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Prof.Sonia Jindal

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EDITOR : PROF. SONIA JINDAL

GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING
ROHINI , DELHI - 110085

GRJE



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GITARATTAN INSTITUTE OF ADVANCED STUDIES AND TRAINING ABHIVYAKTI

SESSION 2023-2024



e-magazine



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GITARATTAN INSTITUTE OF ADVANCED STUDIES AND TRAINING

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**GITARATTAN INSTITUTE OF ADVANCED
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Refereed Journal

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We will bring out special issues on relevant themes (which will be intimated to the contributors and readers well in advance) periodically.

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GITARATTAN JOURNAL OF EDUCATION

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2. The author(s) should provide confirmation that the article is the original work of the author(s).
3. The paper should begin with an abstract of not more than 150-200 words giving a clear indication of the nature and range of results contained in the paper. Important keywords (Maximum 6) could also be given.
4. References should be kept to a bare minimum and must be quoted using American Psychological Style (APA) 6th Edition.
5. All manuscripts received for publication in **Gitarattan Journal of Education** are acknowledged by a confirmation, E-mail shall be sent for acceptance* and/or necessary modification, if any for the publication of the article in the journal. Authors will receive a complimentary copy of the journal after its publication. The work published in the journal should not be produced or reprinted in any form, without prior permission from the Editorial Board/Editor. Kindly e-mail your research article/ paper on the following : infogiast@gmail.com/gitarattan.adm@gmail.com

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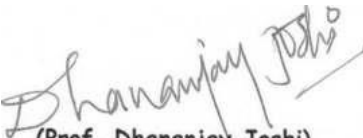
MESSAGE

Congratulations on the upcoming publication of the 1st Issue of sixth volume of its referred journal; “Gitarattan Journal of Education”.

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

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

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


(Prof. Dhannajay Joshi)



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

MESSAGE

It gives me immense pleasure to see that Gitarattan Institute of Advanced Studies and Training is presenting out the first issue of volume 6 of its journal “Gitarattan Journal of Education”. The journal provides a platform for research-based articles related to ideas, issues and concerns in education specifically focusing on the contemporary evolving contexts. It also offers a platform for academicians to share their research and extensive academic work with the fellow educationists as well as with the students’ fraternity. The journal surely acts as a medium for voicing the opinions of researchers, educationists, and other stakeholders. The journal is an effort towards acquainting all, who are referring to this journal with the latest developments in the field of education.

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

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

With Best Wishes
Professor Yukti Sharma

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Prof. Sangeeta Chauhan
Dean

प्रो. संगीता चौहान
संकाय प्रमुख



MESSAGE

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

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

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

Prof. Sangeeta Chauhan



Sh. R.N. Jindal
Chairman
GIAT


MESSAGE

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

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

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

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



R.N. Jindal

Editorial

I am delighted to announce the publication of Volume – 6, Issue-1 of GRJE July’ 2024. GRJE is an inter-disciplinary journal aims at dissemination of knowledge on current issues and practices within the educational circle. The journal showcases the intelligent opinions and research based annotations of academia of the nation. It encourages the writers, scholars & researchers to engage in policy, theory, research & practice in teacher education and its interface with different levels of education and at the same time create a forum for academic discussions, debates & other forms of exchange of ideas in teacher education among different stakeholders.

The Volume- 5 Issue-1 of GRJE helps the readers to understand the role and importance of language in a multilingual society where hegemony of language is given importance. Further it tries to discuss about the latest education policy, NEP2020 and its role and impact on the whole education system of India.

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

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

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

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

Prof. Sonia Jindal
Editor

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Challenges of Integrating Art and Music with the teaching of other subjects

Dr. Preeti Srivastava & Ms. Mallik Ghai

Abstract

Art integration uses various art forms as a pedagogical tool for experience-based learning of various concepts in different subjects. Educating through art forms can help teachers visually explain difficult concepts, making them easier to understand. Music also facilitates learning other subjects. It helps with better memorization, improved focus, and concentration. When compared to traditional classroom methods, art education can motivate students to attend school and perform better. This will not only create cheerful classrooms but also imbibe the Indian ethos through the integration of Indian art and culture in the teaching and learning process at all levels.

This art-infused strategy will deepen the connections between education and culture. There can be certain challenges for integrating art and music with other subjects, such as lack of time and knowledge, etc. With this, our paper focuses on analyzing the challenges of integrating art and music with the teaching of other subjects and considering the feedback of a wide range of subgroups. We collected datasets through a digital survey and discussion platform and statistically aligned them with different outcomes, stating the challenges of integrating art and music with the teaching of other subjects.

Keywords: Experience-Based Learning, Pedagogical Tool, Memorization

Introduction

Art integrated learning is an experiential learning framework that creates an equal learning environment for all learners. Students participate in art activities and create personal meaning as part of their learning in an art integrated environment. In art-integrated learning, art becomes a medium for teaching and learning, a key to comprehending concepts in any subject of the curriculum. Learners use many art forms to explore creatively while making connections between different concepts. Art experiences, both visual (drawing and painting,

clay modeling, pottery, paper crafts, mask and puppet making, etc.) and performing (music, dance, theater, etc.), lead to a greater comprehension and creation of knowledge about various concepts. According to NEP 2020, art integration will imbibe the Indian ethos through the integration of Indian art and culture in the teaching and learning process at all levels. This art-infused strategy will deepen the connections between education and culture.

Art and music integration is necessary in education as

- It promotes a deeper comprehension of concepts and allows students to derive meaning directly from the learning process, i.e., through experiential learning.
- It broadens the student's intellect and encourages the student to see the connection between different subjects.
- It motivates the student to attend school and perform better.

Art and music integration has many benefits. Yet, there can be certain challenges in integrating art and music with the teaching of other subjects, such as a lack of resources in schools, a lack of skilled teachers, a lack of awareness among parents about the importance of integrating art and music with other subjects, a time-bound curriculum, etc. The research paper 'Integration of Music in the Teaching-Learning Process in Schools' was conducted by Dr. Shambhavi Das. This paper discusses the advantages of integrating music into studies as a teaching and learning tool with other subjects. It also mentions what music should be incorporated into the school and what music should not be used. The research 'How to Overcome the Challenges of Arts Integration' was conducted by Barbara Gottschalk in 2019. The paper discusses the obstacles of arts integration and how to overcome them. Obstacles like lack of expertise, worries about covering content, and lack of support from the administration, and no funding for the art integration were mentioned.

Dr. Priti Srivastava: Principal, Kamal Institute of Higher Education and advanced Technology & Scholar , Affiliated to Guru Gobind Singh Indraprastha University, Delhi

Ms. Mallika Ghai : Scholar , KIHET, GGSIPU

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

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

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

English in India Today

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

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

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

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

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

Linguistic Diversity and Multilingualism

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

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

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

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

English as the Medium of Instruction

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

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

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

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

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

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

The Power of Language as Cultural Capital

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

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

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

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

Language as a Barrier or a Hegemonising Force?

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

Sociology of Language

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

- i. Leadership without force,

- ii. Leadership through legitimation
- iii. Leadership through consensual rule

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusion

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

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

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Challenge of Succeeding in the field of Literacy & Numeracy

Deepali & faiz Ur Rahman

Abstract

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

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

Introduction

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

NEP 2020 Recommendations for Elementary Education

1. Early Childhood Care and Education

- a. Strong investment in ECCE has the potential to give all young

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

- b. ECCE ideally consists of flexible, multi-faceted, multiple level, play-based, activity based logical thinking, problem solving, music and movement.
- c. For universal access to ECCE, Anganwadi centres to be strengthened with high quality infrastructure, play equipments and well-trained anganwadi workers.
- d. Children below five years of age should be moved to “preparatory class” Balvatika, which has ECCE qualified teachers.

2. Foundational Literacy and Numeracy

- a. The ability to read and write, and perform basic operations with numbers is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning.
- b. All states/UT’s governments will immediately prepare an implementation plan for attaining Universal Foundational Literacy in primary schools.
- c. All teacher vacancies will be filled in time-bound manner.
- d. On the curricular sides more focus on reading, writing, speaking, counting, arithmetic and mathematical thinking.
- e. Enjoyable and inspirational books for students at all levels will be developed.

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

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

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

- a. One of the primary goals of school system must be to ensure that children are enrolled in and are attending schools.
- b. There are two initiatives to crucial drop-outs rates just to provide effective and sufficient infrastructure and second to achieve universal participation in schools by carefully tracking students as well as learning levels.
- c. To facilitate learning for all students with special emphasis on socio-economically disadvantaged groups, the scope of school education will be broadened to facilitate multiple pathways to learning, involving both formal and non-formal educational modes, open distance learning, National Institute of Open Schooling.
- d. Efforts to be taken to involve community and alumni volunteer efforts for enhancing learning by providing at schools.
- e. More emphasis on output potential concerning desired learning outcomes.

5. Curriculum and Pedagogy in School

- a. Restructuring school curriculum and pedagogy in a new 5+3+3+4 design: The curricular and pedagogical structure of school education is reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development corresponding to the age ranges of 3-8, 8- 11, 11-14 and 14-18 years respectively. The foundational stage consists of five years of flexible curriculum and pedagogy of ECCE.
- b. Holistic Development of Learners: The aim of education is not only the cognitive development but also building character and creating holistic and all rounded individuals equipped with the key 21st century skills.
- c. Reduce Curriculum Content: Curriculum content is reduced in each subject to its core essentials, to make space for thinking and more holistic, inquiry-based, discovery based, discussion-based and analysis-based learning.

- d. Empower Students through Flexibility in Course Choices: Students are given increased flexibility and choice of subjects to study particularly in secondary schools-including subjects in Physical Education, the Arts and Crafts, and Vocational skills, so that they can design their own paths of study and life paths.
- e. Multi-lingualism and the Power of Language: Local languages shall be continued to be taught as a language wherever possible. This should be followed by both public and private schools.
- f. Curricular Integration of Essential Subjects, Skills and Capacities: While students have a large amount of flexibility in choosing their individual curricula, certain subjects, skills and capacities should be learned by all students to become good, successful, innovative, adaptable and productive human beings in today's rapidly changing world.

6. Teachers

- a. Recruitment and Deployment: To ensure that outstanding students enter the teaching profession-especially from rural areas-a large number of merit-based scholarships shall be given across the country for studying quality four year integrated B.Ed. programmes,
Teacher Eligibility Tests (TET's) to be strengthened to inculcate better test materials, both in terms of content and pedagogy.
School complexes should be encouraged to have local eminent persons or experts as 'master instructors' in various subjects, such as traditional local arts, vocational crafts, entrepreneurship and agriculture.
A computer-based comprehensive teacher-requirement planning forecasting exercise will be conducted by each state to access subject-wise teacher vacancies over the next two decades.
- b. Continuous Professional Development (CPD): Teacher will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions. These will be offered in multiple modes including in the form of local, regional state, National and International workshops.

- c. Special Educators: There is an urgent need for additional special educators for certain areas of school education. Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well.
- d. Approach to Teacher Education: By 2030, the minimum degree qualifications for teaching would be four year integrated B.Ed degree that teaches a range of knowledge content and pedagogy. All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy.

7. Equitable and Inclusive Education: Learning for all

- a. Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education-while indeed an essential goal in its own right is also critical to achieve an inclusive and equitable society in which every citizen has the opportunity to dream and contribute to the Nation.
- b. Tribal communities and children from scheduled tribes, minorities, the policy recognizes the importance of creating enabling mechanisms for providing children with special needs, the same opportunities of obtaining quality education as any otherchild.
- c. Separate strategies will be formulated and focussed attention reducing the social category gaps in school curriculum.
- d. Fee boarding facilities will be built and ensuring the inclusion and equal participation of CWSN in ECCE and the schooling system will also be accorded the highest priority.
- e. The awareness and knowledge of how to teach children with the specific disabilities will be integral part of all teacher education programmes.

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

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

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

- b. Schools will develop School Development Plan with the involvement of school management committees.
- c. Every state shall encourage to strengthen existing “Bal Bhavans” where children of all ages can visit once a week, mostly during day time.

9. Standard-setting and Accreditation for School Education

- a. The goal of school education regulatory system must be to continually improve educational outcomes, it must not overly restrict schools, prevents innovation, or demoralize teachers, principals and students.
- b. All in one, regulation must aim to empower schools and teachers with trust, enabling them to strive for excellence and perform at their very best, while ensuring the integrity of the system.
- c. Public and private schools will be assessed and accredited on the same criteria, benchmark and processes, emphasizing online and offline public disclosure and transparency.
- d. Periodic health check-ups of the overall system.
- e. Careful attention should be paid for the safety and rights of children.

NEP 2020 recommendations for Higher Education System

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

Key recommendations in this regard are as follows:

1. Regulatory Structure and Accreditation

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

2. Restructuring of Higher Educational Institutions

Higher educational institutions are restructured into three types

- a. Research Universities focussing equally on research and teaching.
- b. Teaching universities focussing primarily on teaching.
- c. Colleges focussing only on teaching at academic, administrative and financial levels.

3. Establishing National Research Foundation

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

4. Moving towards Liberal Approach

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

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

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

5. Professional Development of Faculty

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

6. Optimal Learning Environment

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

7. Educational Governances

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

8. Financing Education

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

9. Vocational Education

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

Challenges and Concern in Implementation of NEP 2020

- 1. Curriculum and Content:** The NEP 2020 seeks to introduce shift from 10+2 structure to 5+3+3+4 structure, where ECCE will be a part of formal education system. In additions, NEP 2020 focuses on reducing curriculum content to make more space for critical and creative thinking skills and develop 21st century skills among them. The challenges in successfully implementing these challenges include modifying the curriculum in accordance with the National Curriculum Framework. Also, educators need to rethink the learning content rubric and modify textbooks accordingly.
- 2. Teacher availability and Training:** The policy envisages restructuring and re orientation of the school curriculum. However in order to implement the curriculum successfully, schools and concerned authorities need to train teachers and understand the pedagogical needs to make a smooth transition to the new education system. Further, they need to shift their focus from teacher-centred learning to student-centred learning, and to

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

3. **Technology:** The NEP 2020 lays more emphasis on leveraging the advantage of technology in education system. But, developing digital infrastructure such as digital classrooms, remote expertise-driven teaching models, to bridge gaps in physical teaching and laboratory infrastructure is a great challenge because the majority of the schools do not have proper set-up to support these tools. Also, the cost associated with building digital infrastructure might not be affordable for all schools across the country. In rural areas of the country where the internet connectivity is nearly absent, deploying digital learning tools is out of the question.
4. **Examination Structure:** NEP 2020 focuses on formative assessment for learning rather than summative assessment the prime aim of changing the assessment system is to promote continuous tracking of learning outcomes. However, continuous assessment requires schools and teachers to use innovative education approaches and assignments. These approaches require special training and active involvement on the part of teachers.

Conclusion

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

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The New Education Policy 2020 & SGD 4 Goals

Dr. Anubhuti Hajela & Ms. Jaya Gupta

Abstract

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

Keywords: New Education Policy and Higher Education

Introduction

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

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

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

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

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

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

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

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

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

Objectives of the Study

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

Research Methodology

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

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

Salient Features of NEP related to Higher Education

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

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

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

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

- ❖ General Education Council (GEC), to frame "graduate attributes", namely the learning outcomes expected. It will also be responsible in framing a National Higher Education Qualification Framework (NHEQF). The National Council for Teacher Education will come under the GEC, as a professional standard setting body (PSSB).
- **Multiple entry and exit programme-** There will be multiple entry and exit options for those who wish to leave the course in the middle. Their credits will be transferred through Academic Bank of Credits.
- **Tech- based option for adult learning through apps, TV channels-** Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed.
- **E-courses to be available in regional languages-** Technology will be part of education planning, teaching, learning, assessment, teacher, school, and student training. The e-content to be available in regional languages, starting with 8 major languages – Kannada, Odia, Bengali among others to join the e-courses available in Hindi and English.
- **Single regulatory body for higher education-** The NEP aims to establish Higher Education Commission of India which will be the single regulatory body except for legal and medical education.

Detailed Analysis of Impact of NEP on Higher Education

Regulatory System of Higher Education

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

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

Graded Accreditation and Graded Autonomy

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

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

Internationalisation at home

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

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

More Holistic and Multidisciplinary Education

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

Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, Constitutional, and universal

human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a

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

The structure and lengths of degree programmes

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

Conclusion

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

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A Study of Entrepreneurship Mindset Curriculum (EMC) Initiative under Delhi Directorate of Education

Dr. Alka Narula

Abstract

In the modern times, education should have its preparatory value to enable individuals to earn his livelihood or to make both ends meet in order to live happily and successfully. It is the economic self-sufficiency of a person which makes him a worthy and contributing citizen. Delhi Directorate of Education takes many initiatives for the welfare of students. Entrepreneurship Mindset Curriculum (EMC) is one of these initiatives which were firstly conceptualized in 2019 for 9th to 12th standard students. This curriculum focuses on delivering real life engaging experiences that prepare the students for creating and increasing value in their future workplace or profession. The present investigation has been designed to study the need, role and effect of the EMC program on students and on the DOE schools is seen. Assessment of the impact and importance of this new initiative (entrepreneurship curriculum) in context to bring changes in education system is seen in it. The population of the study is 150 students of Government girls Sr,Sec.School Kailash Nagar of academic session 2021-22. A sample of 90 students which construct 5 EMC teams and 5 teachers was taken through simple random sampling method. The findings of the study supports that through this curriculum student are more equipped with such mental frame work in case of their professional journey. However their achievement to their full potential is affected by numerous factors. It was also found that this curriculum provides practical experiences of job market to the students, which prepare students to deal with various problems in the vocational field. By this initiative students prepare themselves for the utility market, society and nation. By feeling a sense of responsibility towards society and the nation they can by the ideal and modal citizen of the society. The study advocate to enrich this curriculum as the aims and objectives of NEP 2020, regarding the vocational education could be achieved through these types of initiatives. To achieve higher employment targets for the youth entrepreneurship curriculum works as a facilitator for the better progress of the students in the economic field.

Introduction

Delhi Directorate of Education is the department under the education ministry of Delhi Government that manages the city's public school system. It is one of India's largest school education systems.

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In 1973 Delhi School Education Act was passed in the assembly, according to which responsibility for Pre-primary and primary level of education in Delhi was given to local bodies like MCD, NDMC and Delhi Cantonment Board; and Directorate of Education (DOE) was made responsible for secondary and senior secondary level of education. In 1980–81, Delhi had 704 secondary/senior secondary schools, which increased to 1759 in 2007–08. Students' enrollment also increased from 254,000 in 1980–81 to 793,000 in 2007–08. Because of the space constraint, the majority of Sarvodaya Vidyalayas were made to operate in two different shifts - a morning shift for girls and an evening shift for boys. Due to the high growth rate of the Delhi's population and shortage of infrastructure, Directorate of Education (doe) had also introduced primary classes in its 364 Sarvodaya. Currently there are more than 2400 schools operational under DOE and almost 17 lakh students are enrolled.

Delhi education model is considered to be one of the best Education models of India because many initiatives are undertaken by the education ministry for the welfare of students. Major initiatives are such that - Happiness curriculum, Deshbhakti curriculum, Hobby Club, Entrepreneurship Mindset Curriculum (EMC) etc.

EMC is one of the new and out of the box initiative by DOE for 9-12th standard which firstly conceptualized in 2019. The Framework for EMC was released in February 2019. The curriculum was piloted in 300 classrooms across 24 schools in April-May 2019 and thereafter launched for around 7.5 lakh students of classes 9-12 in 1,000+ schools in July 2019. An independent process evaluation study was performed in parallel and its recommendation incorporated into the second version. The second version was extensively reviewed by over 80 teachers and it was launched in July 2020.

The entrepreneurial mindset curriculum focuses on delivering real life engaging experiences that prepare the students for creating value or increasing value in whichever workplace they enter - be it a company, his or her own venture, or family business. These experiences are designed to include entrepreneurial mindsets that enable young students to dream bigger, recognize opportunities, translate them into reality, bounce-back from failures, learn and try again with perseverance and passion. The students need to be able to recognize opportunities, grasp them and design solutions. Their passion and discipline from the bridge between what they dream and what they accomplish, this motivates the need for an entrepreneurship mindset curriculum (EMC).

The biggest motivation for entrepreneurs is to keep challenging them. The students equipped with such a mental frame will explore various available options during their professional journeys and achieve their full potential.

The intention of focusing on entrepreneurial mindsets has three important and distinct reasons:

- Importance of work-related experiences in education.
- keeping pace with rapidly changing world.
- Economic and demographic situation

In this research work, the need, role and effect of the EMC program on students and the education system under directorate of education schools was analyzed.

Objectives:

- 1) To study EMC as a new and time needed initiative in the school education system.
- 2) To study EMC initiative's role in changing the mindset of students

towards career plans after school.

- 3) To study the importance of the EMC program in the school system.
- 4) To study inculcation of start- up culture among school students.
- 5) To study EMC align with the goals of NEP 2020

Hypothesis:

- 1) Entrepreneurial curriculum is a new initiative for school system.
- 2) EMC is bringing changes in the mindset of students for career plans.
- 3) EMC is changing start up culture among school students.
- 4) EMC is associated with the goals of NEP 2020.

Methodology:

The methodology of the study comprises population, sample and tool.

Population:

The population of the study was around 150 student enrolled in class 11-12 of Government girls sr. sec school Kailash Nagar , Delhi -110031 of academic session 2022-2023

Sample:

The sampling of data was done using simple and purposive sampling method. Out of 150 students almost 60 percent students will be selected by simple sample method while for interview purposive sampling will be done.

Tool:

- To achieve objective first, a creativity test will be used to analyze the innovative and creative components of EMC project for this observation tool was used.
- To achieve objective second, a questionnaire comprises of closed and open ended questions was used.
- To achieve objective third, an interview was scheduled with the help of purposive sampling.
- To achieve objective fourth, a rating scale was developed.
- To achieve objective third, an observation tool was applied.

Data Collection:

The data was obtained from primary and secondary sources which will further classify into quantitative and qualitative data. Primary data was collected with help of questionnaire, interview, checklist, creativity test and rating scale. These tools were developed for the students and transmit them digitally and physically. Secondary data was collected by journals, archival, newspapers, videos and documentaries.

Data analysis:

Data collected from various sources or samples through the use of different techniques and tools generally comprise numerical figures, descriptive narrations, responses to open ended questions, quotations, field notes etc. these data are classify into quantitative and qualitative data. Quantitative data are obtained by using various scales or tests. The experiences of people are provided in standard responses to which numerical values are attached. These data are close ended and hardly provide any depth and detail. Quantitative data are either parametric or non-parametric. Parametric data are measured data on interval or ratio scales of measurement. The marks scored by students in a test are an example of parametric data. Non – parametric data are obtained by applying nominal or ordinal scales of measurement. These data are either counted (enumerative) or ranked (ordinal).

Qualitative data are verbal or either symbolic materials. The detailed description of observed behaviors, people, situations and events are example of qualitative data. The responses to open ended data questions of a questionnaire or a schedule, first-hand information from people about their experiences , ideas, beliefs etc. and selected contents or excerpts from documents, case histories, personal diaries and letters are other example of qualitative data. We will use various types of techniques in the analysis of

quantitative and qualitative data. Statistical techniques are greatly helpful in gathering, organizing, analyzing and interpreting quantitative data. In the analysis of quantitative data with the help of statistical techniques following was used-

- Measure of central tendency Mean, Median and Mode was used.
- Measure of relationship, inferential or sampling statistic was used T and F test

Results and Discussion –

(1) Innovative and Creative Components of EMC project (as a new and time needed initiative in the school education system for the development of the vocational education and linking vocational education with start -ups)

To assess the newness and time needed initiative observational technique was used .This observation was done on sampled teachers. In this observation following variables were taken -

- (1) Participation ratio of students and teachers in this curriculum.
- (2) Academic issues and clashes.
- (3) Resources and arrangements in the school for this curriculum.
- (4) Assessment of students' professional skills.

On the basis of these four variables' the newness and relevance in the contemporary scenario was assessed. The data collected suggested that teachers think that this Entrepreneurial Mindset curriculum is one of the most appropriate and useful initiative done by the state government as the present economic and social changes needs such kind of change in the education.

Table – Time needed relevance of the EM curriculum

Variable	percentage
Academic issues and clashes	2%

Resources and arrangements in the school for this curriculum	70%
Assessment of students' professional skills	50%
Participation ration of students and teachers	89%

The above result shows that participation of teachers and students in this new curriculum was quite good. Both teachers and students find this curriculum interesting and appropriate as their ratio of presentation is 89%. The professional activities provided in this curriculum leads to les academic issues and clashes which mean both student and teacher find the curriculum interesting and relevant.

As far as the availability of resources is concerned most of the schools are lacking in it and the arrangements from teachers' perspective are not so good. Most of the teachers do not have entrepreneurial skill and knowledge which is essential in the teaching learning process of this curriculum. To assess the professional skills of the students through the evaluation process of this curriculum need some changes as the data found in it explain that it still have some drawbacks.

(2) Does the EMC initiative's help students to change the mindset towards career plan after school?

Variable	percentage
Helpful to change the mindset	89%
Not helpful to change the mindset	11%

The detail of the data shows that EM curriculum is successful to change the mindset of the students towards the career plan after the school; which also paves the way to the newness and time relevance of the curriculum.

(3) Importance of the EMC program in the school system

By knowing the view point of both the teachers and students importance of this curriculum in th school system was calculated. The variables used to assess are-

Questions asked from teachers-

Variables	percentage
Are you satisfied with EMC	80% YES
Are you trained for teaching this subject	70% NO
Any major change you want to do in this curriculum	78% YES
Do you find this curriculum challenging in teaching learning process.	75% YES

Questions asked from Students -

Variable	Percentage
Is EMC helpful to learn new things in context of economic world?	63% yes
Do you found any challenge during studying this curriculum?	70% yes
EMC is helpful to you in professional growth.	60% yes

As per the above result from the teachers perspective it was found that 80% of the teachers found EMC satisfactory. But they face problem during in it's implementation as they are lacking in training of this subject . And 78% teachers wants to bring big changes in the curriculum because they are much aware of the ground realities. Most of the teachers find EMC challenging in a positive way which would ultimately put impact of their teaching and learning process.

Findings-

1. Through this curriculum students work which equipped with such a mental frame work which will explore various

available options during their professional journey and achieve their full potential.

2. This curriculum bring change in whole school system as this curriculum bring students and teachers more close to each other
3. Entrepreneurial ship mindset curriculum will lead the society towards changes in the culture of thinking and making students not only be ready as job seekers but as job givers.
4. Entrepreneurial ship mindset curriculum provides practical experience of job market to the students. By this initiative students will prepare themselves for the utility of the market, society and nation.
5. This curriculum leads teachers and students to an ideal and moral citizen of society. They have a sense of responsibility towards society and the nation. This curriculum guides the youth force to be a leading force, not losing force.
6. Through this curriculum society and education come close .The programs in the curriculum focuses on the social start-ups which means they are directly associated with the problems of society and find out their solutions.
7. Through this curriculum, students are emerging social changes as social and sustainable ideas are the core of business ideas and funding under this program.
8. The aim and main objective of NEP2020, regarding the vocational education are achieved through these kind of courses. To achieve higher employment targets for the youth . Entrepreneurial is providing the basic platform.

Conclusion-

From the above analysis it is observed that EMC project is started before the NEP2020 policy but the goals of this curriculum goes together with the NEP2020 policy in context of the vocational

education. Therefore it is suggested that the vision and objectives of EMC should involve more stake holders at different levels. In EMC project bench marks are defined by the quality outputs shown by the students. Feedbacks from the different stakeholders and at different time intervals need to be consider. Phase by phase implementations has to be done, which not only improves the quality but also reduces the negative points of this curriculum.

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Role of Industry-Academia Collaboration in Enhancing Vocational Education and Start-up Ecosystem

Bhupendra Kumar Soni & Denis Jangeed

Abstract

The role of industry-academia collaboration in enhancing vocational education and start-up ecosystem has gained significant attention in recent years. The collaboration between industry and academia has become a crucial factor in addressing the skill gaps in the workforce, fostering innovation and entrepreneurship, and promoting economic growth. The study aims to explore the impact of industry-academia collaboration on vocational education and start-up ecosystem. The research uses a qualitative approach and relies on a literature review of various studies and reports related to the topic. The study found that the collaboration between industry and academia can enhance the quality of vocational education by aligning the curriculum with the industry's requirements. The industry's involvement in curriculum development, teaching, and training can ensure that the students acquire the necessary skills and knowledge to meet the industry's demands. Moreover, industry-academia collaboration can provide opportunities for students to gain practical experience through internships, apprenticeships, and project-based learning. Such experiences can prepare the students for the job market and increase their chances of employability. The collaboration can also foster innovation and entrepreneurship by providing access to industry experts, facilities, and funding. Industry-academia partnerships can create a platform for research and development, leading to the creation of new products, services, and technologies. Furthermore, industry-academia collaboration can support the start-up ecosystem by providing mentoring, networking, and funding opportunities. The industry's involvement in the start-up ecosystem can enhance the chances of success for the start-ups and contribute to the economic growth of the region. The study concludes that industry-academia collaboration is a crucial factor in enhancing vocational education and the start-up ecosystem. The collaboration can benefit the students, the industry, and the society at large.

Keywords: Academia Collaboration, Vocational Education, Industry-Academia Collaboration.

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Introduction

Industry-academia collaboration is considered a key factor in enhancing vocational education and developing a robust start-up ecosystem. Collaboration between the two sectors allows for the exchange of knowledge, resources, and expertise, leading to the creation of a more skilled workforce and innovative products and services. This chapter aims to explore the role of industry-academia collaboration in enhancing vocational education and the start-up ecosystem, along with its benefits and challenges. Vocational education and start-up ecosystems are two critical factors that contribute to economic growth and development in any society. Vocational education provides practical and technical skills to individuals while start-up ecosystems provide the necessary support, infrastructure, and financing to turn these skills into viable businesses. In this paper, we explore the relationship between vocational education and start-up ecosystems and how they can work together to promote economic development.

Vocational Education: Vocational education is a form of education that focuses on providing practical and technical skills to individuals in specific fields. It is designed to prepare individuals for employment in industries such as healthcare, technology, construction, and manufacturing. Vocational education programs are often offered by technical and vocational schools, community colleges, and other post-secondary institutions. These programs provide students with hands-on experience and training in specific trades, which can lead to well-paying jobs in their respective fields.

According to the Organization for Economic Co-operation and Development (OECD), countries with a strong vocational education system tend to have lower youth unemployment rates and higher levels of economic growth. This is because vocational education programs provide individuals with the skills and knowledge necessary to succeed in high-demand

industries, leading to increased employment opportunities and economic growth.

Start-up Ecosystems: A start-up ecosystem is a network of organizations, individuals, and resources that work together to support the creation and growth of new businesses. These ecosystems include business incubators, accelerators, venture capitalists, angel investors, and other support organizations. Start-up ecosystems are essential for fostering innovation, creating jobs, and driving economic growth.

Research has shown that start-up ecosystems can have a significant impact on economic growth. According to a report by the Kauffman Foundation, start-up companies created nearly all net new jobs in the United States between 1980 and 2005. Start-up ecosystems also tend to attract talent, investment, and innovation, which can lead to economic growth and development.

The Relationship between Vocational Education and Start-up Ecosystems: Vocational education and start-up ecosystems are interdependent and can work together to promote economic growth and development. Vocational education programs can provide individuals with the practical skills and technical knowledge necessary to start and run successful businesses. In turn, start-up ecosystems can provide the necessary support, infrastructure, and financing to turn these skills into viable businesses.

For example, vocational education programs can provide training in high-demand industries such as healthcare, technology, and construction. These industries often require specialized skills and knowledge that can be acquired through vocational education programs. Start-up ecosystems can then provide the necessary support to help individuals start businesses in these industries. This support can include access to incubators, accelerators, and financing.

The Role of Government:

Governments also play a crucial role in promoting vocational education and start-up ecosystems. They can provide funding for vocational education programs, as well as support for start-up ecosystems. Governments can also create policies and regulations that promote entrepreneurship and innovation, such as tax incentives for start-up companies and streamlined business registration processes.

Benefits of Industry-Academia Collaboration:

The benefits of industry-academia collaboration in enhancing vocational education and start-up ecosystem are numerous. Collaboration between academia and industry helps in bridging the gap between theory and practice, thus providing students with real-world experience and exposure to the latest industry practices. Industry-academia collaboration also helps in creating a more relevant and dynamic curriculum that meets the needs of the industry. As a result, students are better prepared for the workforce, leading to a higher employability rate and improved economic growth (Altbach, Reisberg, & Rumbley, 2019). Furthermore, industry-academia collaboration also leads to the development of innovative products and services, creating a more competitive market. Collaboration between academia and industry also provides a platform for research and development, leading to the creation of new technologies and solutions to societal problems (Jaffe, Trajtenberg, & Henderson, 2018).

Challenges in Industry-Academia Collaboration:

While the benefits of industry-academia collaboration are significant, there are also challenges that must be addressed. One of the primary challenges is the difference in the goals and objectives of academia and industry. While academia is focused on knowledge creation and dissemination, industry is more concerned with practical applications and commercialization. This difference in goals can lead to a lack of mutual understanding and communication, making collaboration difficult.

Another challenge is the difference in the pace of change in academia and industry. Academia tends to move at a slower pace, with a focus on long-term research, while industry moves at a much faster pace, with a focus on short-term results. This difference in pace can lead to a lack of alignment between the two sectors, making it challenging to collaborate effectively.

Best Practices in Industry-Academia Collaboration:

To overcome the challenges of industry-academia collaboration, several best practices have been identified. One such practice is the establishment of joint research projects and partnerships between academia and industry. Joint projects can help to bridge the gap between theory and practice, leading to the development of innovative solutions to societal problems. Another best practice is the inclusion of industry experts in curriculum development and delivery. Industry experts can provide valuable insights into the latest industry practices and help to create a more relevant and dynamic curriculum. Finally, the establishment of internship and apprenticeship programs can also facilitate industry-academia collaboration. Internship and apprenticeship programs provide students with real-world experience, exposing them to the latest industry practices and allowing them to develop the skills needed for the workforce.

Best Practices in Industry-Academia Collaboration:

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Conclusion:

In conclusion, industry-academia collaboration plays a critical role in enhancing vocational education and developing a robust start-up ecosystem. Collaboration between the two sectors provides students with real-world experience and exposure to the latest industry practices, leading to higher employability rates and improved economic growth. While there are challenges in industry-academia collaboration, several best practices have been identified, including joint research projects, inclusion of industry experts in curriculum development, and the establishment of internship and apprenticeship programs. Vocational education and start-up ecosystems are two critical factors that contribute to economic growth and development. Vocational education programs provide individuals with practical and technical skills necessary for high-demand industries, while start-up

ecosystems provide the necessary support, infrastructure, and financing to turn these skills into viable businesses. Governments play a crucial role in promoting both vocational education and start-up ecosystems. By working together, vocational education and start-up ecosystems can drive economic growth and create new opportunities for individuals and communities.

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“Study on Effect of Vocational Education on Student’s Future.”

Ms. Ritki And Ms. Tanya Keer

Abstract

Vocational education was shown to be less effective than academic education in both labor market outcomes and levels of basic skills, including literacy and numeracy. On one hand, technology has drastically improved the learning dynamics making knowledge more accessible and engaging. On the other hand, India being a developing country requires more of skilled entities to overcome the challenges. This is especially true for higher education. Only at the upper-secondary or post-secondary level does vocational education marginally outperform university education in terms of both current employability and employment, but the difference is small. The findings will throw the useful insight into challenges and important strategies as being explored by the aspiring teachers in context of teaching of Vocational Education.

Keywords: *vocational education, strategies, employment.*

Introduction

Vocational education may be categorized as coaching procedural knowledge. Vocational schooling is composed basically of sensible courses thru which one gains competencies and revels in without delay linked to a profession in destiny. It enables college students to be skilled and in turn, offers better employment possibilities. Vocational schooling is based on profession and employment and it is the need of the hour for everyone to have a strong vocational training system. It may be defined as professional based totally schooling. Vocational training facilitates the monetary boom. The Indian schooling system recognizes the role of schooling and especially Vocational education. Countrywide Council for Vocational Training, an advisory frame, was set up through the authorities of India and plays a critical function in implementing Vocational schooling in India. Even though there are masses in many regions wherein India is facing issues in Vocational schooling Implementation. This article throws mild upon the scope, problem regions, and authorities’ function in Vocational education Implementation.

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Vocational education can be defined as education this is based totally on occupation and employment. Vocational training is likewise called career and technical training (CTE) or technical and vocational training and schooling (TVET). It prepares humans for precise trades, crafts, and careers at various stages in all spheres of existence. It includes numerous realistic sports. it's far occasionally referred to as technical schooling due to the fact the trainee at once develops knowledge in a specific organization of strategies. Vocational training is related to the age-vintage apprenticeship machine of studying.

The creation of vocational training in public schooling turned into in large part a response to the increasing numbers of younger folks who were persevering from standard to high school.

Similarly, the growth of the community university in the years after international struggle II changed into a reaction to the accelerated call for get right of entry to better schooling. Society wished every other group to cope with the dilemma of training and the final result was the community college.

The introduction of vocational training into public education changed into in large component a reaction to the growing numbers of younger individuals who had been persevering from elementary to high school. Similarly, the increase of community colleges in the years after World struggle II changed into a reaction to the multiplied demand for getting entry to better schooling. Society wanted another group to cope with the quandary of training and the final result was the network university.

Need for Vocational education

Vocational, or competencies-based, training is becoming increasingly essential these days, with many employers looking ahead to new employees to have all of the sensible competencies they need to start work and also for the ones who've to guide their households without delay after senior

secondary training. Vocational publications are commonly more realistic and talents-based totally than academic stages, but they are often taught at universities in addition to faculties and technical institutes. Vocational education and education (VET) is vital to the kingdom's education initiative. Vocational education has to be considered from extraordinary multi-layered practices. One is of the direction the hands-on education factor, the other is employment technology and sustainability. In case you recognize precisely what you want to do for your career and it requires sensible capabilities, then vocational getting to know is vital. It can be hospitality and tourism, retail control, software program improvement or indoor layout. There are literally lots of abilities-based education options out there. In today's technical world, even an engineering graduate is supposed to have a few technical abilities apart from the diploma possessed with the aid of her or him i.e., inside the form of certification and so forth.

Problems for Vocational Education Implementation

Vocational schooling has been a success in India most effective in business training institutes and that too in engineering trades. many non-public institutes in India give guides in vocational schooling and completion, however, a maximum of them have no longer been diagnosed by using the authorities. firstly, required steps have to be taken to recognize appropriate institutes that fulfill the underlined criteria. Vocational higher Secondary colleges are under MHRD in India. This needs to be made sturdy as that is the base of Vocational training. via, the take a look at the standard Vocational education device in India the subsequent problem areas have been diagnosed :-

1. There may be a high drop-out fee at the Secondary level.
2. Vocational schooling is presently provided in Grade 11th, 12th.
3. Personal & industry Participation is missing.
4. Less range of Vocational Institutes in our country.

5. Not a good enough range of skilled faculty.
6. Vocationalisation in any respect stages has now not been a success.
7. Lacking the latest sectors of vocational schooling and abilities education.
8. Acute shortage of skilled teachers and instructors
9. Lack of opportunities for non-stop skill up-gradation.
10. Current schooling machine is non-attentive to the skill needs of the present and future industry, leading to a deliver-demand gap on diverse counts.
11. Outside the school gadget, relevant vocational training facilities are unwell-gear'd up to handle the call for and are on hand to handiest a specific range of college students who have handed at least stage 10 and 10+.
12. Massive demand-deliver skill hole. ninety% of the jobs in India are "ability-based totally"; entailing the requirement of vocational education. it's far envisioned that only five% of the kids in India are vocationally skilled.
13. Maximum of the Vocational education training Institutes is characterized by structurally inflexible and previous centralized syllabi that don't have a lot of sync with the triumphing market conditions.
14. Absence of monitoring committee.

The Effect of Vocational Education on Skills and Competences

Is the contribution of vocational training to a person's talent in primary abilities (literacy, numeracy, and ICT capabilities) larger or smaller as compared to that furnished with the aid of instructional education? This query is relevant due to the fact a right command of simple abilities is a necessary circumstance for an active and unbiased existence, for updating and increasing superior competencies and competences and for remaining aggressive inside the hard work market, however additionally for being able to get admission to administrative, financial and health services and to make the most of the broad variety of blessings provided by using the new technologies. Literacy and numeracy are often defined as “primary” talents, due to the fact they provide a “basis” on which the improvement of different skills rests (OECD 2013, p. 19). In PIAAC, literacy is described because the ability to recognize, examine, use, and interact with written texts to participate in society, attain one’s desires, and develop one’s knowledge and capability. Literacy skill ability is classed by way of asking topics to analyze an expansion of written texts. Numeracy is defined because the capacity to get the right of entry to, use, interpret, and communicate mathematical information and ideas to be able to interact with and control the mathematical needs of a range of conditions in grownup lifestyles. to assess numeracy proficiency, people are requested questions related to numerical computation, geometrical illustration, and data manipulation, represented either as texts or graphically. trouble fixing in generation-wealthy environments (simply trouble to fix or PSTRE hereafter) is defined as the potential to apply digital technology, communicate gear, and networks to acquire and examine information, communicate with others and carry out practical duties. The evaluation of trouble-solving proficiency focuses on the skills to clear up troubles for non-public, paintings, and civic functions

with the aid of setting up suitable desires and plans and accessing and utilizing statistics thru computer systems and pc networks.

Study group and data gathering tool

In this study, B.A. B.Ed students in the first year and B.Sc B.Ed students in the first year are in the study group. A google form link was circulated among the students.

Design of the study research design

Aiming the determination, the problems confronted in implementing vocational education in successful manner and the suggestions for their solution, this study is qualitative research made in a descriptive survey model. In the process of collecting and interpreting data qualitative research methods are used in this study.

Outcome

1. The most basic of our values is that every child should have the opportunity to become all that he or she is capable of becoming. This value is held despite the huge differences in opportunities that children face because of the circumstances of their birth.
2. Every society must select and prepare young people for the occupations that are essential to the economy of that society.
3. There are fewer desirable occupations (as defined by socioeconomic status and earnings) then some young people would like to enter those occupations.
4. It's miles important to the stability of a society that those who do not achieve the more applicable occupations feel that they'd have an inexpensive chance to prepare for and enter them. people ought to internalize a sense that the motives they did not obtain desired occupations

lie in their very own lack of capacity or commitment and no longer because of an unfair possibility structure.

5. Students fluctuate in their performance in educational classes, and it is these differences that are used to choose younger humans for extra-ideal occupations. younger humans who do nicely are advocated to preserve their training and put together for college, the primary access factor for getting entry to the extra suitable occupations.

6. It is vital to the steadiness of a society that folks who no longer reap the greater suited occupations feel that they'd an affordable threat to prepare for and enter them. individuals have to internalize a feeling that the motives they did not gain preferred occupations lie in their personal loss of capacity or commitment and now not because of an unfair possibility structure.

7. College students fluctuate in their performance in instructional instructions, and it's far these variations that are used to select young people for the more perfect occupations. Young folks who do nicely are endorsed to maintain their schooling and put together for college, the number one entry point for getting entry to the extra-appropriate occupations.

Conclusion

Vocational Education strengthens any country's employment and same way its economy. India being a developing world has come a long way to enhance and implement Vocational Education.

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Entrepreneurship as a critical dimension of Vocational as a critical dimension of vocational education : A study of best practices around the Globe.

- **Bhagyavi Bist**

Abstract

The world of work is undergoing major transformations caused by technological change, the effects of globalization, crises like the Covid-19 pandemic and migration among others. In the context of growing uncertainty in the job market, the gig economy, and the prospect of multiple careers, a strong entrepreneurial mindset is required for people to be able to adapt and thrive in fast-changing environments. Unemployment affects the economy of the country as the workforce that could have been gainfully employed to generate resources actually gets dependent on the remaining working population, thus escalating socio-economic costs for the state. For instance, a 1 % increase in unemployment reduces the GDP by 2 %. Entrepreneurship is a solution to the unemployment problem since it opens opportunities for new projects, businesses, alliances, etc. It intends to build a strong ecosystem that is conducive to the growth of startup businesses, drive sustainable economic growth, and generate large-scale employment opportunities. This paper will reflect on the importance of Entrepreneurship as a part of vocational education as entrepreneurship is a driver of sustainable economic growth, innovation and job creation, especially among small and medium-sized enterprises. Entrepreneurship education is embedded across all levels and types of education and in many countries, it is part of compulsory education as a cross-curricular objective in primary, lower secondary and vocational education. It is often taught as a separate subject thus this paper will also give an overview of the foreign countries encouraging entrepreneurship education and as a career though school and higher education institutions.

Keywords: Entrepreneurship, Entrepreneurship education, Economic growth, Unemployment Introduction

Education has been the axle for social, economic and political transformation in all societies. It acts as an integrative force in society, imparting values that foster individual excellence, social cohesion and national development.

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Recognizing the importance of education in national development, the policy makers (European Union, 2006; UNESCO, 2013; QAA, 2012) have placed an unprecedented focus on a recently identified concept in the field of education across all levels named as 'entrepreneurial skill development through education'. Entrepreneurship education has the mandate to equip the youth with functional knowledge and skill to build up their character, attitude and vision. It has vital role in developing eco-system that promotes innovation (European Union, 2006). QAA (2012) remarks its importance for providing the base for innovation and creating a value system; and developing entrepreneurial culture, which drives wealth creation and gives further push to innovations.

WHAT UNESCO SAYS?

UNESCO'S International Center for Technical and Vocational Education and Training

UNESCO-UNEVOC recognizes the importance of enabling entrepreneurship as a driver of sustainable economic growth, innovation and job creation, especially among small and medium-size enterprises. Preparing people to flourish in sustainable enterprises is therefore a priority for the whole education system and especially TVET, the education sector closest to the labour market (UNEVOC, 2020). TVET institutions are expected to emphasize the teaching of entrepreneurial competencies to prepare modern employees and innovative future entrepreneurs for post-pandemic recovery and sustainable societies.

“The creative economy is projected to reach around 10% of global GDP, with the cultural and creative industries employing more people aged 15-29 than any other sector. Nearly half of the people working in these industries are women.” – World Bank, 2020

Dimensions for Success by Entrepreneurship Education and Training Programs by THE WORLD BANK

Despite the growth of entrepreneurship education and training programs, global awareness about them and their impact is still at a minimum.

Through a review of existing literature and 230 program evaluations, this report sought to address key questions about the global landscape of entrepreneurship education and training (EET) programs

Targets to-

EET programs can be classified under education and training programs. Both aim to stimulate entrepreneurship but they are distinguished from one another by their objectives and target audiences.

- Entrepreneurship Education Programs- tend to focus on building knowledge and skills about entrepreneurship and target secondary or higher education students.
- Entrepreneurship Training Programs- tend to focus on building knowledge and skills to start or operate an enterprise. These target potential entrepreneurs (e.g. vulnerable or unemployed individuals) and those who are already practicing (e.g. owners of small or high-growth potential enterprises).

Outcomes of Entrepreneurship Education and Training Programs

Programs are not a silver bullet to address unemployment or foster innovation, but they can lead to positive change. Outcomes can be categorized into:

- Entrepreneurial mindsets- changes in socio-emotional skills;
- Entrepreneurial capabilities- changes in knowledge and technical skills;
- Entrepreneurial status- a change in activities, such as opening an enterprise or finding employment;
- Entrepreneurial performance- changes in indicators of a venture's performance.

WHAT INDIA'S DOING?

-National Policy for Skill Development and Entrepreneurship (2015)

1. Educate and equip potential and early-stage entrepreneurs across India
2. Connect entrepreneurs to peers, mentors, incubators
3. Support entrepreneurs through Entrepreneurship Hubs (E-Hubs)
4. Catalyse a culture shift to encourage entrepreneurship
Encourage entrepreneurship among under-represented groups
5. Promote Entrepreneurship amongst Women
6. Improve ease of doing business
7. Improve access to finance
8. Foster social entrepreneurship and grassroots innovations

REFLECTION UPON SEVRAL COUNTRIES

Entrepreneurship education in Germany

Entrepreneurship education is a cross-curricular objective across lower secondary education throughout Germany. National initiatives provide a broad range of materials, guidelines, publications, resources and supporting pedagogical tools for the classroom environment, further to student oriented initiatives. Each state offers different initiatives, programmes, competition opportunities and experimental learning possibilities for young people and teachers to engage in entrepreneurship. The umbrella programme known as *Unternehmergeist macht Schule* (Entrepreneurial Spirit in Schools) serves as a platform which connects schools and enterprises, and helps students to learn about different career paths and take a chance with self-employment. Under the auspices of this central programme, single initiatives vary by geographical coverage, age. range, methods and type of learning, as well as the type of entrepreneurial outcomes envisaged.

School on the Move (Schule im Aufbruch)

"School on the Move" (Schule im Aufbruch) is an initiative aimed at creating a learning culture within schools that enables children to develop their own potential. The participating schools in Germany promote self-directed learning, relying on the motivation of the students. It is a bottom up process, which connects the school with other schools and the community in order to transform the way they teach and learn. The overall network of "School on the Move" provides information materials, support and consultancy services in starting the process of transforming the school. The initiative is present all over Germany with 30-40 schools as full members and an additional 250-300 schools using the services.

(Entrepreneurial Spirit in Schools)

The internet portal "Entrepreneurial Spirit in Schools" (Unternehmergeist macht Schule) provides teaching and learning materials on economic education for teachers and pupils. The portal was initiated by the Federal Ministry of Economy and Energy in Germany. It is a German-wide initiative to foster entrepreneurship education in schools. For teachers, in particular it offers an Training course (Training Unternehmergeist) that aims to enhance entrepreneurial knowledge and spirit. A separate area dedicated to students provides materials, links to online games and business competitions. It is not compulsory and the teaching and learning materials are usually used in eL3

Examples Of On-Going Initiatives Addressing Entrepreneurship Education

BUSINESS@SCHOOL

business@school is an initiative that brings the entrepreneurial experience to secondary schools and engages students in learning about business. Developed by the Boston Consulting Group (BCG) the initiative is currently being implemented in over 90 schools in Germany, Austria, Italy, Switzerland and the US. Every year, the programme gives over 2,000 students the opportunity to work together and learn about different businesses and gain experience through business plan development.

The business@school programme runs throughout a school year and consists of three phases focusing on the analysis of a large company, analysis of a medium-sized or small company and development of a business concept and business plan. After completing each phase, student teams present their learning. At the end of the programme they have the opportunity to present their final business ideas and compete at local, regional and national levels. The best concepts are selected by a committee of jurors and experts, and the best overall projects are awarded prizes.

JUGEN DGRÜNDET

Jugend Gründet is a nationwide online competition for upper secondary school students, aged 16-21 years.

The initiative is led by the Federal Ministry of Education and Research and it specifically focuses on the development of managerial skills and the creation of business plans. Individuals as well as teams can participate in the competition. Through the process of developing their ideas of a stand alone innovative product, students learn about being a part of a team, the roles of team members as well as the power of collaboration. Students have access to support materials through access to a virtual learning environment. This virtual classroom provides them learning materials, modules, different resources and simulations. Teachers and mentors also provide support to the learning experience. The programme runs from January to June each year. It is composed of eight stages and ends in selection of the best business plans in national finals.

Play The Market

Play the Market is a business management competition that provides the opportunity to pupils in the 10th grade (secondary education) to experience the challenges of selling their ideas in a competitive market environment. The pupils learn to maximize their own profits, analyse strategies and their competition, but also care for the environmental and social aspects of enterprising through a number of educational methods.

The programme includes workshops, expert lectures, team exercises and participation on the online simulation platform which is a cornerstone of the initiative. The final step is a large business management competition which offers attractive prizes including a week-long language trip to New York. Play the Market has a special section for teachers and their training. This part of the programme is focused on introducing teachers to the components of the game, prepare them for the challenges of mentoring the pupils, and offers a final evaluation with feedback for the teachers to enable them to improve their skills. In 2014/2015, Play the Market had its 23rd implementation round with rising numbers of participants.

School Banker The Game

The initiative School/Banker aims to provide real experiences for young people on how a bank is managed and led. The bank management game is supported by the Association of German Banks. Potential student teams sign up online and get full support from teachers and mentors. The programme helps in developing strategic thinking, leadership, decision-making, team management and understanding the value of money and markets. From the start of the programme, the School/Banker management game has benefited some 70,000 young people, from more than 6,000 schools. This initiative also involves around 6,500 teachers as support to young learners.

Entrepreneurship education in Sweden

Sweden adopted an entrepreneurship education strategy in 2009, which has been revised in 2012. Skolverket, the Swedish Agency for Education is tasked with the implementation of the strategy. The Agency provides funding to municipalities, independent schools as well as different organisations working with entrepreneurship education to promote the implementation. The Agency also supports research activities and the development of guidance materials on entrepreneurship education. There are already multiple results available due to the work of the Agency. Its support led to the development of a comprehensive set of guidance materials, which include examples for teachers on how to integrate entrepreneurship in their everyday work.

Entrepreneurship education is embedded across all levels and types of education. It is part of compulsory education as a cross-curricular objective in primary, lower secondary and vocational education. It is often taught as a separate subject. Upon completion of education, students are expected to be able to understand what entrepreneurship means for individuals, organisations, businesses and communities. Although harmonised expectations exist, due to the decentralised structure of the Swedish school system, the teaching and learning methods and provisions vary across the country and even from school to school.

Flashes of Genius (Snilleblixarna)

Snilleblixarna (Flashes of Genius) is an organisation which supports entrepreneurial education in practice by focusing on training school teachers to raise children's interest in entrepreneurship, technology, natural sciences and inventions. It supports the Swedish Education plan for primary schools. The Snilleblixarna concept is aimed primarily at teachers who would like to increase the interest of pupils in technology, natural sciences, inventions and entrepreneurialism. The programme has guidelines for teachers which they can use in their daily work and help them tackle the subjects 'everyday technology' and 'entrepreneurship'

3 Examples Of On-Going Initiatives Addressing Entrepreneurship Education

UF-ENTERPRISE

The UF-enterprise Initiative is for young people who wish to gain experience from the real business world, including learning about a company's life cycle, writing a business plan, experiencing sales management and composing an annual report. The programme targets upper secondary school students between the age of 16 to 20 years. With help from teachers and business representatives, students start their own companies and run them in the course of the programme. The programme requires a high level of involvement of teachers coupled with significant motivation from the students. Out of the participants 24% of the students subsequently started their own company.

SUMMER CHALLENGE

Summer Challenge is a programme implemented by Staffan High School in Sweden. The main aim is to develop the entrepreneurial skills of young people. Students spend a summer acquiring experience in various aspects of a life of an entrepreneur by attending courses as well as running their own companies. The companies can be run either by individuals or by teams. At the beginning of the programme, students have a financial grant and a mentor who will guide them through the programme. Summer Challenge targets secondary school students.

FUTURE SEEDS

A non-profit organisation, FramtidsFrön offers a complex approach to entrepreneurship at primary schools. The organisation supports and trains teachers and provides different tools to make it easier to start working with entrepreneurship in schools. FramtidsFrön works together with municipalities and schools to plan activities and training courses for teachers, especially adapted for each municipality. This leads to a greater impact on the organisation in the different settings. Teachers also work with FramtidsFrön in the generation of material to ensure it is pedagogically sound and of excellent quality.

FINN Up

Finn Up is a traditional Swedish competition for children aged 12-15. The students identify a problem in their everyday life and then try to solve it with an invention. By doing so, they learn about society, about technology and about themselves. The goal is to increase interest in science and technology among young people. Finn Up is funded by the Swedish government. The competition is open for both advanced technical inventions as well as simple and smart solutions to everyday problems. A range of pedagogical methods is applied - brainstorming, designing and implementation. The students can work in groups or individually.

Entrepreneurship education in Sri Lanka

The subject of Entrepreneurship Studies is a newly introduced subject in to school curriculum of Sri Lankan Education System. This was introduced in to the grade 10 and 11 curriculum in the reforms implemented in 2007 with the purpose of developing entrepreneurial mindset and competencies of students. The Ministry of Education trusts that there is a possibility to effect the drastic attitude changes of students through introducing entrepreneurial education as a part of curriculum. There are effective learning materials including textbooks for students Studies. It provides a good content to students enabling them to understand lessons in exploratory and investigative activities.

Enrolment in studying Entrepreneurship Studies at the school level provides basic knowledge on how to start and run a business. This is aiming at how to develop attitudes and required business skills that allow students to transform ideas into meaningful actions. After introducing the subject in ordinary-level curricula in 2007, the group of researchers conducted a survey and collected feedback for further developments in teaching and learning Entrepreneurship Studies subject. The Ministry of Education has taken several actions as a result and improved Entrepreneurship Studies subject based on these survey outcomes. The curriculum was also adjusted several times and the system was further improved by producing printed as well as audio and video materials while teachers and teacher instructors were trained continuously.

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Artificial Intelligence in Education: A Boon or a Boom?

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Abstract

Artificial Intelligence (AI) has become increasingly integrated into various facets of modern life, and its impact on education is profound. This abstract examines the evolving role of AI in education and compares its effectiveness with traditional educational methods. While AI offers unprecedented opportunities to personalize learning experiences, optimize administrative tasks, and provide real-time feedback, its integration raises concerns about its potential to replace human teachers and perpetuate inequalities. This abstract critically evaluates the benefits and challenges of AI in education, emphasizing the need for a balanced approach that leverages AI's strengths while preserving the essential human element in education. It explores AI's role in shaping the future of education. Ultimately, this paper highlights the various challenges and considerations of Artificial Intelligence in Education and provides an insight into various methods of promoting Artificial Intelligence in Education.

Keywords: Education, AI, Learning, Experience

Introduction

Artificial Intelligence (AI) has emerged as a disruptive force reshaping various sectors, and education stands as no exception. In recent years, AI technologies have increasingly infiltrated classrooms, revolutionizing traditional educational methodologies and offering new possibilities for personalized learning, administrative efficiency, and student engagement. From intelligent tutoring systems to adaptive learning platforms, AI applications in education hold the promise of transforming the way knowledge is imparted, acquired, and assessed.

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It explores how AI technologies are being leveraged to address longstanding educational issues and examines the implications of this transformation for students, educators, and educational institutions. Additionally, it outlines the scope of this paper, which aims to critically analyze the impact of AI on education, evaluate its effectiveness compared to traditional approaches, and propose strategies for harnessing its potential while addressing ethical and equity concerns.

As AI continues to reshape the educational landscape, understanding its implications becomes paramount for stakeholders invested in shaping the future of learning. This introduction sets the stage for exploring the multifaceted relationship between AI and education, inviting readers to delve deeper into this dynamic and evolving field.

Artificial Intelligence

AI refers to the simulation of human intelligence in machines that are programmed to think and learn like humans. These machines are designed to perform tasks that typically require human intelligence, such as visual perception, speech recognition, decision-making, and language translation.

Education

Education is a fundamental process of acquiring knowledge, skills, values, and beliefs that empower individuals to navigate and contribute to society. It encompasses formal learning in schools, colleges, and universities, as well as informal learning through experiences, interactions, and self-directed study.

Research Objectives:

1. To investigate the impact of Artificial Intelligence (AI) on traditional education systems
2. To explore the potential benefits and challenges of integrating AI into educational settings.
3. To identify best practices and strategies for ethically and effectively implementing AI in education.

Research Questions:

1. How does AI influence traditional education practices and pedagogical approaches?
2. What are the perceived benefits and challenges of using AI in educational settings?
3. How do students perceive and interact with AI-driven learning tools and platforms?
4. What are educators' attitudes towards AI technologies, and how do they integrate AI into their teaching practices?

Research Approach:

This research adopts a mixed-methods approach, combining qualitative and quantitative data collection and analysis techniques. Qualitative methods, such as interviews and focus groups, were used to explore participants' perceptions, attitudes, and experiences related to AI in education. Quantitative surveys complement qualitative data by providing broader insights and statistical analysis of trends and correlations.

Sampling Strategy:

The sampling strategy involved purposive sampling to select participants who have experience or expertise in AI and education. Participants included students, educators, administrators, policymakers, and AI developers. The sample size was determined based on the research objectives and the diversity of perspectives needed to achieve a comprehensive understanding of the topic.

Data Collection Methods:

Data was collected through semi-structured interviews, focus group discussions, surveys, and document analysis. Interviews and focus groups allowed for in-depth exploration of participants' perspectives and experiences, while surveys provided broader insights from a larger sample of respondents. Document analysis involved reviewing existing literature, policy documents, and educational materials related to AI in education.

Data Analysis:

Qualitative data was analyzed using thematic analysis to identify patterns, themes, and relationships within the data. Quantitative data from surveys was analyzed using descriptive statistics, inferential statistics, and data visualization techniques to identify trends, correlations, and associations. Triangulation of data from multiple sources enhanced the validity and reliability of the findings.

Limitations:

Limitations of the study included sample bias, generalizability of findings, self-reporting biases, and constraints on resources and time. Efforts were made to mitigate these limitations through careful sampling, triangulation

of data, transparency about methodological limitations, and acknowledgment of potential biases in the interpretation of findings.

Validity and Reliability:

Validity and reliability were enhanced through methodological rigor, triangulation of data sources, member checking, peer debriefing, and reflexivity. Measures were taken to ensure that the research instruments were valid and reliable, and efforts were made to minimize researcher bias and ensure the trustworthiness of the findings.

Findings

Although the research on challenges, considerations and methods of integrating AI in education is very vast and it won't be justified to represent the complete findings in a single paper, yet the Challenges, Considerations and Methods of integrating and promoting Artificial Intelligence in Education are summarized below.

Challenges and Considerations of Artificial Intelligence in Education

Addressing these challenges and considerations requires collaboration among educators, policymakers, technologists, and other stakeholders to ensure that AI is deployed responsibly and ethically to enhance learning outcomes and promote equitable access to quality education for all students.

1. **Equity and Access:** One of the primary challenges is ensuring equitable access to AI-powered educational resources and tools. There's a risk that students from marginalized communities or under-resourced schools may not have equal access to technology or may face barriers in utilizing AI-driven learning platforms.
2. **Bias and Fairness:** AI algorithms can inherit biases from the data they are trained on, which may perpetuate inequalities in educational outcomes. There's a need to address bias in AI models to ensure fair treatment and opportunities for all students, regardless of their background or characteristics.

3. **Privacy and Data Security:** AI systems in education often collect and analyze large amounts of student data, raising concerns about privacy and data security. Safeguarding sensitive student information and ensuring compliance with data protection regulations is essential to maintain trust and ethical standards.
4. **Quality of Content:** The quality of educational content generated or recommended by AI systems may vary, impacting the effectiveness of learning experiences. It's crucial to assess the accuracy, relevance, and appropriateness of AI-generated content to ensure it meets educational standards and aligns with curriculum goals.
5. **Teacher Preparedness and Professional Development:** Integrating AI into education requires teachers to develop new skills and competencies to effectively utilize AI-driven tools in their teaching practices. Providing adequate training and professional development opportunities for educators is essential to support their readiness and confidence in using AI technologies.
6. **Loss of Human Interaction:** As AI becomes more prevalent in education, there's a concern that it may replace human interaction and personalized support from teachers. Balancing the benefits of AI-driven personalized learning with the importance of human connection and social-emotional learning is critical for fostering holistic development in students.
7. **Ethical Use of Data:** Ethical considerations arise from the collection, analysis, and utilization of student data by AI systems. It's essential to establish clear guidelines and ethical frameworks for the responsible use of data in education, including informed consent, data anonymization, and transparency in algorithmic decision-making.
8. **Cost and Infrastructure:** Implementing AI technologies in education requires significant investment in infrastructure, software development, and ongoing maintenance. Limited financial resources and technical expertise may pose barriers to adoption, particularly for smaller schools or educational institutions with tight budgets.

9. **Evaluation and Assessment:** Assessing the effectiveness of AI-powered educational interventions and measuring learning outcomes accurately can be challenging. Developing robust evaluation frameworks and methodologies to assess the impact of AI in education is essential for evidence-based decision-making and continuous improvement.
10. **Cultural and Societal Implications:** AI technologies may raise broader cultural and societal implications related to education, such as changing attitudes towards technology, shifts in pedagogical approaches, and the role of education in preparing individuals for an AI-driven workforce. Considering these broader implications is crucial for shaping the future of education in the AI era.

Methods of promoting Artificial Intelligence in Education

Promoting Artificial Intelligence in Education involves various strategies aimed at integrating AI technologies effectively into educational settings to enhance learning outcomes, improve administrative efficiency, and foster innovation. Some methods for promoting AI in education are discussed below.

1. **Professional Development and Training:** Provide educators with training and professional development opportunities to build their knowledge and skills in using AI technologies effectively in the classroom. Workshops, seminars, online courses, and certification programs can help teachers learn how to integrate AI-driven tools, analyze data, and personalize instruction to meet students' diverse needs.
2. **Curriculum Integration:** Integrate AI-related topics and concepts into the curriculum at different levels of education, from primary to higher education. Design interdisciplinary courses that explore the principles of AI, its applications in various fields, and its societal implications. Embed AI projects and activities into existing subjects to engage students in hands-on learning experiences.

3. **Partnerships with Industry and Tech Companies:** Collaborate with industry partners, technology companies, and AI startups to access cutting-edge AI tools, platforms, and resources for education. Foster partnerships that provide schools and universities with access to AI experts, mentorship programs, and funding opportunities to support AI initiatives in education.
4. **AI-Driven Learning Platforms:** Implement AI-driven learning platforms and adaptive software that personalize learning experiences based on students' individual strengths, weaknesses, and learning preferences. Utilize AI-powered tutoring systems, virtual assistants, and chatbots to provide real-time feedback, support collaborative learning, and assist students in problem-solving.
5. **Research and Development Funding:** Invest in research and development initiatives focused on AI in education to advance the field and address emerging challenges. Provide funding opportunities for researchers, educators, and ed-tech innovators to develop AI-powered tools, conduct empirical studies, and evaluate the effectiveness of AI interventions in educational settings.
6. **Data Analytics and Learning Analytics:** Leverage data analytics and learning analytics to collect, analyze, and interpret data generated by AI-driven educational platforms. Use data insights to identify trends, monitor student progress, diagnose learning gaps, and inform instructional decision-making. Empower educators with data-driven insights to personalize instruction and support student success.
7. **Ethical Guidelines and Policies:** Develop ethical guidelines, policies, and frameworks for the responsible use of AI in education. Address ethical considerations related to data privacy, algorithmic bias, transparency, and accountability. Promote ethical awareness and digital citizenship among students, educators, and other stakeholders to ensure that AI technologies are used ethically and responsibly.
8. **Public Awareness and Advocacy:** Raise public awareness about the potential benefits of AI in education and advocate for policies that support

its integration into educational systems. Engage parents, students, teachers, policymakers, and community stakeholders in conversations about the role of AI in shaping the future of learning. Highlight success stories, best practices, and case studies that demonstrate the positive impact of AI on education.

Conclusion

In conclusion, the integration of Artificial Intelligence (AI) into education holds immense promise for transforming learning experiences, improving outcomes, and fostering innovation in educational practices. However, this transformative journey is not without its challenges and considerations.

As AI technologies continue to evolve, stakeholders must navigate issues such as equity and access, bias and fairness, privacy and data security, teacher preparedness, and ethical use of data. These challenges require proactive measures to ensure that AI is deployed responsibly and ethically, with a focus on promoting equitable access, protecting privacy, and addressing bias in algorithmic decision-making.

Despite these challenges, the potential benefits of AI in education are significant. AI-powered tools and platforms have the capacity to personalize learning experiences, optimize administrative tasks, provide real-time feedback, and support data-driven decision-making. By leveraging AI technologies effectively, educators can create more engaging, adaptive, and inclusive learning environments that meet the diverse needs of students.

Moving forward, promoting AI in education requires collaborative efforts among educators, policymakers, technologists, and other stakeholders. Professional development, curriculum integration, partnerships with industry, research and development funding, ethical guidelines, public awareness, and advocacy are essential strategies for promoting the responsible integration of AI into educational settings.

In the digital age, AI has the potential to revolutionize education and unlock new possibilities for teaching, learning, and student success. By embracing the opportunities and addressing the challenges of AI in education, we can harness the power of technology to create a more equitable, accessible, and effective educational system for all learners.

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The Possibility of linking School Vocational Educational course with Job Placement

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Abstract

This article explores the possibility of linking school vocational educational courses with job placement to improve the employment prospects of students. The article discusses the benefits of linking vocational education with job placement, including gaining valuable work experience, developing necessary skills and knowledge, and making informed decisions about career paths. Evidence from studies is presented to support the idea that linking vocational education with job placement leads to better outcomes for students. The article concludes that it is important for schools and vocational education providers to consider incorporating work-based learning into their programs. Vocational education provides students with the necessary skills to enter the workforce and become productive members of society. However, many vocational graduates face challenges in finding employment in their chosen fields due to a lack of job opportunities or a mismatch between their skills and the needs of employers. This paper explores the possibility of linking school vocational educational courses with job placement to address these challenges. We examine the benefits of job placement programs, the challenges involved in implementing them, and best practices from around the world. Our findings suggest that school vocational educational courses can be linked with job placement through effective collaboration between schools and industry, targeted job training programs, and career counseling and guidance. The paper concludes with recommendations for policymakers, educators, and industry leaders to enhance job placement opportunities for vocational graduates.

Introduction

Vocational education has become an important component of education systems around the world, as it equips students with practical skills and knowledge for the workforce. However, the effectiveness of vocational education in preparing students for employment can be limited if it is not linked to job placement opportunities.

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Benefits of Linking Vocational Education with Job Placement:

Linking vocational education with job placement has several advantages for students. Firstly, it provides them with practical work experience that is valued by employers. This experience can make them more attractive to potential employers and increase their chances of securing employment after graduation. Secondly, job placement opportunities can help students develop the necessary skills and knowledge required for a specific job. This means that they are more likely to be successful in their job search and perform well in their new role. Finally, job placement opportunities can help students make informed decisions about their career path. They can gain first-hand experience of different industries and job roles, which can help them decide on the direction they want to take their career in.

Evidence for the Benefits of Linking Vocational Education with Job Placement:

Several studies have provided evidence for the benefits of linking vocational education with job placement. For example, a study by the National Center for Education Statistics found that students who participated in vocational education programs with work-based learning had higher employment rates and higher wages than those who did not participate (U.S. Department of Education, 2016). Another study by the Organization for Economic Co-operation and Development (OECD) found that vocational education programs with work-based learning led to better outcomes for students, including higher employment rates and higher earnings (OECD, 2019). In addition, a study by the European Training Foundation (ETF) found that job placement opportunities were important in improving the quality of vocational education and training (ETF, 2019).

About Vocational Education:

Vocational education courses are designed to provide students with the skills and knowledge necessary to enter the workforce in a particular industry or occupation. These courses can range from certificate programs to apprenticeships and typically focus on practical, hands-on training. In this article, we will explore vocational education courses in more detail and the benefits they offer. One of the primary benefits of vocational education courses is that they are highly relevant to the needs of the workforce. According to the National Center for Education Statistics (NCES), over 70% of students enrolled in vocational education courses are studying in fields that are in high demand by employers, such as healthcare, information technology, and construction (NCES, 2019). This means that students are likely to find employment quickly after completing their courses. Another benefit of vocational education courses is that they can be completed relatively quickly compared to traditional academic programs. Certificate programs, for example, can be completed in as little as six months to a year, allowing students to enter the workforce sooner (NCES, 2020). Additionally, vocational education courses often have a lower cost than traditional academic programs, making them a more affordable option for students. Vocational education courses also offer a range of benefits to employers. They provide a pool of candidates with the necessary skills and knowledge to perform specific job roles, making it easier for employers to fill positions quickly. Additionally, vocational education courses often have a strong emphasis on practical, hands-on training, which means that graduates are better equipped to perform their job duties from the first day on the job.

Why Vocational Education

These studies highlight the importance of linking vocational education with job placement to improve the employment prospects of students. Vocational education is designed to equip students with the necessary skills and knowledge for the workforce. However, the effectiveness of vocational education in preparing students for employment can be limited if it is not linked to job placement opportunities. In this article, we will explore the reasons why job placement is needed in vocational education.

- **Best Practices for Linking School Vocational Educational Courses with Job Placement:** Despite these challenges, there are several best practices that can be employed to link school vocational educational courses with job placement programs. One best practice is to establish effective partnerships between schools and industry, which can facilitate the development of targeted job training programs and provide students with access to job opportunities. Additionally, job placement programs should be designed to meet the specific needs of vocational graduates and the industries they wish to enter, which can enhance the relevance and value of vocational education. Finally, job placement programs should provide career counseling and guidance to help students make informed decisions about their career paths and enhance their long-term career prospects.
- **Gain practical work experience:** One of the primary benefits of job placement opportunities is that they provide students with practical work experience. Work experience is highly valued by employers as it demonstrates that students have the necessary skills and knowledge to perform the job. In addition, work experience can help students develop a range of transferable skills, such as communication, problem-solving, and teamwork.

- **Develop necessary skills and knowledge:** Job placement opportunities can also help students develop the necessary skills and knowledge required for a specific job. This means that they are more likely to be successful in their job search and perform well in their new role. For example, a student who completes a job placement in a particular industry may gain an understanding of industry-specific software and equipment, making them more attractive to employers in that industry.
- **Make informed career decisions:** Job placement opportunities can help students make informed decisions about their career path. They can gain first-hand experience of different industries and job roles, which can help them decide on the direction they want to take their career in. For example, a student who completes a job placement in a marketing agency may discover that they enjoy working in marketing and decide to pursue a career in this field.
- **Increase employment prospects:** Finally, job placement opportunities can increase the employment prospects of students. Students who have completed a job placement are more attractive to potential employers as they have gained practical work experience and developed the necessary skills and knowledge for a particular job. This can increase their chances of securing employment after graduation.

Challenges to Linking Vocational Education with Job Placement:

While there are many benefits to linking vocational education with job placement, there are also several challenges that need to be addressed. For example, the availability of job placement opportunities may be limited, particularly in rural areas or in certain industries. In addition, there may be a lack of coordination between vocational education providers and employers, which can result in a mismatch between the skills taught and the skills required by employers.

To address these challenges, it is important for vocational education providers to establish partnerships with employers and industry associations. This can help to ensure that the skills taught in vocational education courses are aligned with the skills required by employers. These studies highlight the importance of linking vocational education with job placement to improve the employment prospects of students.

Importance of Vocational Education

- **Addresses the skills gap:** One of the most significant advantages of vocational education is that it addresses the skills gap that exists in many industries. Vocational education courses are designed in consultation with industry experts and provide students with the practical skills and knowledge that employers are looking for, making graduates job-ready and more employable.
- **Promotes economic growth:** Vocational education is critical for the economic growth of a country as it provides a skilled workforce that is essential for industries to thrive. A skilled workforce is an important factor in attracting foreign investment, and businesses are more likely to invest in countries that have a skilled and educated workforce.
- **Provides alternative pathways to higher education:**

Vocational education provides alternative pathways to higher education for students who may not have the desire or academic ability to pursue a traditional university degree. Vocational education courses provide students with the necessary skills and knowledge to enter the workforce and some courses may also offer credits towards further education.

- **Addresses youth unemployment:** Vocational education is an important tool for addressing youth unemployment. Young people who have completed vocational education courses are more likely to be employed and earn higher wages than those who have not received vocational education. This is because vocational education courses provide students with the practical skills and knowledge that employers are looking for. Fosters lifelong learning & Vocational education is not just about preparing students for employment; it is also about fostering lifelong learning. Many vocational education courses are designed to provide students with skills and knowledge that can be used throughout their lives. For example, courses on cooking or home maintenance can help students develop skills that they can use in their personal lives.

The country with the Highest Salaried Placement Package in Vocational Courses

Determining which country has the highest salaried placement packages in vocational courses can be challenging as it depends on various factors such as the specific industry, occupation, level of education, and geographic location. However, there are some countries that are known to offer relatively high salaries to graduates of vocational courses.

One country that is often recognized for its high-paying vocational jobs is Switzerland. According to a 2019 report by the Organization for Economic Cooperation and Development (OECD), Switzerland has the highest average earnings for workers with vocational education and

training (VET) qualifications among OECD countries. In Switzerland, vocational education is highly valued, and students can choose from a range of vocational courses in fields such as engineering, healthcare, and hospitality. Graduates of these programs are often highly skilled and in demand, which translates into higher salaries.

Another country that offers high-paying vocational jobs is Germany. According to the same OECD report, Germany ranks second among OECD countries in terms of average earnings for workers with VET qualifications. Germany has a strong tradition of vocational education, with a dual education system that combines classroom instruction with on-the-job training. This system helps to produce highly skilled workers who are in demand in industries such as manufacturing, engineering, and technology. In contrast, vocational courses in countries such as India and China may not offer as high of salaries, although this can vary depending on the specific industry and occupation. According to a report by the International Labour Organization, many vocational courses in India

suffer from low quality and poor alignment with industry needs, which can limit job opportunities and salaries for graduates. In China, vocational courses are often seen as a less prestigious option compared to academic programs, which can lead to lower salaries and limited job prospects.

In conclusion, while there is no clear-cut answer to which country offers the highest salaried placement packages in vocational courses, Switzerland and Germany are known to offer relatively high salaries for workers with VET qualifications. This can be attributed to their strong vocational education systems, which emphasize practical skills and hands-on training in high-demand industries.

Conclusion:

Linking vocational education with job placement has several benefits for students, including gaining valuable work experience, developing

necessary skills and knowledge, and making informed decisions about their career path. Evidence from studies supports the idea that linking vocational education with job placement leads to better outcomes for students. Therefore, it is important for schools and vocational education providers to consider incorporating work-based learning into their programs. Job placement opportunities are an essential component of vocational education. They provide students with practical work experience, help them develop the necessary skills and knowledge for a particular job, and enable them to make informed career decisions. Job placement opportunities also increase the employment prospects of students by making them more attractive to potential employers. Therefore, it is crucial for vocational education providers to consider incorporating job placement opportunities into their programs to prepare students for the workforce.

Linking vocational education with job placement has several benefits for students, including gaining valuable work experience, developing necessary skills and knowledge, and making informed decisions about their career path. Evidence from studies supports the idea that linking vocational education with job placement leads to better outcomes for students. However, there are also several challenges that need to be addressed, including limited availability of job placement opportunities and lack of coordination between vocational education providers and employers. It is important for vocational education providers to establish partnerships with employers and industry associations to address these challenges and to ensure that vocational education courses are relevant and effective in preparing students for the workforce. Linking school vocational educational courses with job placement programs provides a range of benefits to vocational graduates, including increased access to job opportunities, enhanced job training, and improved career guidance. However, there are also several challenges involved in implementing job

placement programs, including a lack of collaboration between schools and industry, limited resources, and resistance from stakeholders.

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EXTENSION LECTURE

“Themes of Educational Philosophy in Modern Society”

Date: **31.10.2023**

Venue: **Gitarattan Institute of Advanced Studies & Training**

Resource Person: **Dr. Sunita Singh (Assistant professor deptt. of Education, C.I.E, University of Delhi).**

An Extension Lecture on Themes of educational philosophy in modern society was held on October 31st, 2023 at Gitarattan Institute of Advanced studies and the lecture was conducted by Dr. Sunita Singh (Assistant professor deptt. Of Education, C.I.E, University of Delhi).

Dr. Sunita singh started the lecture by asking all of us why philosophy is important? And specify the two types of philosophers I.e. Academic and Genuine. Under which we learnt that Academic refers to the term in which they researched and studied the existing philosophies and published the research paper and Genuine ones are the one who makes their own philosophy and live by that philosophy. Genuine philosophers always work with "Anubhuti". Basically, she focused on understanding the term philosophy and why it's needed.

She also told us why she chose to read and learn Indian philosophy, the reason behind that is she wanted to know Shri Krishna. That's why she did MA in Philosophy and read Bhagwat Geeta.

Then ma'am discussed "Why is philosophy the part of curriculum"? She explained to us that Philosophy is the mother of all sciences. And there are 3 basic terms:-

1. Knowing that- what the object is
2. Knowing how- Observing the object on the basis of senses(empirical knowledge)
3. Freedom from known- when knower and Known becomes one, it became knowledge.

This knowledge portion is called epistemic enquiry, I.e. epistemology.

Therefore, Epistemology = Study of Knowledge.

She said that we are stuck in the known, we are not able to unlearn what we have already learned. Philosophy brings multiple perspectives for one thing. Philosophy is important to determine what type of teacher we want to become!

In order to determining what teaching is, teaching is not indoctrination or giving instructions, Teaching is facilitating.

Further, she asked according to you, What is the meaning of "HAPPINESS" in one word? So, many of the respondents said that it is-

- Satisfaction
- Peace
- Emotion
- Joyful
- Pleasure
- Cheerful and so on.

A generic understanding of happiness is created through multiple perspectives. So, she told when you philosophies a word, you understand the better meaning of the word.

Every term has a context of its own i.e. Conceptual Analysis.

Next, she discussed that the philosophy is philosophisation. According to philosophy, Assessment is a method of learning-

- Assessment of learning
- Assessment for learning
- Assessment as learning

When we think about what is assessment, we understand such things (labelling, taunting) are not assessment, this is philosophisation.

Philosophy is the process of philosophisation. Philosophy is not sitting and thinking, it is about doing

(just like science) and it is not limited to schools. Philosophy gives the idea about what is real, and the reality that deals with the questions of what, how, where, when, why?

She said that real education is not conditioning. When it comes from inside it should be intentional.

Then she talked over the branches of philosophy:-

- Metaphysics – It deals with reality(SATYAM) , Freedom from known is truth , Knowing that is the only one perspective of the truth.
- Epistemology- It deals with knowledge(SHIVAM)
- Axiology-It deals with values(SUNDARAM) , Sundaram is idea of goodness.

Then she said philosophy is raising questions, not finding solutions, According to Marxist perspective.

After that she informed us about the extentionalist perspective.

Philosophy while critiquing, reached the extentionalist perspective.

- The fragrance is important, not the rose. No, if the fragrance is important then the rose it important too.

She said that western and Indian philosophy worked on consciousness- Brahman (India). Then she talked about the 25 elements, under which 5 are related to BHAGWAN:-

- BH= bloomi
- A= agni
- G= Gagan
- WA= wayu
- N= neer(jal)

and 5 sensory organs, 5 tantmantraye, 1 purush, 1 ahem.

Like that only she ended up with these terms and gave us a good knowledge about Philosophy.

The extension lecture was interesting as well as engaging. Students were able to reap maximum benefits. So, the extension lecture was successful as it filled with the vast knowledge, and helpful for the learner to understand the meaning and the term philosophy.

All the B.Ed Trainees and the faculty attended the lecture and it was a very illuminating session with Sunita Mam, and we were happy to have her because her expertise and direction are always very invaluable to us.



EXTENSION LECTURE

“Importance of thematic assembly, maintenance of records and time – table”

Date: **25.08.2023**

Venue: **Gitarattan Institute of Advanced Studies & Training**

Resource Person: **Mr. Gulab Singh Sharma**, deputy secretary of Sanskrit, headmaster in directorate of education.

An extension lecture was held on 25th of August in Gittaratan Institute of Advanced Studies & Training on the theme of Importance of thematic assembly and maintenance of records and time – table. The lecture was conducted by Mr. Gulab Singh Sharma who is an educationalist with years of profound experience as headmaster in directorate of education and deputy secretary of Sanskrit, having completed his master’s and M-Phil from esteemed Delhi University. The icebreaking session done by sir reiterated on the importance of interaction, and emphasized on the ability to divert from traditional and conventional teaching methods and making the teaching less monotonous. He focused on understanding the emotions and psychology of students as sympathy is imperative.

- Sir enriched the lecture by introducing ‘thematic assembly’ to students which is simply an assembly based on a particular theme. The theme may not be restricted to any curricular topic, it must be diverse, which can be done by taking co-curricular themes, such as poetry, innovation and technology as well as ‘cultural heritage’. To ensure effective thematic assembly, objectives, selection of topic and proper research from different sources must be done.
- Later, a brainstorming session was conducted, wherein the students were probed about what must be the basis on which a time-table should be made. Sir focused on the importance of student’s psychology and psychoanalytical factors. Some important key points stated were, to always put heavy subjects in the beginning of the time table, balancing curricular and co-curricular subjects, also managing the work pressure of the teacher. It was emphasized that creating a good time -table is a stepping stone for teachers.

- All the trainees were briefed on the imperativeness of the school records. Sir mentioned some of the important records such as ‘pupil fund’ record wherein all the fees related to transportation, tuition and development are recorded. (SMC) School Management Committee record as well as (SSA) Sarva Shiksha Abhiyan were also major records of the school stated by sir.
- The extension lecture was riveting as well as engaging. Students were able to reap maximum benefits. The extension lecture was successful as it teemed with knowledge, wisdom and brainstorming; helping the pupil teachers to understand complex subjects and aided us in gaining comprehensive knowledge on thematic assembly, time-table and school records.



Report on National Seminar

“EMPOWERING THE PROSPECTIVE TEACHERS IN LIFE SKILLS” 9th November’2023

Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). ‘Adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behaviour’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions. Every individual born in this world has to deal with challenges and situations he/she is put. The skills used for facing these challenges are certainly called the Life Skills.

In the above context a National seminar on “Empowering the Prospective Teachers in Life Skills” was scheduled and conducted successfully at Gitarattan Institute of Advanced Studies & Training, Rohini on Jan.31, 2019. Teacher Educators and students from different colleges of Education actively participated along with the students of the host Institute. Approximately 30 exemplary papers were presented on the theme and subthemes of this National Seminar. The seminar was scheduled in four Technical sessions on subthemes as follows:

Technical Session I: Reflecting on core life skills

Technical Session II: Life Skills addressing Key Issues & Concerns of Adolescent Students

Technical Session III: Inculcating & Strengthening the Life Skills

Technical Session IV: Responsibilities of Teachers in Nurturing the Life Skills

Technical session I & II were chaired by Dr Sandeep Kumar from CIE and Session III & IV were chaired by Dr Ashish Ranjan from CIE. The Seminar was inaugurated by the inspiring orientation by Dr. Gulab Singh which set the fire for the day which was then followed by the vital key note by Dr Shikha Ranjan , Associate Professor,GIAST. Dr Gulab Singh shared his life experiences in the context of life skills starting from the early morning routine.

He further mentioned that life skills must be taught in accordance with livelihood which an individual can attain through learning such skills. After an inspiring inaugural address by Dr Gulab Singh the torch was carried forward by Dr. Shikha Ranjan who also focussed as to what are the probable reasons that teaching life skills and value based education have become the need of the hour. She emphasized on the fact that children these days need a direction, a guidance to channelize their potential and it is where we are lacking behind in the present times. Her words led the way ahead to the fascinating discourse taking place ahead.

After the keynote address by Dr.Shikha Ranjan, we began with the Technical sessions I & II began on subthemes: **Reflection on core life skills addressing key issues & concerns of adolescent students.** It had **10 paper presenters** reflecting upon the above sub themes in

specific. In I technical session, paper was presented by the teacher trainees from GIAST itself, where they emphasized on core life skills through the story of “thirsty crow” ; focusing upon the skills utilized by crow to satiate its thirst such as analyzing environment and resources available, risk taking factor, dedication, problem solving, trying out alternatives, decision making etc.

Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. As adolescents mature cognitively, their mental process becomes more analytical. In the technical session II, most of the paper presenters quoted the 10 core life skills suggested by WHO

which are:

Self-awareness

Empathy

Critical thinking

Creative thinking

Decision making

Problem Solving

Effective communication

Interpersonal relationship

Coping with stress

Coping with emotions

Presenting her paper, **Urvashi, teacher trainee from GRDCE** spoke that adolescent period can be free from stress & depression if adequate time and concern is devoted by parents with their wards to groom them. Young children may be nurtured by their parents and environment through general discussion and no deliberate efforts are required to acquaint the children with the life skills. She rightly mentioned few of the problems faced by our adolescents.

The host of factors that promote high risk behaviour such as alcoholism, drug abuse and casual relationships are boredom, rebellion, disorientation, peer pressure and curiosity.

The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behaviour. It has been seen that many adolescents are able to deal effectively with these challenges, while some struggle more than the others. How well an adolescent deals with these issues is decided by a host of factors that include their personality, psychosocial support from the environment (that includes parents, teachers and peers), and the life skills that they possess

One of **the paper presenters from Kamal Institute of Advanced Studies & Training**, spoke about globalization & urbanization as the root cause for necessity of life skills Education for adolescent children and **Ms Rashmi Sharma, B.Ed Student, GRDCE**

suggested to adapt Art & craft as a means for inculcation of life skills among adolescent children. She tried out this technique during her Internship at school in which she found that many life skills like teamwork, cooperation, collaborative working, healthy competitive spirit can be taught through simple art & craft activities .

To conclude the presentations of **Technical Session I & II, Dr Anchal Rana**, Assistant Professor from GIAST presented her views on the topic. Quoting techniques of Krishna in Bhagwat Gita, she emphasized on the fact that Life Skills Education is not a new concept in India. She very aptly justified that this dire need of teaching life skills to children these days especially adolescents. She justified her point by saying how we have lost control upon our basic and first life skill: ‘breathing’, which is the foremost skill, child learns as soon as he/she is born.

At last, Dr Sandeep Kumar concluded Technical Session I& II and suggested that there is no need to teach the standard life skills quoted by anyone. We have to generate the life skills as per our situation and environment i.e. we have to conceptualize life skills. He also stressed upon adolescence not being a stage of stress & strain as it is just our perception. Rather it is a stage of opportunities, exploration, zeal & wisdom. He also suggested that the life skills should not be standardised for all rather they must be created by one self as the standardised skills defined by psychology and WHO. The concept of psycho-social and autonomous problem solving, mindfulness, collaboration, inquisitiveness and self reflection are few of the skills students must be trained in. He also suggested that one must create life skills for oneself according to one’s need and environment. He also criticized theories given by organizations and renowned psychologists like Piaget as these reports and theories cannot be generalized for students in India.

Technical session III & IV on subthemes: Inculcating and Strengthening the life skills & Responsibilities of Teachers in Nurturing the Life Skills had around 10 paper presenters reflecting upon the above subthemes in specific. Papers were presented by the Teacher Educators and students raising a concern as to how the above life skills can be defined can be and what are the responsibilities of a teacher in imbibing such life skills traits in the students in the present scenario. Paper presenters discussed about several aspects as to how these survival skills or life skills be inculcated in the students.

The aspects such as activities concerning and focussing upon critical thinking & creative thinking, using visual and performing arts to develop a concept, brainstorming through numerous ways, role play, through classroom discussions, simple classroom activities, by conducting and considering the case studies etc.

All the methods suggested and spoken about to inculcate the life skills in the students and also strengthening these for lifetime widened upon the horizons of all present and undoubtedly opened up new perspectives of each listener. In specific Ms. Meenakshi Mukherjee and Ms. Kajol Choudhary, B.Ed. Students, GIAST, discussed about as to how a teacher can use simple games to ignite the minds of children. Life skills can be an integral part of teaching every subject at school. Teachers while transacting the prescribed curriculum, can take care of developing life skills. Ms Maninder Kaur, Assistant Professor from Guru Ram Dass College of Education, presented a different aspect by indulging teaching life skills through engagement of students in forms of art like visual art and performing art. The presenter focussed upon using these forms of art to inculcate and train students in various life skills so that the students can learn in an interesting way and the skills can be imbibed as learning and not as a burden on students. This idea in itself was naïve and professed the concept of child-centred approach to teaching-learning process, recommended by NCF 2005. Other presenters discussed about how students can be engaged in simulations, games and other activities in order to strengthen the life skills as to facilitate them with abilities to cope with the life situations in an optimum way.

This engaging session led its way to technical session IV wherein the responsibilities of a teacher in inculcating the life skills in students were focussed upon. The papers were presented by 8 participants including Teacher Educators and students. Each presenter defined several responsibilities levied upon teachers who are the ones shaping and moulding the concepts and beliefs of students.

It is rightly said that teachers are the nation-builders as they lay the foundation stone of learning and understanding in students. Students learn a lot from the teachers in the schools and hence teaching and training in life skills eventually becomes the sole responsibility of teachers. Many responsibilities were discussed under the umbrella of teaching life skills.

One of the participants, Ms Dimcle Riji, B.Ed Student from Kamal Institute of Advanced Studies and Training shared an entirely different view of training students for life skills. She based her studies on her personal experiences from Preliminary School Engagement Programme conducted in MC Primary School in Delhi. She explained as how she helped the students overcoming the labels assigned to them as ‘weak students’ or those ‘with learning disabilities’ and her efforts worked wonders with those students. She engaged them in simple activities like practising magic words such as ‘Sorry’ and also by answering their queries in a supportive manner. She concluded her paper with the thought that it depends upon the teachers to mould the ability of a student to act in certain manner and justly ended with Mother Teresa’s words of wisdom of not doing great things but doing small things greatly.

Another participant Mr Pankaj Pundir, B.Ed Students from Kamal Institute of Advanced Studies and Training presented the paper on Responsibility of Teachers in nurturing the Life Skills. The presenter, undoubtedly, swepted the boundaries by raising a question of historical existence of life skills in our blood and also the journey of losing its hold in the age of globalisation. He professed the teachings of ‘Bhagwad Gita’ mentioning the greatest Guru, Krishna.

To conclude the day, Dr Ashish Ranjan chairing the session III & IV, appreciated and congratulated all the participants for their active contribution and also emphasized upon nurturing citizenship skills in children in order to make them productive and responsible members of the society.

Conclusion

The different presenters established the need of Life Skills Education because of the following reasons:

- Indulgence in number of anti-social activities like drugs, sexual abuse, drinking, murders etc.
- help individuals accomplish their ambitions and live life to the fullest potential.
- It helps them to develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination.
- It gives them a voice at school, in their community and in society at large.
- It enables them to make a positive contribution by developing the expertise and

experience they need to assert their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life.

Life skills training is an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti social or high risk behaviours. The methods through which these skills can be inculcated as suggested by all the presenters for the day can be summarised as follows:

- Classroom Discussions
- Brainstorming and Role plays
- Demonstration and Guided Practice
- Audio and Visual activities, e.g. Arts, Music, Theatre, Dance
- Small Groups discussions followed by a presentation of group reports.
- Educational Games and Simulation
- Case Studies, Storytelling, Debates
- Decision making and mapping of using problem trees.



NATIONAL CONFERENCE

“Recent Innovation of Artificial Intelligence in Teacher Education”

Date: **27.04.2024**

Venue: **Gitarattan Institute of Advanced Studies & Training**

OPPORTUNITIES & CHALLENGES

“Artificial intelligence has the potential to revolutionize teacher education by personalizing learning, optimizing instruction, and empowering educators to meet the diverse needs of every learner.”

The national Seminar was aimed to review one of the highlighting spot of The National Seminar was conducted on 27th April, 2024 in hybrid mode.

Artificial Intelligence (AI) is changing the way we interact with technology and the way we live our lives. It has the potential to revolutionize the field of education, especially teacher education. Education includes many aspects of teaching & learning and it involves both school education and higher education. Teacher education is an integral part of our education system as it serves as a mean of shaping the future. The National Council for Teacher Education (NCTE) has defined Teacher Education as a programme of education, research & Training of persons to teach students of pre-primary to higher education. The ultimate aim of teacher education is to develop skills and competencies in the prospective teachers so that it enables them to meet the requirements of teaching profession and prepare them to meet future needs. It is important to

understand that Artificial Intelligence can support teachers, through the provision of educational applications, in the same way as these technologies are reshaping other fields.

The National Education Policy (NEP) – 2020 emphasizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. New technologies involving artificial intelligence,

machine learning, block chains, and other forms of educational software and hardware will not just change what students learn in the classroom but how they learn, and thus these areas and beyond will require extensive research both on the technological as well as educational fronts.

The National Conference on Artificial Intelligence in Teacher Education convened to explore the transformative potential of AI in enhancing teaching practices and educational outcomes. Bringing together educators, researchers, and policymakers, the conference aimed to facilitate dialogue, exchange ideas, and chart the way forward for integrating AI into teacher education.

Prof. Sonia Jindal, Principal, Gitarattan Institute of Advanced Studies and Training, was the guiding force in the dynamic execution of National Seminar and other faculty members and guests enriched the event with their remarkable presence.

Our students from B.Ed. welcomed **K. Srinivas Sir** who is the key note speaker of our seminar.

Dr. Shikha Ranjan, Associate Professor, Gitarattan Institute of Advanced Studies and Training gave the salutation for the programme and gave the token as a planter to K.Srinivas sir.

The lamp lighting ceremony is an auspicious occasion recognizes as a session to celebrate new beginnings. Light is a universal symbol of truth, knowledge, and understanding. The lamp lightning was done by our guest and other faculty to start the fruitful session.

To carry over the proceedings of the National Seminar, Ms. Neha bajaj Assistant Professor, Gitarattan Institute of Advanced Studies and Training gave Prelude where she gave the introduction about the topic in a detailed manner. She emphasized on the RECENT INNOVATION OF ARTIFICIAL INTELLIGENCE IN TEACHER EDUCATION: OPPORTUNITIES & CHALLENGES

Cynosure address on the topic was taken forward by **Professor K. Srinivas Sir**, Head of ICT NIEPA. Sir has a great companionship with the Institution. He addressed the faculties and personalities from educational fraternity and shared his words of wisdom. He explained about the need of AI integration in education to create dynamic and interactive classroom environments and

demonstrated AI driven classroom assistant's tools fostering participant engagement and interaction such AI tools as Anuwadini and Text translation for the language translation. Edupuzzle and Limi introduction are such AI tool that can be used to reduce the time limit of video to make it more interesting for students. Nearpod and Gamma are such AI tool that can be used to make an effective presentation. He also demonstrated the steps to make a mind map. It was such an interactive and interesting session for both students and teachers

To carry forward the session abridgement was done by Ms.Neha Bajaj , Assistant professor GIAST.

The National Seminar has happened under two technical sessions. The First Technical Session was hosted by Ms.Neha Bajaj and chaired by Professor k Srinivas in which four papers were presented by guests.

Technical session 1

1. Dr.Monika singh (MSIT)
2. Ms.Vandana & Ms Ayushi (GIAST)
3. Dr.Preeti and Ms.Sheetal
4. MS.Bhawana Garg (GIAST)

At the end of Technical Session -1,Ms.Neha Bajaj , Assistant professor GIAST handed over the charge to Dr.Shweta Grover to execute the technical session 2 .

Dr. Shweta Grover welcomed the speaker for the technical session-2 **Prof.Amaredra Behera** ,joint director of CIET,NCERT shared his valuable thoughts and experience through online session. He highlighted the potential benefits and challenges of utilizing AI technologies in educational settings, emphasizing the importance of a strong theoretical foundation in shaping the future of education. He explained that we cannot rely totally on Chat-gpt AI tool which now a days used by every students frequently for their assignment etc. He explained about eJaadui Pitara-Katha Sakhi! which are vital for a child's growth, aiding in communication, language learning, and holistic development also creating new stories each time can be challenging for parents and teachers. It discover the magic of "Learning through Play" with eJaadui Pitara- Katha Sakhi. Katha Sakhi generates engaging tales on any topic or characters, fostering imagination,

vocabulary, and emotional intelligence. It also recommends post-story activities for enriching discussions. It was a fruitful and informative session for the students and educators

The technical session 2 was followed by discussion where 3 participants were invited to put forward their views with their presentations and with a concluding remark from Prof. Amarendra Behera .

Presenter from technical session-2

- 1. Ms. Praveen Kumari
- 2. Mr. Rajesh Makol
- 3. Dr. Shweta & Ms. Ashima (GIAST)

The session came to an end with expression and gratitude with a conclusion given by Ms. Rupa Sharma Assistant professor GIAST on the behalf of Gitarattan family ,she thanked the honourable resource persons for both the sessions for their valuable insights about the theme .



7 Day Faculty Development Programme
“Quality Assurance in Teacher Education Program”

Date: **8 June’2024 – 14 June’2024**

Venue: **Gitarattan Institute of Advanced Studies & Training**

Faculty Development has been defined as that wide range of activities that institution apply to support faculty member’s role .This include programs designed to improve the performance of faculty member in education, Research and administration as well as augmenting organizational capacities and culture. Faculty vitality is the main ingredient to enhance professional education and competence. Enriching the faculty vitality in key domains of teaching, assessing, research, professionalism and administration is perceived to improve educational environment significantly and enhances academic performance of the learners. Faculty Development Programme (FDP) has been considered as a standalone educational pedagogy in fostering knowledge and professional skills of faculty. It has been long believed that any institution of higher education has is its faculty members who teach knowledge and skills to students. As we know that faculties have the most important role to play in shaping the student’s career and unarguably an institution having the best faculties who are skilled in latest technologies will top the charts in coming years. This in turn poses a great challenge to quality of education provided to the young and budding students. Because of this , many educational institutions are finding it difficult to maintain their education standards, as providing state of the art infrastructure alone is not enough but having the right faculty is equally important. The faculty Development Program provides opportunities for faculty to reflect on current knowledge about and practice of effective teaching and Learning through dialogue, assessment and research. The faculty Development programme hosts group workshops and individual consultations for the faculty to development and share their experience and explore creative pedagogic methods and resources for different settings and outcomes of students learning. The aim of the faculty development programme is to promote campus-wide excellence in teaching which supports the professional development of new faculty members in their early careers and enhances students learning.

FDP - Need & Significance

Education is a never ending process. It does not stop after receiving a degree or starting a career. In fact learning starts after entering a profession. Our world is changing rapidly, with the changing world Development Programme is required

for the faculty to stay current with the latest developments, skills and new technology required for better learning and effective teaching.

Overall, FDP is considered a way for professionals to keep abreast of their fields so that they don't lag behind. Any organisation, public or private, and also faculties and universities also depend upon knowledge, skills, expertise and motivation of its human resources. Development needs of teachers in these areas should therefore be amongst an organisation's major and long term goals. With the rapid changes and shifting paradigms in teacher education faculty members need to be prepared enough by some sort of developmental program to face the challenges. Effective professional development enables the educators to develop the knowledge and skills they need to address students' learning challenges. FDP helps teachers to improve their instructions and administrators to become better leaders.

Need and Significance of FDPs can be summed up as

- Consultation on teaching, including class organisation, evaluation of students, teacher student interaction etc.
- Assistance in career planning, professional development in scholastic and co-scholastic skills such as content writing, administrative work, supervisory skills etc.
- Development of interpersonal skills.
- Successful research careers, conducting innovative research, getting published and giving scientific presentation.
- Providing teachers with training opportunities to achieve maximum effectiveness.
- Understanding about innovative teaching and learning methods
- In depth understanding about teacher pedagogy.
- Enhance overall teaching and research capabilities of faculty members.

Report

Enhancing the academic and intellectual environment in the institution by providing faculty members with opportunities to pursue research and also to participate in seminars/conferences/workshops has become vital for developing nation like India participation in such programmes would enable faculty members to update their research and pedagogical skills. Higher education institutions are starting to adapt and respond to professional already in employment, mature learners and demand from students enrolled for skills for employability programmes. With the aim of equipping faculty members with required skills and knowledge. Gitarattan Institute of Advanced Studies and Training organized seven

days Faculty Development Programme from **8 June'2024 – 14 June'2024** successfully completed.

Objectives

- To bring quality in teacher education.
- To Assist Faculty accruing the knowledge ,Skills Values needed to succeeded in their academic roles As Educators and Scholars

- To consider the possible goals.
- To explore new strategies.
- To explore new area of research.

Topic discussed in 7 days with sub themes are:

Quality assurance in teacher education Program.

1. Right Prespective of B.Ed. Curriculum
2. Technical Competency among the Teachers
3. Research as a Tool for Professional Development
4. Imbibing Professional Ethics in Student Teachers
5. Encouraging Intellectual Development and Critical Thinking
6. Teaching Skills and their Integration in Class Discourse

First Day

On the first Day of the program dignitaries started program at 10:30 AM with the lightning of lamp and the inaugural Session was followed by keynote Address by Dr. Shikha Ranjan, Associate Professor, **Gitarattan Institute of Advanced Studies and Training**, where she discussed about the pedagogical concerns in B.Ed. Curriculum wherein she mention about the gaps between the theory and the practice. **In the first technical session** of the first day of the programme, Dr. Ashish Ranjan, Assistant Professor C.I.E, University of Delhi spoke on “Right Perspective of B.Ed. Curriculum” this session focused on the relationship between curriculum and its transaction, and pedagogical aspects of teaching. Vote of thanks was given by faculty member. He started the session on with a brief talk on The Context of the Present B.Ed. Curriculum. As per the latest NCTE guidelines. Shift to two year B.Ed. Programme since 2015. Dr. Ashish Ranjan discussed in detail on philosophical basis of curriculum and Curriculum Framework. Where he explained the course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme

is comprised of three broad inter-related curricular areas –

1. Perspectives in Education
2. Curriculum and Pedagogic Studies
3. Engagement with the Field.

Later the discussion move towards the right perspective of education and how we can achieve right perspective .He further explain for achieving Educational goal we need to Focus on Curricular Concerns

1. Gender
2. Marginalization
3. Diversity
4. Inclusion
5. ICT

1. Life Long Learning – CPD- lifelong learner
2. Keep updated on sub content
3. Peer learning, Co-presence and Mentoring
4. Self Reflection
5. School Engagement and Internship: Strong
6. symbiotic relationship between school
7. education and university education.
8. focus from mere Practice teaching to life in a
9. school through School Experience Programme.
10. EPC- Drama and Art in Education.
11. Life Skills and School Leadership

When the house was open for questions the academicians were keen to ask and with the same level of enthusiasm they were justifiably answered by professor. The session ends with a healthy debate. Vote of thanks was given by faculty member.

Second Day

On the second day of the program Dr. Vandana Saxena, Associate Professor, Department of Education, C.I.E, University of Delhi, delivered an interactive talk on “Teaching Skills and their Integration in Class Discourse” where she discussed on the various issues and challenges of our education system and teaching competencies. She also discusses about broad category of teaching skills. She guided the participants how integration of different skills make the teaching

interesting, interactive and effective.

Third Day

On the third day of the program, Prof. Dhananjay Joshi, Dean, Delhi Teachers University, Delhi, delivered a talk on **“Imbibing Professional Ethics in Student Teachers.”** The session focused on the professional ethics of teachers, as teachers are held to a high ethics. He begins the session with a discussion on common sense and professional judgment to avoid Complications in teaching.

This workshop focused on:

1. How teacher are held to higher standard.
2. Code of ethics.
3. Development of the student’s potential.
4. Principles of professional ethics.
5. Record keeping.
6. Establishment of written policy regarding teacher students behavioral management system.
7. How to maintain professional reputation in the community.
8. N-E-A-T Process.

He guided the participants that how teacher can inculcate these values and ethics in students. Because the primary professional concern will always be the student and the development of student’s potential and education strives to achieve and sustain the degree of ethical conduct. Last

but not the least when the house was open for questions the academicians were keen to ask and with the same level of enthusiasm they were justifiably answered by professor. Vote of thanks was given by faculty member.

Four Day

On the day four of the program, Dr. Sapna Yadav, Assitant Professor, SCERT spoke on **“Encouraging Intellectual Development and Critical Thinking”** this session focused on the Relationship between critical thinking and Intellectual development. The talk started on the briefing on education and contemporary scenario where Regular schools. Principally meets the requirements of the students who don’t need any special assistance and relate it with the present scenario where she discussed about Incompatibility between ideality & reality as chronic issues which disturb schools are: Poor infrastructure, Lack of teaching materials, Shortage and absenteeism of teachers, Truancy & dropout rates of students, Sanitation & board results etc. The workshop focused on Critical thinking and intellectual development. She explained what Critical Thinking is and how to

enhance. She emphasized on teacher empowerment in -service and pre- service. She also guided the participants that how we can find the gaps in our experiences by enhancing and developing critical thinking with the help of several exercises and ICT Tools. In activity session he involved the participant in some activities like picture interpretation and brain storming, for intellectual development. Participants were very enthusiastically involved in the interaction session.

Five Day

On the day five of the programme, Ms. Chandni Aggarwal, HOD Computer Science Department, Maharaja Agrasen School, Pitampura took an interactive session on “Technical competency among the teachers” .She delivered a talk on how the technological enabled learning environments become more effective towards student centric teaching learning. She began the session by explaining what ICT means and defining terms. She emphasized on three major process related to ICT and education namely interaction, presentation & assessment. She explained about some e-programmes like e-pathsala and Swayam and talked about how there is a need for people become “Prosumers” i.e. producers plus consumers for effective development of all and successful implementation of ICT. She also explained how to deal with ethical issues of education and security issues, potential threats, plagiarism, copyright etc. and how various ethics should be considered while using ICT in the field of education. In this session she talked about various dimensions of conducting research and various ethical considerations which must be kept in mind while undertaking research. she emphasized on the plagiarism issue and talked about how we can check the plagiarism through various online research software. In the activity session She guided the participants that how to develop lesson plans and use various ICT apps and tools which can make teaching learning more effective . She demonstrated various tools that are commonly in use for the pedagogical aspect to move from the physical classroom to the smart classroom to online classroom. Session ends with the discussion .Vote of thanks was given by faculty member.

Six Day

On the six day of the program, Dr.Subhash Chander spoke on “**Research as a Tool for Professional Development**” where he guided the participants how Action Research could be a effective and meaningful tool for the professional development of the teachers. As every teacher should know how to find out the solution for local problem. This workshop focused on

1. The procedure to do research. As a researcher it is mandatory for one to know the basics and have a core idea in order to satisfy the purpose of research

and establish an acceptable conclusion.

2. Summarized the aspects relating to the literature review framing objectives collection of data analyzing it and finally framing it into a research paper.
3. Intended to orient participants towards developing their own research plans with due attention to every stage of research.
4. Enhance the Analytical Skills.
5. Facilitate researchers in writing research work.

Dr. Subhash Chander explained what research was all about. He connected things starting from the local problem to the modern philosophy of doing research. He described how the process of action research takes place when it comes to finding answer to a question. The second issue which he emphasized on was the collection of data. According to him the two sources of data collection are the primary and the secondary sources and one has to choose among the two in accordance to the question which has been framed. He emphasized on the framing of the research question and held it to be the fundamental and initial step to do research. One should focus on the suitability of the research question and its applicability to which type of people even the geographic areas and mentality of the people. He made the session interactive and based on various examples for better understanding of the academicians. Last but not the least when the house was open for questions the academicians were keen to ask and with the same level of enthusiasm they were justifiably answered by professor. Vote of thanks was given by faculty member.

Valedictory session

Receiving an overwhelming response with participants, a one week FDP on quality assurance in teacher education “came to an end with valedictory session, graced by Hon’ble Prof. Sonia Jindal, Principal, GIAST; Dr. Sapna Yadav, Guest Speaker of the day. After reading of report on 7 Days Faculty Development programe. This Program concluded with the distributed of the certificates to the participants, Feedback were taken for the FDP from the participants by Dr. Shikha Ranjan, Associate Professor, GIAST and a vote of thanks given by Dr.shikha Ranjan.

Outcome

All the session was very much informative and interactive. The discussed area is of great benefits for the participants as the topics matched with their present working domain.

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