic and advised teachers to first teach students about the knowledge of alphabets, then words-knowledge, and then sentence formation.

More emphasis was given on practical education.

There was no half-yearly or annual examination fixed for students, but the students were evaluated based on practical situations of life.

### **Educational Institutions**

Maktab:-Maktab were the center of the primary education for the children of general people. Along with religious education, students were also taught subjects like reading, writing, and arithmetic. They were also taught some romantic literature of Persian example, Laila-Majnu, Yusuf-Julekha, etc. Along with practical education, letter writing applications, and accountancy were also taught in Maktab.

Madrasas:- After completing the primary education in Maktab, the students were sent to the Madarsas for higher education. Madarsas were the centers of higher learning and Emperor Akbar did remarkable development in the education of the medieval era. Along with religious and practical education, Akbar stopped the tradition of the Islamic religion and instructed to teach

Hinduism and philosophy in many Madrasas. The subjects such as medicine, history, geography, economics, political science, astrology, philosophy, and mathematics were taught in Madarsas. Akbar made subjects like Vedanta, Jurisprudence, and Patanjali compulsory for Sanskrit students.

### **Important Educational Centers**

*Delhi:* Nasiruddin established Madarsa -i-Nasiria under the reign of the Shiraz Allauddin Khilji and established many Madarsas with renowned teachers in them. Mughal emperor Humayun established many big institutions of astronomy and geography in Delhi. He also introduced institutions where subjects like Arabic, Persian, Grammar, Philosophy, and Astronomy was taught.

*Agra:* Sikandar Lodi established many Madarsas and Maktabs in Agra and attracted many students from other countries to come and study. Akbar made Agra the center of culture, fine arts, and crafts.

*Jaunpur:* Sher Shah Suri completed his education in one of the educational institutes of Jaunpur city. The main subjects of teaching were political science, warfare, history, and philosophy, Ibrahim Sharki set up many Madarsas in Jaunpur.

*Bidar:* Mohammad Gawan had established many Madarsas and Maktabs in this city and it became the famous center of learning. The city consists of a library that contains 3000 books on subjects like Islamic theology, culture, philosophy, medical science, astronomy, history, and agriculture.

### **Advantages**

- Practical education was given more importance, students and teacher's relations were good. Students were taught from the basics and rulers also supported the development of education.

### **Disadvantages**

- Religious and Islamic education was given more importance.
- The student aimed to focus on leadership for ruling the country.

## **MODERN EDUCATION**



In the middle of the medieval age, the British invaded India and started to capture it. The modern education was introduced during the British empire. In the 1830s Lord Thomas Babington Macaulay introduced the English language. The subjects and the syllabus were limited to some extent, the main aim of modern education of the British was to spread Christianity. As time passed education started to develop and entered into the modern era that is in the twenty-first century, the era of science, technology, and innovations. And the demand and the need for education stills remain the same as it was in ancient

and medieval times. In the modern era of science and technology, the industrial sector is increasing day by day. As demand increases our education sector also needs to change and adapt to that environment.

### **Aim of Education**

The objective of modern education was to inculcate values in students such as equality, secularism, education for all, and environmental protection, etc. To understand the culture as well as people of our country, every student must be provided at least a minimum level of education and also to provide education to the people who cannot afford it, to prepare the students with the ever-increasing demands.

### **Characteristics of Education**

The student-teacher relations remained the same as it was in ancient and medieval, but students did not live in the teacher's house. As technology is increasing day by day, the education sector is also following the trend of technology by teaching the students through online lectures and Massive Open Online Course (MOOC). In Aviation and the medical sector, more emphasis is on practical knowledge as compared to other sectors. Women's education is giving more importance, and the Government has launched many programs to encourage women's education. In the modern era electronics gadgets like projectors, Light Emitting Diode (LED), and computers are used to teach the students. The Government has established many programs and there are many organizations that promote education in India.

### **Curriculum**

The whole curriculum of a student is divided into three sections primary, secondary, and graduation. Primary education is from 1st to 10th standard, Secondary education is 11th and 12th, and in Graduation, students were given the choice to choose a field for further studies example computer, electrical, civil, etc. But after secondary education students also have choices to choose their career path. In primary education, students are taught subjects like history, geography, mathematics, science, Hindi, and Marathi. The languages may differ from state to state. At the early stages, students were taught alphabets, poem recitation, word formation, etc. Different prayers, the National Anthem is also in the schools. Along with studies different sports and extracurricular activities are also conducted in schools to keep the students fit and for their all-round development. The pupils are assessed based on the term exams conducted at frequent intervals. In secondary education, students are given choices to choose from science and commerce. According to the student's choice, they were given an education. Secondary education is an advanced version of primary education. Pupils were assessed based on term examination. After secondary education, students were given entry to the universities through some entrance examination, according to their marks scored in entrance examination they are admitted to the universities. Pupils were assessed based on semester exams or in-sem exams.

In modern education along with studies, the emphasis is given on extracurricular activities and sports for all-round development of students.

### **Methods of Learning**

Students mostly learn concepts through online platforms like YouTube, Coursera, and Udemy.

Students refer to the notes given by the teacher's side by side while learning online.

During class hours doubts are solved through discussions, debates, etc.

Pupils were assessed based on mid-sem written exams and practical exams to check their practical knowledge.

### **Educational Institutions**

**Schools:** Schools are the educational institutes where children are sent for their primary education. There are many private and government schools situated in India, primary education means education from Nursery to 10th standard. Children at their early ages are sent to schools to learn poems, grammar, prayers, alphabets, etc. besides this, the other subjects taught in the schools are English, mathematics, science, history, geography, and other regional languages. Schools are situated inside the city, also there are many cultural programs and sports events conducted in schools for the students to develop their interpersonal and physical skills. Private schools are run by organizations and the principal manages the academics and cultural activities in schools.

**Colleges:** After completing primary education from schools, students are sent to colleges for secondary education. After primary education, students are required to give entrance exams to take entry into colleges and according to the marks scored in entrance exams students are allotted colleges. In some states, during college, they are advised to choose a stream from science and commerce and then further carry on their secondary education. College education consists of 11th and 12th standard. Different subjects taught in secondary education according to their streams are physics, chemistry, geometry, algebra, accounts, and many other regional languages.

**University:** After the secondary education, students are required to give the entrance exams like Joint Engineering Entrance (JEE) and other state-level exams to take admissions in universities. Students are given choices to choose a stream like a computer, electronics, civil, and Mechanical and then start their career in it. The University provides undergraduate and postgraduate course comprising of course duration of 4 and 3 years, different universities in India are Savitribai Phule Pune University, Mumbai University, and many other aided non-aided and private universities. There are many cultural and sports events conducted in universities for giving students some time to joy and relax from studies.

## **Higher Educational Institutions**

*Indian Institute of Technology:* It is one of the greatest universities in India for higher education like undergraduate, postgraduation, and many more streams. There is a total of 23 IIT colleges in India, every year lakhs of students compete to take admissions in these IIT's. JEE-Mains and JEE-Advance are the two entrance examinations to take admission in these IIT's, according to the All India Rank (AIR) and marks students are allotted IIT's. Due to its high level of educational teaching and curriculum, IIT is famous all around the world. The other top universities are Birla Institute of Technology and Science (BITS), National Institute of Technology (NIT), Indian Institute of Science (IISc).

## **Advantages**

- Use of technology in learning, students is learning free-lancing and many other new technologies.
- Many programs and missions have started to increase the employment of India.

- Top class universities and colleges with good infrastructure and environment.

### **Disadvantages**

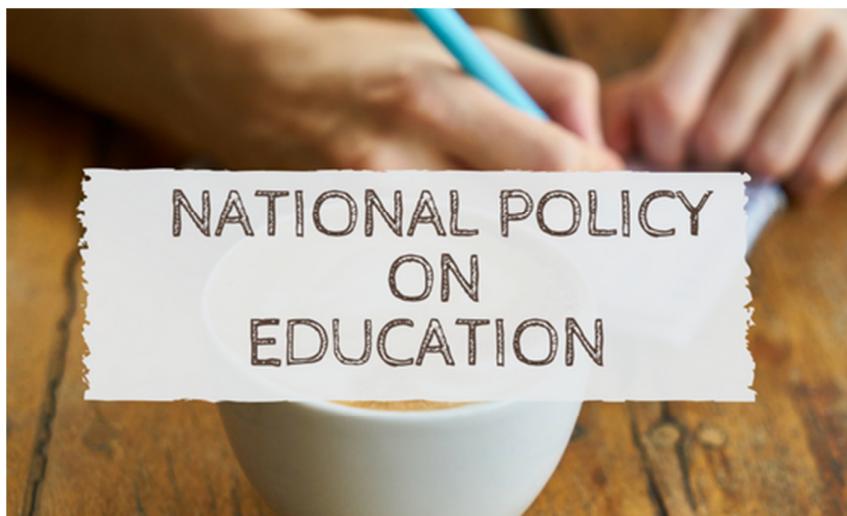
- Interference of government in education, management, and syllabus.
- Lack of quality teaching as well as the environment in government schools and colleges.
- Increase in fees of schools and colleges of private institutes.
- Lack of practical knowledge orientation.
- Due to the increase in fees, the family, which is below the poverty line cannot afford education and hence there is an increase in the number of laborers in India.
- Lack of connectivity of the students who lived in rural areas.

### **Conclusion**

In the modern era, industries and technology are increasing day by day. Every industry sector is looking for a person who best suits their industry. With the ever-increasing demand for industrial sectors, our current education system also needs to be upgraded. In universities, students are learning just for competing with each other to come first, no practical knowledge is gained. There is a lot of pressure and burden of work and studies on them, due to this student are committing suicide. Our education system needs to learn from ancient and medieval education system regarding the implementation of practical knowledge, student-teacher relations, ways of life student lived in that age, the contribution of kings towards the education, there was no stress laid on students and much more. The future of industries and commercial sectors will be very tough and ever demanding, so our government has to provide such an education

system which will bring all-round development in students and make them future-ready and also teach them to live in any critical situation.

## **NATIONAL POLICY ON EDUCATION**



The National Policy on Education (NPE) is a policy formulated by the Government of India to promote and regulate education in India. The policy covers elementary education to higher education in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

Since the country's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. Maulana Abul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. The Union government established the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), University Grants Commission and the Kothari Commission (1964–66) to develop proposals to modernise

India's education system. The Resolution on Scientific Policy was adopted by the government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organisation that would advise both the Union and state governments on formulating and implementing education policies.

## **1968**

Based on the report and recommendations of the Kothari Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and proposed equal educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India and specialized training and qualification of teachers. The policy called for a focus on the learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for the use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education

spending to increase to six percent of the national income. As of 2013, the NPE 1968 has moved location on the national website.

## **1986**

In 1986, the government led by Rajiv Gandhi introduced a new National Policy on Education. The new policy called for "special emphasis on the removal of disparities and to equalise educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child-centred approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the open university system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India. 1986 education policy expected to spent 6% of GDP on education.

## **1992**

The 1986 National Policy on Education was modified in 1992 by the P. V. Narasimha Rao government. In 2005, Former Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. Programme of Action (PoA) 1992, under the National Policy on Education (NPE), 1986 envisaged to conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to

Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

## **2020**

In 2019, the Ministry of Human Resource Development released a Draft New Education Policy 2019, which was followed by a number of public consultations. The Draft NEP discusses reducing curriculum content to enhance essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning. It also talks about a revision of the curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimise learning for students based on cognitive development of children.

On 29 July 2020, the cabinet approved a new National Education Policy with an aim to introduce several changes to the existing Indian education system.

## **NATIONAL SYSTEM OF EDUCATION**



### **A NATIONAL SYSTEM OF EDUCATION**

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The NPE '86 has lucidly explained: "The concept of a 'National System of Education' implies that, up to a given level, all students, irrespective of caste, creed, location or sex have access to education of a comparable quality. To achieve this end, the government will initiate funded programmes. Effective measures will be taken in the direction of the common school system recommended in 1968 policy".

#### **1. Common Educational structure:**

It envisages a common educational structure i.e. 10 + 2 + 3 which was recommended by Kothari Commission (1964-66). This structure has now been accepted in all parts of the country. Regarding the further break-up of first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary followed by 2 years of High School.

#### **2. National Curricular Framework with a Common Core:**

The national system of education will be based on a national curricular framework which contains a common core along with other components that are

flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity.

These elements cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy, secularism, equality of sexes, protection of the environment, removal of social barriers, observation of small family norm and inculcation of scientific temper. All educational programmes will be carried on in spirit conformity with secular values.

The following common scheme of studies has been suggested in the national curriculum framework:

- One language at primary level and three languages at the upper primary and secondary level,
- Mathematics,
- Environmental studies—science and social sciences,
- Work-experience/S.U.P.W., pre-vocational courses,
- Art education, and
- Health and physical education.

### **3. Equality of Opportunity of Education:**

To promote equality it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides, awareness of the inherent equality of all will be created through the spectrum of core curriculum. The purpose is to remove prejudices and complexes transmitted through the social environment and the accident by birth.

### **4. Minimum Levels of Learning:**

It will be laid down for each stage of education. This will ensure a comparable standard of education for each area of learning in the curriculum. This will serve as a reference in the development of instructional materials, selection of suitable teaching learning strategies and evaluating learner's progress. It would also help maintaining a reasonable standard of education throughout the country.

#### **5. Understanding of Cultural and Social Systems:**

The NPE '86 states, "steps will be taken to foster among students an understanding of diverse cultural and social system of the people living in different parts of the country. To promote this objective, the link language has to be developed and programmes of translating books from one language to another and publishing multi-lingual dictionaries and glossaries should be implemented." The Policy stated, "The young will be encouraged to undertake the rediscovery of India, each in his own image and perception".

#### **6. International Understanding:**

True to the hoary tradition of India following the principle of amity and co-operation among nations, education has to strengthen peace and understanding between nations, treating the whole world as one family and motivate the younger generations for international co-operation and peaceful co-existence. This aspect cannot be neglected.

#### **7. Inter-regional Mobility:**

NPE suggests that in higher education in general and technical education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit regardless of his origins. The universal character of universities and other institution; of higher education is to be understood for promoting a sense of national identity and mobility.

**8. Pooling of Resources:**

In the areas of research and development and education in science and technology, special measures will be taken to establish network arrangement between different institutions in the country' to pool their resources and participate in projects of national importance.

**9. Priorities of Educational Reforms:**

The nation, as a whole, assumes the responsibility of providing research support for implementing programmes of educational transformation, reducing disparities, universalization of elementary education, adult literacy, scientific and technological research, etc.

**10. Life-long Education:**

Life-long education is a cherished goal of educational process. It presupposes universal literacy. Opportunities will be provided to the youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice at their own pace. The future thrust will be in the direction of open and distance learning.

**11. Strengthening of National Institutions:**

The NPE '86 recommends that the institutions of national importance like UGC, NCERT, NIEPA, AICTE, ICAR, IMC etc. will be strengthened to enable them to give shape to national system of education and to cope with the emerging demands of the nation.

Integrated planning will be instituted among all these premier bodies so as to establish functional linkages and reinforce programmes of research and post-graduate education.

## **NPE '86**



The NPE '86 lays special emphasis on the “removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been deprived of so far”.

### **1. Education for women's equality:**

The policy states the following:

(i) Status of women:

Education will be used as an agent of basic change in the status of women.

(ii) Empowerment of Women:

The national system of education will play a positive role in the empowerment of women. It will foster the development of new values through redesigned curricula, text books, the training and orientation of teachers, decision makers and administrators, and the active involvement of educational institutions.

(iii) Women's Studies:

Women's studies will be promoted as a part of various courses and educational institutions will be encouraged to take up active programmes to accelerate the pace of women's development.'

(iv) Removal of Women's Illiteracy:

The removal of illiteracy of women and obstacles inhibiting their access to and retention in century education will receive top priority through provision of special support services, setting of time targets, and effective monitoring.

(v) Women's Participation in Technical and Vocational Education:

Major thrust will be placed upon women's participation in technical, vocational and professional course at different levels. The policy of non-discrimination will be pursued vigorously to obliterate sex stereo-typing in vocational and professional courses. Besides, their participation will be promoted a non-traditional occupations and emergent technologies.

## **2. Education of Scheduled Castes:**

The main focus in this regard is the equalization of SCs population with the non-SCs population X all stages and levels of education, in all areas and in all the four dimensions—rural male, rural female, urban male and urban female.

The measures contemplated include:

- (i) Incentives to indigent families to send their wards to school regularly till they attain the age of 14.
- (ii) Introduction of pre-matric scholarship scheme from class I onwards.
- (iii) Constant micro-planning and verification to ensure enrolment, retention and successful completion of courses, together with provision of remedial courses to improve their prospects for further education and employment.
- (iv) Recruitment of teachers from scheduled castes.
- (v) Provision of facilities for SC students in hostels at district headquarters, according to a phased programme.
- (vi) Location of school buildings, Balwadis, Adult Education Centres, Non-formal Centres in such a way as to facilitate full participation of the scheduled castes.
- (vii) The utilization of NREP and RLEGP resources so as to make substantial educational facilities available to the scheduled castes.
- (viii) Constant innovation in finding new methods to increase the participation of the scheduled castes in the education process.

### **3. Education of Scheduled Tribes:**

The following measures are to be taken:

- (i) The construction of school buildings will be undertaken in tribal areas on a priority basis under the normal funds for education, as well as under the NREP, RLEGP and Tribal Welfare Schemes.
- (ii) The need to devise the curricula and instructional materials in tribal languages at the initial stages, with arrangements for switching over to regional language.
- (iii) Educated and promising scheduled tribe youths will be encouraged and trained to take teaching in tribal areas.
- (iv) Residential schools, including Ashram Schools, will be established on a large scale.
- (v) Incentive schemes like scholarships in higher education including technical, professional and para-professional courses will be taken for the scheduled tribes. Special remedial courses and other programmes to remove psycho-social impediments will be provided to improve their performance in various courses.
- (vi) Anganwadis, non-formal and adult education centres will be opened on a priority basis in areas predominantly dominated by scheduled tribes.
- (vii) The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribals and their enormous creative talents.

#### **4. The Education of Backward Sections and Areas:**

Suitable incentives will be provided to all educationally backward sections of society living in rural areas. Hilly and desert districts, remote and inaccessible areas and islands will be provided adequate institutional infrastructure.

## **5. Minorities:**

Greater attention will be focused on education of the minorities for promotion of social justice and equality. They would be helped to establish and administer their educational institutions, and protection to their languages and cultures should be ensured.

## **6. The Education of the Handicapped:**

The policy states that the objective should be to integrate the physically and mentally handicapped with the general community, to prepare them for normal growth and to enable them to face life with courage and confidence.

It envisages the following measures in this regard:

- (i) Whenever possible, education of children with locomotors handicaps and other mild handicaps will be common with that of others.
- (ii) Provision of special schools with hostels as far as possible at district headquarters, for the severely handicapped children.
- (iii) Adequate arrangements for vocational training to the disabled to enable them to live with confidence.
- (iv) Re-orientation of teacher training programmes to deal with the special difficulties of the handicapped children.
- (v) Voluntary efforts for the education of the disabled by the voluntary organisations.

## **7. Adult and Continuing Education:**

The NPE '86 provided the following in this regard:

(i) Strengthening the existing programmes keeping in view the national goals such as alleviation of poverty, national integration, environmental conservation, energisation of cultural creativity of people, observance of small family norm, promotion of women's equality etc.

(ii) Regarding mass literacy programme, the policy outlines the following:

(a) Commitment of the central and State Governments, political parties, mass media and educational institutions to mass literacy programmes of diverse nature.

(b) Involvement of teachers, students, youths, voluntary agencies, employers etc. in this programme.

(c) Conceted efforts to harness various research agencies to improve the pedagogical aspects of adult literacy.

(d) Awareness among the learners upon literacy, functional knowledge, skills and socio-economic reality in the mass literacy programme,

(iii) Regarding the implementation, the ways and means are as follows:

(a) Setting of continuing education centres in rural areas.

(b) Education of workers through their employers, trade unions and concerned agencies of Government.

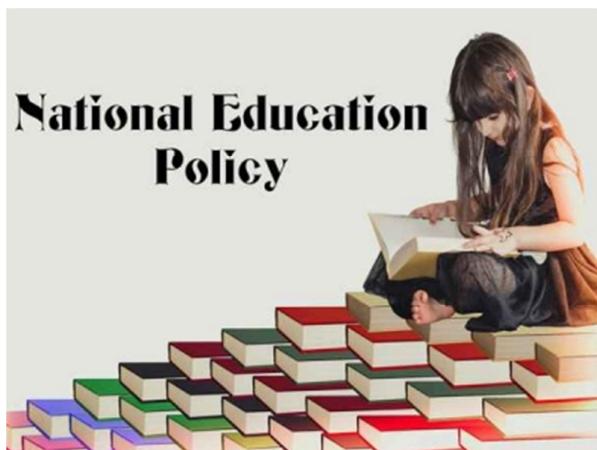
(c) Providing post secondary educational institutions.

(d) Providing books, libraries and reading rooms.

(e) Using Radio, T.V. and films as mass learning media.

- (f) Creation of learner's groups organisations.
- (g) Designing programme of distance learning,
- (h) Providing assistance in self-learning.
- (i) Organizing vocational training programmes based on need and interest.

## **INDIA'S NATIONAL EDUCATION POLICY, 2020**



New Education Policy 2020: A look at the proposals on curriculum, courses and medium of instruction, and the takeaways for students, schools and universities.

New Education Policy 2020: On Wednesday, the Union Cabinet cleared a new National Education Policy (NEP) proposing sweeping changes in school and higher education. A look at the takeaways, and their implications for students and institutions of learning:

### **What purpose does an NEP serve?**

An NEP is a comprehensive framework to guide the development of education in the country. The need for a policy was first felt in 1964 when Congress MP Siddheshwar Prasad criticised the then government for lacking a vision and philosophy for education. The same year, a 17-member Education Commission, headed by then UGC Chairperson D S Kothari, was constituted to draft a national and coordinated policy on education. Based on the suggestions of this Commission, Parliament passed the first education policy in 1968.

A new NEP usually comes along every few decades. India has had three to date. The first came in 1968 and the second in 1986, under Indira Gandhi and Rajiv Gandhi respectively; the NEP of 1986 was revised in 1992 when P V Narasimha Rao was Prime Minister. The third is the NEP released Wednesday under the Prime Ministership of Narendra Modi.

### **What are the key takeaways?**

The NEP proposes sweeping changes including opening up of Indian higher education to foreign universities, dismantling of the UGC and the All India Council for Technical Education (AICTE), introduction of a four-year multidisciplinary undergraduate programme with multiple exit options, and discontinuation of the M Phil programme.

In school education, the policy focuses on overhauling the curriculum, “easier” Board exams, a reduction in the syllabus to retain “core essentials” and thrust on “experiential learning and critical thinking”.

In a significant shift from the 1986 policy, which pushed for a 10+2 structure of school education, the new NEP pitches for a “5+3+3+4” design corresponding to the age groups 3-8 years (foundational stage), 8-11 (preparatory), 11-14

(middle), and 14-18 (secondary). This brings early childhood education (also known as pre-school education for children of ages 3 to 5) under the ambit of formal schooling. The mid-day meal programme will be extended to pre-school children. The NEP says students until Class 5 should be taught in their mother tongue or regional language.

The policy also proposes phasing out of all institutions offering single streams and that all universities and colleges must aim to become multidisciplinary by 2040.

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### **How will these reforms be implemented?**

The NEP only provides a broad direction and is not mandatory to follow. Since education is a concurrent subject (both the Centre and the state governments can make laws on it), the reforms proposed can only be implemented collaboratively by the Centre and the states. This will not happen immediately. The incumbent government has set a target of 2040 to implement the entire policy. Sufficient funding is also crucial; the 1968 NEP was hamstrung by a shortage of funds.

The government plans to set up subject-wise committees with members from relevant ministries at both the central and state levels to develop implementation plans for each aspect of the NEP. The plans will list out actions to be taken by multiple bodies, including the HRD Ministry, state Education Departments, school Boards, NCERT, Central Advisory Board of Education and National Testing Agency, among others. Planning will be followed by a yearly joint review of progress against targets set.

### **What does the emphasis on mother tongue/regional language mean for English-medium schools?**

Such emphasis is not new: Most government schools in the country are doing this already. As for private schools, it's unlikely that they will be asked to change their medium of instruction. A senior ministry official clarified to The Indian Express that the provision on mother tongue as medium of instruction was not compulsory for states. "Education is a concurrent subject. Which is why the policy clearly states that kids will be taught in their mother tongue or regional language 'wherever possible'," the officer said.

### **What about people in transferable jobs, or children of multilingual parents?**

The NEP doesn't say anything specifically on children of parents with transferable jobs, but acknowledges children living in multilingual families: "Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction."

### **How does the government plan to open up higher education to foreign players?**

The document states universities from among the top 100 in the world will be able to set up campuses in India. While it doesn't elaborate the parameters to define the top 100, the incumbent government may use the 'QS

World University Rankings' as it has relied on these in the past while selecting universities for the 'Institute of Eminence' status. However, none of this can start unless the HRD Ministry brings in a new law that includes details of how foreign universities will operate in India.

It is not clear if a new law would enthuse the best universities abroad to set up campuses in India. In 2013, at the time the UPA-II was trying to push a similar Bill, The Indian Express had reported that the top 20 global universities, including Yale, Cambridge, MIT and Stanford, University of Edinburgh and Bristol, had shown no interest in entering the Indian market.

Participation of foreign universities in India is currently limited to them entering into collaborative twinning programmes, sharing faculty with partnering institutions and offering distance education. Over 650 foreign education providers have such arrangements in India.

### **How will the four-year multidisciplinary bachelor's programme work?**

This pitch, interestingly, comes six years after Delhi University was forced to scrap such a four-year undergraduate programme at the incumbent government's behest. Under the four-year programme proposed in the new NEP, students can exit after one year with a certificate, after two years with a diploma, and after three years with a bachelor's degree.

"Four-year bachelor's programmes generally include a certain amount of research work and the student will get deeper knowledge in the subject he or she decides to major in. After four years, a BA student should be able to enter a research degree programme directly depending on how well he or she has performed... However, master's degree programmes will continue to function

as they do, following which student may choose to carry on for a PhD programme,” said scientist and former UGC chairman V S Chauhan.

### **What impact will doing away with the M Phil programme have?**

Chauhan said this should not affect the higher education trajectory at all. “In normal course, after a master’s degree a student can register for a PhD programme. This is the current practice almost all over the world. In most universities, including those in the UK (Oxford, Cambridge and others), M Phil was a middle research degree between a master’s and a PhD. Those who have entered MPhil, more often than not ended their studies with a PhD degree. MPhil degrees have slowly been phased out in favour of a direct PhD programme.”

### **Will the focus on multiple disciplines not dilute the character of single-stream institutions, such as IITs?**

The IITs are already moving in that direction. IIT-Delhi has a humanities department and set up a public policy department recently. IIT-Kharagpur has a School of Medical Science and Technology. Asked about multiple disciplines, IIT-Delhi director V Ramgopal Rao said, “Some of the best universities in the US such as MIT have very strong humanities departments. Take the case of a civil engineer. Knowing how to build a dam is not going to solve a problem. He needs to know the environmental and social impact of building the dam. Many engineers are also becoming entrepreneurs. Should they not know something about economics? A lot more factors go into anything related to engineering today.”

## **HIGHLIGHTS OF NEW EDUCATION POLICY-2020**



Ministry of Education has announced the National Education Policy 2020 (NEP 2020) on 29.07.2020 which has been made available at Ministry of Education's website at [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf). The special features of NEP 2020 includes:-

- Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;
- Ensuring quality early childhood care and education for all children between 3-6 years;
- New Curricular and Pedagogical Structure (5+3+3+4);
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
- Establishing National Mission on Foundational Literacy and Numeracy;
- Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8

and beyond, will be the home language/mother tongue/local language/regional language.

- Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;
- Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
- Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups(SEDGs);
- A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;
- Robust and transparent processes for recruitment of teachers and merit based performance;
- Ensuring availability of all resources through school complexes and clusters;
- Setting up of State School Standards Authority (SSSA);
- Exposure of vocational education in school and higher education system;
- Increasing GER in higher education to 50%;
- Holistic Multidisciplinary Education with multiple entry/exit options;
- NTA to offer Common Entrance Exam for Admission to HEIs;
- Establishment of Academic Bank of Credit;
- Setting up of Multidisciplinary Education and Research Universities(MERUs);
- Setting up of National Research Foundation(NRF);
- ‘Light but Tight’ regulation;

Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC);

Expansion of open and distance learning to increase GER.

#### Internationalization of Education

Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.

Teacher Education - 4-year integrated stage-specific, subject- specific Bachelor of Education

Establishing a National Mission for Mentoring.

Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.

Achieving 100% youth and adult literacy.

Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.

All education institutions will be held to similar standards of audit and disclosure as a ‘not for profit’ entity.

The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.

Ministry of Education: In order to bring the focus back on education and learning, it may be desirable to re-designate MHRD as the Ministry of Education (MoE).

The NEP 2020 has been finalised after detailed consultation process with all stakeholders including State/UT Governments. This Ministry has communicated to all States/UT Governments for implementation of NEP 2020 in letter and spirit. Ministry of Education is also organising ‘ShikshakParv’ from 8<sup>th</sup> September to 25<sup>th</sup> September, 2020 to deliberate on various themes and implementation of NEP 2020 aimed at eliciting suggestions. Ministry has also organised a Conference of Governors on “Role of National Education Policy in Transforming Higher Education”. In the conference, Governors and Lt. Governors of State and Union Territories, Education Minister of State and UTs, Vice Chancellors of State Universities and other dignitaries participated. There has been wide publicity with a positive and overwhelming response from stakeholders on NEP 2020.

NEP 2020 recognizes that the vocational education is perceived to be inferior to mainstream education. Hence, this policy aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in

all education institutions in a phased manner. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up and created in the schools in a hub and spoke model which will allow other schools to use the facility.

Improving the quality of education across all levels from primary to university level is a continuous and ongoing process. Several initiatives are currently being undertaken in this direction. The SamagraShiksha, an integral scheme for School Education as a Centrally Sponsored Scheme is being implemented and aims to ensure inclusive and equitable quality education at all levels of school education. It envisages the ‘school’ as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels. In higher education also, various schemes, namely, RashtriyaUchchatarShikshaAbhiyan (RUSA), Scheme for promotion of Academic and Research Collaboration (SPARC), Global Initiative for Academics Network (GIAN), Impacting Research, Innovation & Technology (IMPRINT), Technical Education Quality Improvement Programme (TEQIP), Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM), National Digital Library, campus connect programme, UchhatarAvishkarAbhiyan, Unnat Bharat Abhiyan, Impactful Research in Social Sciences (IMPRESS), Atal Ranking of Institutions on Innovation Achievements (ARIIA), National Institutional Ranking Framework (NIRF) are being implemented to improve the quality of higher education. A number of initiatives are also undertaken by UGC and AICTE for quality improvement in higher and technical education.

NEP 2020 unequivocally endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments. The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

## **KEY CHANGES THAT THE POLICY ADVOCATES AROUND IMPROVING THE GOVERNANCE STANDARDS IN HEIs**

For each HEI there will be a Board of Governors (BoG) consisting of highly qualified, competent, and dedicated individuals with proven capabilities and commitment to the institution.

The BoG of each institution will be empowered to govern the institution free of any political or external interference, make all appointments, including that of head of the institution, and take all decisions regarding governance.

National Higher Education Regulatory Authority (NHERA), will be set up to regulate in a ‘light but tight’ and facilitative manner, meaning that a few important matters - particularly financial integrity, good governance, and full online and offline public disclosure of all finances, procedures, faculty/staff, courses, and educational outcomes - will be very effectively regulated, while leaving the rest to the judgment of the HEIs, which is essential to institutional autonomy, innovation, and pursuit of excellence.

National Accreditation Authority (NAA) will be tasked to provide accreditation to HEIs and in the long run it will become a binary process in line with global practice.

A new General Education Council (GEC) shall be set up to frame expected learning outcomes for higher education programmes, also referred to as ‘graduate attributes.’

National Higher Education Qualification Framework (NHEQF) will be formulated by the GEC and will be in sync with the National Skills Qualifications Framework (NSQF). Higher education qualifications leading to a

degree/diploma/certificate will be described by the NHEQF in terms of such learning outcomes. In addition, the GEC will set up facilitative norms for issues, such as credit transfer, equivalence, etc. through the NHEQF.

Higher Education Grants Commission (HEGC) will be created and will take care of funding and financing of higher education based on transparent criteria, including the Institutional Development Plans, (IDPs) prepared by the institutions and the progress made in the implementation of the IDPs. HEGC will be entrusted with disbursement of scholarships and on developmental funds for new focus areas and expanding quality programme offerings in HEIs across disciplines and fields.

The professional councils, such as ICAR, VCI and NCTE etc, referred to as Professional Standard Setting Bodies (PSSBs) will be invited to be members of the GEC. As members of the GEC, they would specify the curriculum framework, against which educational institutions will prepare their own curricula. They would also set the standards or expectations in focussed fields of learning and practice while having no regulatory role.

The regulatory system, with the National Higher Education Regulatory Council (NHERC) is set to function as one single regulator for the higher education sector, including teacher education, but excluding medical and legal education.

Mode of Education to become more flexible (blended approach). National Educational Technology Forum (NETF) would be created. E-courses will be developed in eight regional languages initially and virtual labs will be developed

National Research Foundation (NRF) to promote high quality research. NRF will be soon set-up and it would look after funding, mentoring, and building ‘quality of research’ in India. The NRF aims to fund researchers working across streams in India. In order to bring non-science disciplines of research in its ambit, NRF will fund research projects across four major disciplines –Sciences; Technology; Social Sciences; and Arts and Humanities.

## **NEP’S STUDENT-CENTRIC APPROACH**

### **AS A SCHOOL STUDENT**

For schools, the purpose is to make learning less stressful and more learner oriented. New subjects like coding will be introduced at an earlier level, from class 6, to modernize the syllabi, as per the policy.

The NEP also envisages exams for students from Class 3 onwards. All students will take school examinations in Grades 3, 5, and 8, which will be conducted by the appropriate authority. Board exams for grades 10 and 12 will be continued, but redesigned with holistic development as the aim

The policy states that the Government of India will constitute a ‘Gender Inclusion Fund’ to build the nation’s capacity to provide equitable quality education for all girls as well as transgender students

A key highlight of the New Education Policy is establishing a common guiding set of National Professional Standards for Teachers (NPST) that will be developed by 2022, by the National Council for Technical Education (NCTE)

The NEP sticks to the ‘three-language formula’ while emphasising that no language would be imposed on anyone. The policy document also lays emphasis on Sanskrit, which it calls an important modern language mentioned in the Eighth Schedule of the Constitution of India. Sanskrit will be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula.

Board exams will be made ‘easier’, as they will test primarily core capacities and competencies, stress will be reduced to students and parents. The policy also suggests options to make exams stress-free. For instance, school boards could provide options to students on whether they want to take a tough maths exam or the comparatively easier version.

## **AS A HIGHER EDUCATION STUDENT**

- The NEP is more student centric, giving flexibility to students to pursue their passion at the same time enhancing their skills enabling them to become more employable.
- Undergraduate degrees will be of either a three or four-year duration, with multiple exit options within this period, with appropriate certifications for those dropping out at a certain point in the course. HEIs will also be able to offer masters courses of different designs, based on the undergraduate degree of the student.
- The NEP replaces homogenous format (arts and science) to concept of singular streams (arts/science) called Liberal Education
- The notion of a physical campus or geographical location to dissolve giving flexibility to students to study either in a national or an international institution

- A multidisciplinary approach to implement an “Academic Bank of Credit (ABC)”, which will be able to digitally store academic credits earned from various recognised HEIs (national and international). This will allow degrees from an HEI to be awarded considering credits earned.

## **ABC EXPLAINED**

- Up to grade 5 pre-schools: a new basic learning program will be created by government for parents to teach children up to 3 years at home and for preschool 3 to 6
- Grades 6 to 8 Middle School, - From 6th standard onwards vocational courses available
- Grades 8 to 11 High School - From 8th to 11 students can choose subjects
- Grades 12 onwards Graduation: Any Degree will be 4 years and all graduate courses will have major and minor, for example, a science student can have Physics as Major and Music as a minor. Any combination can be chosen with multiple entry and exit from any course. The credit system for graduation for each year will allow students to receive credits which can be utilized later should they decide to take a break in the course and complete later. The syllabus will be reduced to core knowledge of any subject only and more focus on student practical and application knowledge
- Top 100 Universities across globe will be allowed to set their campuses in India. These foreign universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.

## **AS A RESEARCHER**

### **NATIONAL RESEARCH FOUNDATION (NRF)**

A robust and responsive research ecosystem is needed to accelerate the pace of economic, social and academic pursuit in India. The NRF will be an institution specially set up to help channel systematic investment in research and innovation for India which has been low (0.69% of GDP) in comparison to the US (2.8%), China (2.1%) Israel (4.3%) and South Korea (4.2%).

NRF will promote a culture of research in Indian Education ecosystem by:

- Funding competitive peer-reviewed grant proposals of all types and across all disciplines
- Seeding, growing, and facilitating research at academic institutions, particularly at universities and colleges where research is currently in a nascent stage, through mentoring of such institutions
- Acting as a liaison between researchers and government as well as industry, so that research scholars are constantly made aware of the most urgent and current national research issues
- Ensuring policymakers are constantly made aware of the latest research breakthroughs; this would allow breakthroughs to be brought into policy and/or implementation in an optimal fashion;
- Recognising outstanding research and progress achieved via NRF funding/mentoring across subjects, through prizes and special seminars recognising the work of the researchers.
- NEP and Teachers' development

- Stand-alone Teacher Education institutions will be converted into multi-disciplinary institutions by 2030 offering 4-year integrated teacher preparation programme.
- All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen PhD subject during their doctoral training period.
- PhD students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be reoriented for this purpose.

A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages to provide mentorship to university/ college teachers.

#### **NEP HIGHLIGHTS**

##### Schools:

The existing 10+2 board structure at schools is dropped, and the new structure will be 5+3+3+4 years of schooling. All schools' exams will be semester wise twice a year. The actual number of years remains the same and the new structure now includes play school/ nursery/ kindergarten classes combined with classes 1 and 2. This gives a thrust to early childhood care and education, formalising early education into the formal system.

The new structure divides the structure into cognitive developmental stages of the child – early childhood, school years, and secondary stage.

##### Higher education:

All undergraduate degrees will be 3-4 years in duration with multiple exit and

entry options within this period. If a student completes one year, they get a basic certificate, if they complete two years, they will get a diploma and if they complete the full course, the student receives a degree certificate. So, no year of any student will be wasted if students decide to break the course in between. An Academic Bank of Credit (ABC) system will allow a student to digitally store the academic credits earned from various HEIs so that the degree from an HEI can be awarded considering credits earned.

All programmes, courses, curricula, pedagogy across subjects, including those in in-class, in online and in ODL modes, as well as student support will aim to achieve global standards of quality. This will also help in having larger numbers of international students studying in India and provide greater mobility to students in India who may wish to visit, study at, transfer credits to, or carry out research at institutions abroad, and vice versa.

HEIs will have the flexibility to offer different designs of Masters programmes, (a) there may be a two-year programme with the second year devoted entirely to research for those who have completed the three-year Bachelors programme; (b) for students completing a four-year Bachelors programme with Research there could be a one-year Masters programme and (c) there may be an integrated five-year Bachelor's/Masters programme. Undertaking a PhD shall require either a master's degree or a 4-year bachelor's degree with Research. The M.Phil. programme will be discontinued.

Model public universities for holistic education at par with Indian Institute of Technology (IITs), Indian Institute of Management (IIMs), etc called Multidisciplinary Education and Research Universities (MERU) will be set up and will aim to reach the global status.

HEIs as part of multidisciplinary education will focus on research & innovation by setting up start-up incubation centres, technology development centres, centres in frontier areas of research, greater industry-academic linkages, and inter-

disciplinary research including humanities/social science research.

Effective learning requires relevant curriculum, engaging pedagogy, continuous formative assessment and adequate student support. The curriculum to be updated regularly aligning with the latest knowledge requirements and shall meet specify learning outcomes. High-quality pedagogy is necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students - thus directly influencing learning outcomes. The assessment methods to be scientific in approach. Further, the development of capacities that promotes student wellness, - such as fitness, good health, psycho-social well-being, and sound ethical grounding - are also critical for high-quality learning. Often, higher education represents the first time in students' lives when they are living and working independently, leading to stress and pressures in student life leading to threat to their wellness. Robust care and support systems are thus vital for maintaining beneficial conditions for student wellness and form an important precondition for effective learning.

Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and equivalence across programmes, in the ODL (online distance learning), online and the traditional ‘in-class’ modes (blended approach).

**Important to note here:**

In February 2020, the government announced that the top 100 institutions in India's National Institutional Ranking Framework can apply to offer fully online degrees. Otherwise, however, Indian universities and colleges are not permitted to offer more than 20 per cent of a degree programme online.

India to be promoted as a global study destination providing premium education

at affordable costs and restore its role as a Viswa Guru (world leader).

High performing Indian universities to be encouraged to set up campuses in other countries, and similarly, select universities (e.g., those from among the top 100 universities in the world) to be permitted to operate in India. A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.

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